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COLLEGE AND CAREER LEADERSHIP
INSTITUTE: YEAR 1 EVALUATION
REPORT

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*Community Center for Education Results
Prepared by Illuminate Evaluation Services, LLC*

Contents

Executive Summary	i
Introduction	1
Evaluation Design	1
Evaluation Questions	1
Participating Schools	1
Data Sources	2
Evaluation Findings	3
EQ #1 – What are the intended activities, goals, and outcomes for program implementation?	3
EQ #2: What strategies and activities did school personnel use to develop college and career systems?	4
CCLI Team	4
Defined and Communicated Their College and Career System of Supports	5
Developed Connections with Community and Technical Colleges	6
Student Surveys	6
Area of Focus	6
Increased College and Career Awareness Opportunities	7
EQ #3: What components of the leadership institute (e.g. workshops, technical assistance) helped to support the development of college and career systems?	7
Components of the Leadership Institute	7
Additional Ideas for Next Year	10
EQ #4: What contextual factors impact program implementation?	11
EQ #5: What key outcomes were achieved through program implementation?	12
Student Aspirations and Expectations Survey	12
Short-Term and Intermediate-Term Outcomes	13
End-of-Year Survey Results	15
EQ #6: What are the emerging best practices?	16
Students Perspective’s	17
Strengths of College and Career PReparation	17
Challenges of Transitioning to College	19
Recommendations from Students to Support College and Career	20

EQ #7: What recommendations emerge based on evaluation findings? _____	21
Maintain a Clear Common Focus Across Regional Workshops and Site-Based Meetings _____	21
Increase Accountability During Site-Based Technical Assistance _____	21
Expand CCLI Team _____	22
Complete and Utilize the College and Career System Overview Map _____	22
Communicate the Plan to the Broader Staff _____	22
Provide More Time to Share Best Practices _____	23
Capture Student Voice _____	23
Appendix A: Initial Logic Model _____	28
Appendix B: Interview Protocols _____	28
Appendix C: Surveys _____	31
Appendix D: College and Career Maps _____	40

EXECUTIVE SUMMARY

CCER launched the College and Career Leadership Institute (CCLI) in the 2017-2018 school year with 12 Road Map high schools. The support included a series of four workshops, four on-site technical assistance meetings, an end-of-year celebration, and resource sharing across schools and districts. The program goal of CCLI is to help college and career teams from high schools in South Seattle and South King County improve their college and career readiness systems of support for students so that more students graduate college and career ready and directly enroll in a postsecondary training program that aligns to their career goals. To support this goal, within CCLI:

1. Teams develop a common definition for “college” that can be messaged school-wide, and outline staff contributions to the college and career readiness of their students;
2. Teams become familiar with their school’s college readiness data and use it to guide improvements to their college and career supports;
3. Teams make changes to their college and career practices and policies that will increase equity;
4. Teams better understand apprenticeship and technical pathways to strengthen advising for these pathways; and
5. Teams learn how to better integrate regional/state college and career initiatives and community supports.

PROGRAM IMPLEMENTATION

CCLI participants engaged in a number of activities to strengthen their college and career systems. These activities included developing a CCLI team, defining and communicating their college and career system of supports, developing partnerships with community and technical colleges, administering student surveys to learn more about student needs, engaging in focused improvement in a specific area (Mapping and Communications, Advisory, or High School and Beyond Plan), and increasing opportunities for students to engage in college and career awareness opportunities.

To support these efforts, CCLI participants attended workshops and participated in onsite technical assistance meetings to further develop their system. Through these facilitated meetings, CCLI participants developed their own vision and definition for college and career readiness and created a map of their system, reviewed their college going data, and learned some best practices from other schools. Interview and focus group participants spoke highly of their participation in CCLI and the support they received. Participants reported that CCLI supported their team around a necessary focus, offered time for reflection, and was a form of professional development.

PROGRAM IMPACT

In the first year of implementation, CCLI teams focused on developing internal structures to support college readiness (e.g. CCLI team, additional college and career supports). On the End-of-Year survey, 54% agreed their schoolwide college going culture has improved since participating in CCLI, and 74% agreed their college and career system has improved since participating in CCLI. While staff members agree it is too early to see specific changes in outcomes, they noted that there have been changes in the way they talk with students and provide information, and they are

conducting surveys and learning more about student needs and plans to improve their system of support.

