



Annual Report

2024



CCER
*Community Center
for Education Results*

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Letter from the Executive Director

CCER's work within the Road Map Region has been the backbone for equity, unity, and shared learning to improve systems at the district level and beyond for the past 14 years. The past few years have proven to be challenging, reckoning with racial injustice, transitions in leadership, the pandemic, and remote work. Through it all, I have seen nothing but commitment and courage from our team to do what we do best. Move the work forward. In this new chapter of CCER, our commitment does not change, our approach will shift as we continue to meet the ever-evolving needs of our students and families.

Today, more than ever, we're deeply committed to taking collective action that ensures equitable access to post-secondary opportunities, for all students, and particularly for students at the margins. In the past twenty-four months we have seen an increase in organizations and district leaders seeking our guidance for data and research capacity building. This tells me that we remain a trusted organization that has proven successful in leveraging data and research for education results.

Our call to action for community members, stakeholders and funders is to support the work that we do through partnerships and funding. I am immensely grateful for the continued support of CCER, and I would not be the leader I am today without the incredible staff we have on our team. My hope is that, through partnership and collective action, CCER will continue to be the go-to organization for educational data and research, throughout our region and beyond!

In gratitude and partnership,



LaEisha Howard
Executive Director



Our Story

OUR MISSION

Over the past decade, CCER has worked hand-in-hand with schools, community-based organizations, and local agencies to improve outcomes for students in South King County and South Seattle.

In 2025, we continued this commitment by focusing our efforts on supporting a cradle-to-career ecosystem, one that ensures every young person has access to the opportunities, resources, and relationships they need to succeed from early learning through postsecondary education and into a meaningful career.

Cradle-to-career work is not about a single program or intervention; it is about aligning systems across education, workforce, health, and community services to create seamless, supportive pathways for young people.

As a trusted data and research partner, CCER plays a critical role in helping communities use data to make informed decisions, elevate youth and family voice, and identify where change is most needed.

OUR PURPOSE

CCER was founded in 2010 as the backbone for King County education initiative the Road Map Project. Community Center for Education Results (CCER) still serves as a data and research backbone for King County to support systems change. It is one of Washington state's leading experts in education data and research, driving efforts that center student experiences, engage families and communities, and bring together a wide range of partners to transform education across the region.

“What is
valuable isn't
always
measurable”

Our Team



Jono Green
Data Engineer



Jordan Nishimura
Data Scientist



Kanza Hamidani
Research & Evaluation
Manager



Kevin Liao
Data Analyst



**Kristin McCowan,
Ph.D.**
Senior Director -
Research, Data and
Impact



LaEisha Howard
Executive Director



Marian Dayao
Special Advisor,
Community and Impact



Nesley Bravo
Senior Manager of
Education Strategy



Rachelle Harris
Data & Research Fellow



Kaela Worrall
Data & Research Fellow



Nazym Malikova
Data & Research Fellow



Paree
Youth Research Intern

2025 Board



John Kim
Advisory Committee



Max Meshnick
Advisory Committee



Jeff Chiu
Advisory Committee



LaRena Heath
Board Member



Shelby Cooley
Board Member



Dr. Gina Clark
Board Member



Molly Pettiford
Board Member



Johnathan Joseph
Board Member



Julius Moss
Board Member

Our Work

CCER works to advance educational equity by connecting data, research, and community voice. We partner with educators, advocates, and systems leaders to identify barriers and co-create solutions that improve outcomes for students furthest from opportunity. Our work spans data analysis, policy engagement, and capacity-building—always grounded in the lived experiences of those most impacted.

Community Engagement

We catalyze collective action by working closely with communities and institutions to design and implement equitable solutions to systemic problems.

Capacity Building

We work with schools and organizations to use data and evolve their data practices as they pursue quality education for every student.

Data & Research

We take an innovative approach to conducting research, collecting and analyzing data, and creating accessible tools for understanding results.