CCLI participants met or made progress toward the short- and intermediate-term outcomes listed in the logic model (see Appendix A). While some were still in progress, such as completing the College and Career System Overview, participants met the following outcomes:

- Greater than 85% to 92% of all participants indicate an increased understanding of professional development topics on post-workshop surveys;
- 92% of all school teams reported implementing a systemic change to their college and career ready system (e.g., worksite field trip, changes in FAFSA/WSFA process, partnering with a community and technical college)

CONTEXTUAL FACTORS

Several contextual factors support and hinder implementation of CCLI at the school level. These include dealing with mindset and buy-in of staff members to focus on preparing students for college and career; having adequate time to work on the CCLI focus with additional commitments, changing requirements for advisory, and school leaders' commitment and support of the CCLI focus.

BEST PRACTICES

CCLI was developed based on evidence-based practices of professional development. Participants acknowledged that the professional development supported adult learning through a combination of having skilled and knowledgeable facilitators; site-based and regional workshops; and opportunities for team time and reflection. In addition to the structure of CCLI, participants identified two emerging best practices that they believe will support their continued focus, which included developing a CCLI team and using postsecondary data.

STUDENTS' PERSPECTIVE

Students participated in multi-grade level focus groups to identify current supports in place to help them become college and career ready, their perceptions of their biggest challenge as they transition to college and career, and the additional supports that students need to be college and career ready. Students noted there are strong programs and classes available to some students, opportunities to participate in college and worksite field trips, and support from counselors and the career center to help prepare for college and career. They perceive their greatest obstacles to attending college include being a first-generation college student, paying for college, and understanding college expectations. Students made the following recommendations to improve college and career preparation: provide consistent information about college and career, develop classes to prepare for real life, align projects in the senior year or create a senior transition class, focus on career options, and provide rigorous, hands-on learning experiences.

RECOMMENDATIONS

Based upon the findings of this evaluation and a literature review, we provide the following recommendations: (1) maintain a clear, common focus across regional workshops and site-based meetings; (2) increase accountability during site-based technical assistance; (3) expand CCLI team; (4) complete and utilize the College and Career System Overview Map; (5) communicate the plan to the broader staff; (6) provide more time to share best practices; and (7) capture student voice.

COLLEGE AND CAREER LEADERSHIP INSTITUTE YEAR 1 EVALUATION REPORT

Introduction

The purpose of this report is to provide formative and summative feedback to the Community Center for Education Results (CCER) regarding the implementation of the College and Career Leadership Institute. This report includes feedback for the first year and is designed to assist in ongoing program development. The report includes a description of the evaluation design, evaluation findings, conclusions, and recommendations.

Evaluation Design

The evaluation utilized a multiple measures, mixed methodology approach. Evaluation activities followed the framework as stated in the original proposal.

EVALUATION QUESTIONS

The evaluation questions included:

1. What are the intended activities, goals, and outcomes for program implementation?
2. What strategies and activities did school personnel use to develop college and career systems?
3. What components of the leadership institute (e.g. workshops, technical assistance) helped to support the development of college and career systems?
4. What contextual factors impact program implementation?
5. What key outcomes were achieved through program implementation? (e.g. staff, student, system outcomes)
 - a. Analysis of documents, data, and surveys; includes alignment to logic model
6. What are the emerging best practices?
7. What recommendations emerge based on evaluation findings?

PARTICIPATING SCHOOLS

The institute hosted a cohort of college and career teams from 12 comprehensive high schools. Exhibit 1 shows the districts and schools participating, along with their area of focus for the year.

Exhibit 1.
Participating Schools and Districts

Participating Schools		
District	School	Area of Focus
Auburn School District	Auburn High School	High School and Beyond Plan
Federal Way Public Schools	Federal Way High School	9 th Grade College and Career Readiness
	Thomas Jefferson High School	Mapping & Communication
Highline Public Schools	Evergreen High School	High School & Beyond Plan
	Highline High School	Mapping & Communication
Kent School District	Kent-Meridian High School	Advisory
	Kentwood High School	Mapping & Communication
Renton School District	Hazen High School	Advisory
	Lindbergh High School	Mapping & Communication
Seattle Public Schools	Cleveland High School	Mapping & Communication
	Franklin High School	Mapping & Communication
Tukwila School District	Foster High School	Advisory

DATA SOURCES

To answer the evaluation questions, the following data sources and evaluation tools were used.

Program documents and data. We reviewed documents pertaining to CCLI, including program descriptions, agendas, materials, staff survey, and data.

Interviews and focus groups. We conducted interviews and focus groups at four sites to learn more about program implementation and goals. In total, 62 people participated in interviews and focus groups, including a school administrator, CCLI team members, and students representing all grade levels. Interview protocols are included in Appendix B.

Observation of Institute Workshops. We attended each of the four workshops to document the nature of support provided to CCLI participants. During the workshops, we administered and collected evaluations to determine the effectiveness of the professional development, the sharing of best practices among schools, and the facilitated team planning time. Between 41 and 62 participants completed the survey after each workshop. We also attended the reflective meeting, which occurred after the workshop, where a group of facilitators shared their thoughts about the workshop. Workshop and End-of-Year Surveys are included in Appendix C.

Student Survey. We administered a student survey at three sites: Cleveland, Hazen, and Lindbergh high schools. Further, two high schools (Evergreen and Highline) took the survey as part of a Department of Education grant. The student survey focused on three areas: School Climate, Non-Cognitive Factors, and Postsecondary/Career. In addition, there was a subset of questions around advisory implementation.

CCLI Final Survey. We administered a survey to all CCLI participants to assess progress towards the outcomes identified in the logic model. The survey also included questions to get more input on needs for Year 2. All attendees were asked to complete the survey, while school staffs that

participated in site visits were informed that completing the survey was voluntary. In total, 48 participants completed the End-of-Year survey. Exhibit 2 shows the districts, schools, and positions of people completing the survey.

Exhibit 2.

Districts, Schools, and Positions of Participants Completing the End-of-Year Survey

Survey Completion	
<i>District</i>	<i>% of Sample</i>
Auburn School District	6.3%
Federal Way Public Schools	18.8%
Highline Public Schools	14.6%
Kent School District	20.8%
Renton School District	20.8%
Seattle Public Schools	10.4%
Tukwila School District	8.3%
<i>School</i>	<i>% of Sample</i>
Auburn High School	6.3%
Cleveland High School	6.3%
Evergreen High School	6.3%
Federal Way High School	6.3%
Foster High School	8.3%
Franklin High School	4.2%
Hazen High School	6.3%
Highline High School	8.3%
Kent-Meridian High School	12.5%
Kentwood High School	8.3%
Lindberg High School	14.6%
Thomas Jefferson High School	12.5%
<i>Positions</i>	<i>% of Sample</i>
District Administrator	2.1%
School Administrator/Dean of Students	16.7%
Counselor	37.5%
Teacher	25.0%
College/Career Specialist	8.3%
Community Based Organization Representative	6.3%
Other: AIS, Assistant Sec/Athletics & Admin Support	4.2%

Evaluation Findings

EQ #1 – What are the intended activities, goals, and outcomes for program implementation?

CCER launched the College and Career Leadership Institute in the 2017-2018 school year. The support included a series of four workshops, four on-site technical assistance meetings, an end-of-

year celebration, and resource sharing across schools and districts. The program goal of CCLI is to help college and career teams from high schools in South Seattle and South King County to improve their college and career readiness systems of support for students so that more students graduate college and career ready and directly enroll in a postsecondary training program that aligns to their career goals. To support this goal, within CCLI:

1. Teams develop a common definition for “college” that can be messaged school-wide, and outline staff contributions to the college and career readiness of their students;
2. Teams become familiar with their school’s college readiness data and use it to guide improvements to their college and career supports;
3. Teams make changes to their college and career practices and policies that will increase equity;
4. Teams better understand apprenticeship and technical pathways to strengthen advising for these pathways; and
5. Teams learn how to better integrate regional/state college and career initiatives and community supports.

The logic model on the next page was developed in June 2017 before CCLI started and details the program’s intended inputs, outputs, and short and intermediate-term outcomes, as well as impact (see Appendix A). This is the original logic model, and it will be revised for Year 2.

During interviews and focus groups, school personnel’s comments show they have a clear understanding of the focus of CCLI. Participants reported CCLI focused on increasing college and career awareness, making information accessible, and increasing access and equity through a systemwide focus. One person shared, “In my estimation, [CCLI] is helping schools and leadership keep a focus on college and career access, making it equitable, and making supports available to help our students succeed.” Another shared, “It is to help improve career and college guidance at our school and getting kids involved in thinking about career awareness. It is about involving teachers. That is a big part – teacher involvement.” Still another shared, “From the student perspective, it is making college and career tangible for them. I’m thinking of the career field trip. They could see themselves there and being in the physical place is critical.”