Systems Change

We address inequities in our education systems through rigorous research and collaborations that lead the way to lasting change.

Where We Work

WHERE INSIGHTS BECOME ACTION ACROSS COMMUNITIES

The 7 school districts at the heart of our work



43%

of students in King
County are in the
Road Map Region

189

Primary languages
spoken



2024-25 Strategic Goals



Build capacity of school districts and practitioners to use various forms of data to continuously improve their college and career services.



Expand our understanding of how Running Start and Multi-lingual learner programs support or hinder the college and career experiences among students participating in those programs.



Increase CCER's connection to students through social engagement efforts that help us learn of emerging challenges that students face.



Maintain and strengthen relationships with regional partnerships, networks, and coalitions that contribute to collective action around policy and advocacy.

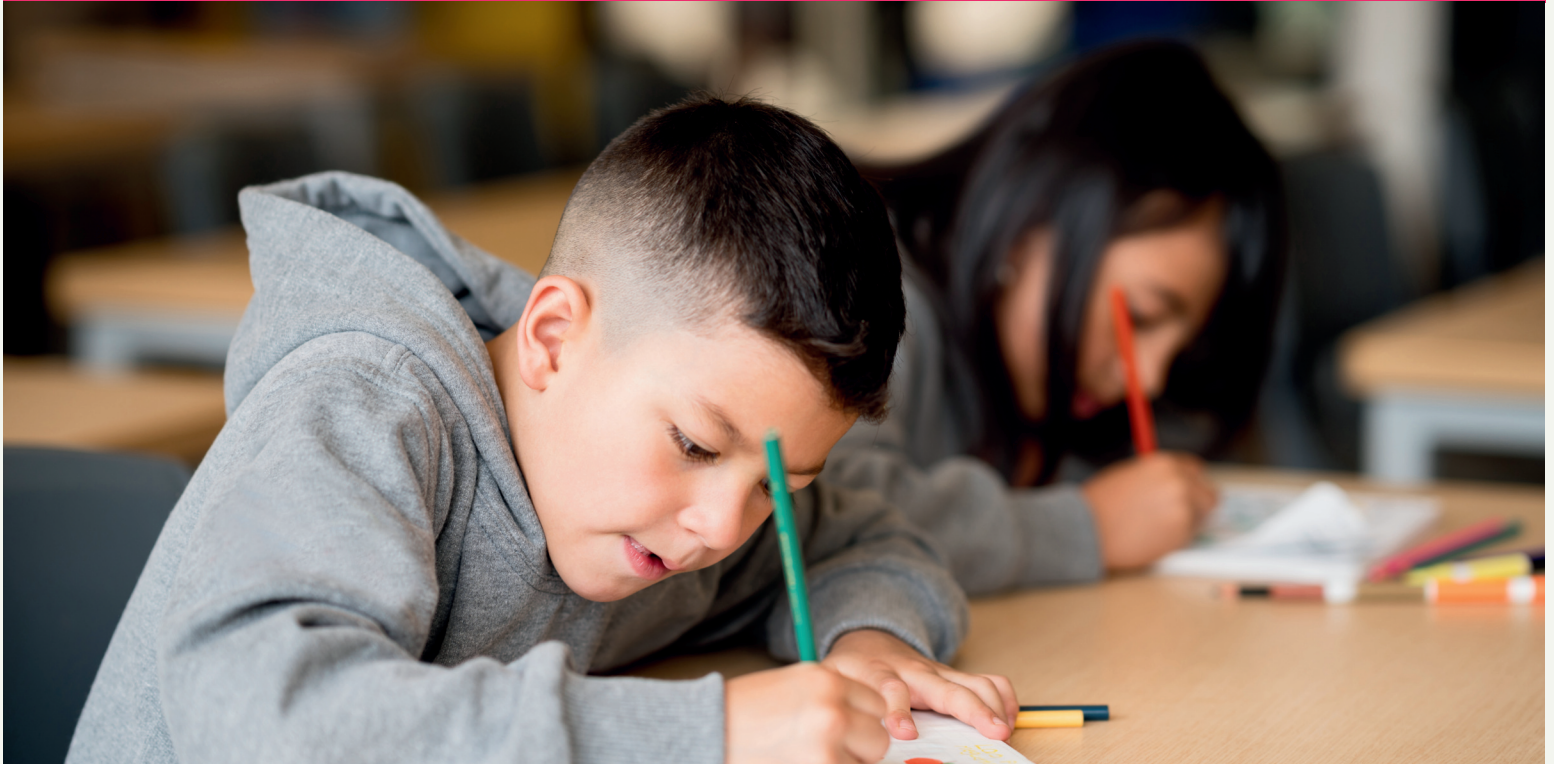


Broadly disseminate the outcomes and learnings of our initiatives to make data and research accessible and encourage practical application.

“We saw our ideas reflected in the data and in the solutions.”



Cradle to Career



The cradle-to-career space is about creating a seamless, equitable pathway that supports young people from their earliest learning experiences through postsecondary education and into meaningful careers. It recognizes that success is shaped not by a single program or school, but by the alignment of many systems—education, workforce, health, and community services—that together create opportunities and remove barriers.

At CCER, our role in this space is to serve as a trusted data and research backbone. We help communities use data not just to understand challenges, but to drive action:

- aligning partners
- elevating youth and family voice
- building the infrastructure needed for long-term change

The cradle-to-career space is where insight becomes action—ensuring every student in our region has the support to thrive at each stage of their journey.

**From early learning to postsecondary success,
our insights drive action every step of the way.**



Building Capacity Across the Region

Data & Research Fellowship

The Community Center for Education Results launched the Data and Research Fellowship Program to build research and data capacity among BIPOC community advocates in South King County, Washington. This 9-month fellowship is designed for individuals with lived experience and a passion for education equity, advocacy, or systems change.

Fellows work alongside CCER's data and research teams to conduct research, analyze data, and share findings that inform decision-making across sectors. The program supports the Community Practice Partnerships Initiative, focusing on projects related to high school and college success.



Rae Harris

Rae analyzed student survey data from 4 partner high schools. Together Kaela and Ray created an interactive dashboard in partnership with local schools in the area, using staff survey data to uncover key insights about college and career readiness.



Kaela Worrall

Kaela analyzed staff survey data Kaela covering demographics, school resources, and college and career planning at four schools.

"Data can be so influential. Responsible research and researchers are very important to our work as consumers."



Marian Dayao

Marian analyzed how the Parent Leadership Team helped strengthen parent leaders' skills, boost their confidence, and deepen their community engagement.

"I am in awe of the Parent Leaders and their dedication to their children and their communities."

Parent Leadership Team

The Parent Leadership Team (PLT) was created to center and elevate the voices of parents as partners and leaders in education systems. The PLT is an organized group of 10 parent leaders across the Road Map Region, uniting parents from seven school districts to pursue equitable change and sustainable partnerships in family engagement.

KEY OUTCOMES & FINDINGS

- 1** Parents gained confidence, advocacy skills, and the ability to lead discussions and facilitate meetings with educators and community partners.
- 2** Members deepened their understanding of school policies and structures, enabling more effective navigation and engagement.
- 3** The PLT reduced isolation by fostering peer collaboration and shared learning among parents.
- 4** Parents emphasized the importance of authenticity, consistency, and shared goals in building strong relationships with aligned partners.
- 5** Open communication and collective reflection helped transform barriers into opportunities for new ideas and community impact.

This initiative demonstrates the transformative power of relationship-centered family engagement and positions parents as essential leaders in shaping responsive, equitable education systems.

7

**school districts
represented across
the Roadmap Region**

"The system put us people of color against each other and we are starting to engage and participate more."



Community Practice Partnerships

The Community Practice Partnership (CPP) is a pilot initiative that brings together students, educators, college and career staff, school and district leaders, community based organization(s), and college/university staff to co create solutions that better support students in pursuing their post-secondary aspirations. CPP launched in September 2024 at Rainier Beach High School. We are joined by college advisors from University of Washington and Seattle Central College.

The Outcome: School, district, and/or college partners either changes or adopts new policies, practice(s) or programs to ensure that BIPOC students thrive throughout their educational journey and beyond.



Phase 1

Listen and cultivate awareness of student experiences



Phase 2

Uncover root causes and build capacity to analyze street data



Phase 3

Reimagine and design in collaboration with BIPOC students and families



Phase 4

Move to take anti-racist, equity-driven action

CASE STUDY



After participating in the Community Practice Partnership, and taking an intentional look at student survey data, a counselor noticed that **11% of the students in her building** reported that they receive college and career guidance from their counselor. The counselor changed their approach to engaging with students outside of the office setting, in environments where students felt more comfortable (hallways, classrooms, cafeteria, etc.)



Turning Data into Action

Horizons Partnership

In January, CCER was selected as the local Measurement, Learning, and Evaluation partner and local Data Intermediary for South King County's regional partnership, part of the statewide Horizons Initiative, a three-year effort funded by the Bill & Melinda Gates Foundation. South King County is one of four Horizons regions in Washington state.

The Outcome: Ensuring young Black men have equitable access to postsecondary advising.

Throughout the spring, CCER collaborated closely with the Puget Sound College & Career Network (PSCCN), to conduct learning assessments and sense-making sessions with regional partners.

These sessions focused on evaluating Year One efforts and identifying capacity built in key areas:

- Effective partnerships
- Backbone organization leadership
- Data literacy and utilization
- College and career advising practices

As Year One concluded, CCER facilitated reflection and target-setting for Year Two. In August, we launched the second year with a full-day regional convening, bringing partners together to co-develop a regional theory of change grounded in the Horizons theory of action.

Looking ahead, CCER will continue supporting partners as they:

- Center community voice through focus groups to inform district-wide student advising protocols
- Elevate student stories to drive systems change
- Complete data review loops with partners to support regional collaborations and identify opportunities to further support students

Partners

Federal Way Public Schools

Highline Public Schools

Highline College

Tukwila School District

“...This is what technical assistance looks like! I really appreciate this team.”

High School Partners' College & Career Network

Previously known as CCLI, our flagship college and career initiative. In 2024, we narrowed our focus to dive deeper and support schools with collecting qualitative data through a street data framework that helps them better understand the “why” behind their staff and student survey data and to center the voice of students at the margins. This year’s cohort of partners are focused on multi-lingual learners, returning seniors, and 9th and 10th grade students of color.

2024 - 2025 High School Partners

Auburn High School	Hazen
Auburn Mountainview	Interagency
Cleveland	Kentlake

CASE STUDY

Rainier Beach educators used the HSPCCN survey data to understand the types of careers students are interested in pursuing so that they could provide responsive college and career exploration opportunities.

Equity Challenge Examples

Increasing exposure to college/career for Black and Brown 9th and 10th grader students
9th and 10th grade Latinx students identified by the CARE team due to low grades and attendance
MLL students who are Afghani and ages 17-21
College & career supports for returning seniors

“We are doing this for students, and we want to hear voices with the most marginalized students....It challenges us to not do the same old but to think more critically.” 19



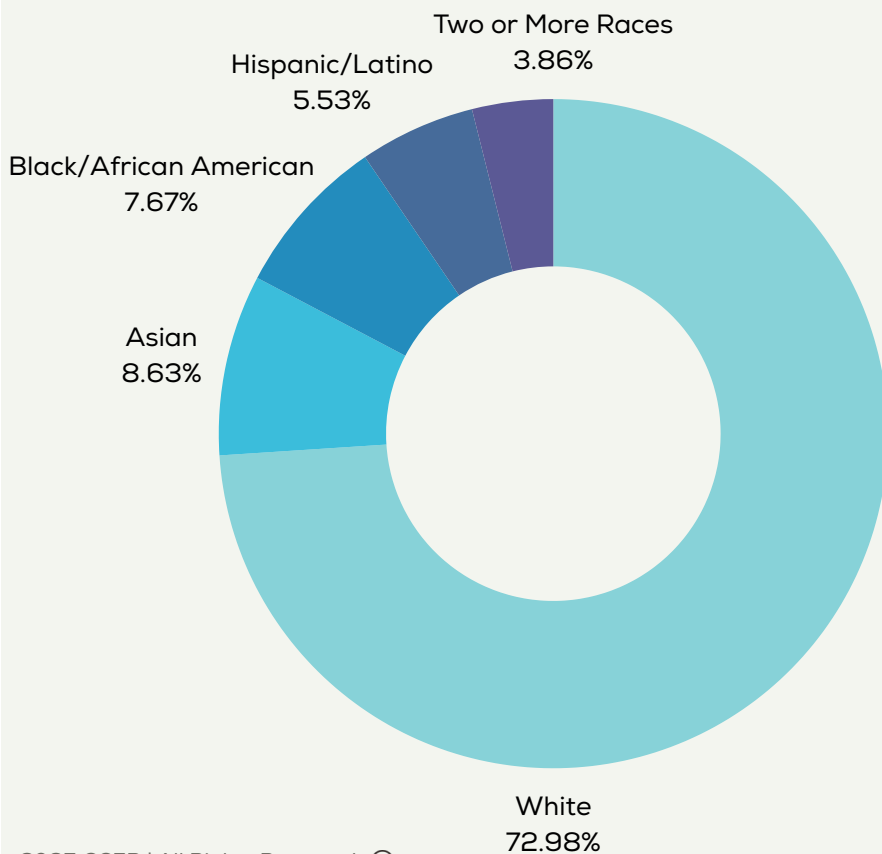
Elevating Student & Educator Experiences

Black Educator Study

To better understand the experiences of Black educators across the Road Map Region, CCER conducted a qualitative study highlighting the voices of those working in predominantly white school environments. With Black educators representing only 7% of staff across the region, many described feeling isolated, undervalued, and unsupported. Their reflections reveal the critical role Black educators play in building trust with students of color, the systemic barriers they face, and the urgent need for more inclusive and equitable school cultures

EDUCATORS IN THE ROADMAP REGION

Staff by Race/Ethnicity, 22-23AY



7%
**of staff in the
Roadmap Region
who identify as Black**

“ I feel like I'm on an island. And, and I'm just kind of left there to drown basically. And that's how I feel. And that's how I felt the whole time that I've been here. ”

What's Next

As we look ahead, CCER remains steadfast in our mission to transform education systems through data-informed collaboration, community voice, and equity-driven strategies. Building on the momentum of the past year, we are expanding our partnerships, deepening our impact across the region, and continuing to center the experiences of students and families in all that we do.

RUNNING START STUDY NEXT STEPS

CCER will formally include a Running Start Study in our Annual Research Agenda. This initiative reflects our continued commitment to advancing educational equity through rigorous, community-informed research.

We will begin pursuing a formal study to explore the impact of Washington State's Running Start dual enrollment program on postsecondary outcomes and equity.

VOX POP NEXT STEPS

CCER is excited to welcome a new cohort of Data & Research fellows who will continue amplifying student voice across the Road Map Region. Building on insights from four year college students, the next phase of VoxPop will expand to include two year college students and early professionals.



1.7x

The rate that Running Start students earn bachelor degrees vs. non-Running Start students

“I don't think my high school did the best on helping students, especially students of color, like be prepared to even apply to college...”



Contact

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