EQ #2: What strategies and activities did school personnel use to develop college and career systems?

Staff members identified several strategies and activities they engaged in to develop their college and career systems. The qualitative results include information gathered during focus groups, as well as write-in information from the surveys.

CCLI TEAM

Each participating CCLI school created a team that attended the workshops together and that participated in the onsite technical assistance. CCLI teams included a building administrator, counselor, teacher, and if the school has a position/partnership, a college and career specialist and/or a community-based organization representative, as well as other team members as needed. Staff members appreciated having diverse positions on the team, noting that having administrators and teachers on the team helped to broaden the college and career readiness focus. One person

shared, “[It] increased awareness from a larger presence. Having teachers and admin on our team was helpful.” Another said, “This is the first time we have had teachers and administrators on the team. Before it was only counselors, and we were missing that critical piece. We were all doing things, but separate.” Another wrote in the survey, “We created a college access team! That was a great start to strengthening our system. Since then we meet regularly and work on events and projects together through the support and resources of CCLI.” A number of schools shared how this team serves as a workgroup for the larger leadership team, which helps to strengthen their CCLI team.

While staff members believed the team was important to their work, they did note two things that could be improved upon. In some cases, staff members noted that the administrator or teachers did not regularly attend the meetings. Participants indicated that this limited their ability to make decisions to support the college and career focus. In addition, they had more difficulty communicating the message without teacher participation. One person explained, “Having core teachers on the team is critical.” Another shared, “We need to develop even more teacher capacity in delivering the important message of high school planning and college and career readiness.” Further, several teams did not meet beyond the required technical assistance meetings. While they believe more consistent meetings would be beneficial, they also cited time limitations. One person shared, “We don’t meet outside of the regional meetings. We don’t have time. When we do meet, we get a lot of work done.”

DEFINED AND COMMUNICATED THEIR COLLEGE AND CAREER SYSTEM OF SUPPORTS

All staff members reported that they began the process of defining their college and career system. On the End-of-Year survey, 31% of staff members reported they developed a college and career system overview, while 69% reported they partially developed a college and career system overview. One person described, “We did some of that at the beginning of the year. We didn’t finish it, and we didn’t do much with it.” Another said, “We developed it, but it sat. We haven’t communicated it out. We reviewed it, but we haven’t used it to narrow our focus or drive our work.” While participants agreed they were making progress in this area, most said they needed additional support to make the plan meaningful and communicate it to staff and students. A participant reiterated, “We have identified the holes, and now we have to communicate it. Although the plans were in various stages, they noted that they discussed their vision, mapped out the supports available, and discussed roles. On the End-of-Year survey, only 60% of participants reported that they have communicated their college definition school-wide. A team that reported they developed and communicated their plan, shared, “As a team we are talking about the holes we see, and what we are doing at each grade level. We have shared the definition of college and career with the staff, and they are on board.”

It is important to note that teams focused on this work in the first workshop; however, six of the twelve participating teams focused their site-based time on the College and Career Communications Track, which included completing a map of current college and career supports. Appendix D presents the College and Career Map, which also includes the vision and definition for college and career readiness and goals. Because school personnel made varying degrees of progress, depending on area of focus for the site-based technical assistance, we provide the maps of the schools that focused on Communication and Mapping first, followed by schools that focused in other areas.

DEVELOPED CONNECTIONS WITH COMMUNITY AND TECHNICAL COLLEGES

All staff members participating in the focus groups noted that they strengthened their relationships with Community and Technical Colleges. Staff members provided examples of how they have had follow-up meetings with representatives or have invited representatives to talk with their students about colleges. Some schools have surveyed their seniors to understand where they plan to attend next year and have coordinated on-campus sessions for those students so they could learn about the registration process, FAFSA, and/or placement testing. One participant commented, “We have strengthened our relationships with South Seattle Community College. We are developing a partnership.”

STUDENT SURVEYS

Several staff’s administered student surveys as part of the activities and strategies to learn more about students’ needs. Five schools administered the Student Aspirations and Expectations Survey. One person shared, “It was important to do the survey. That information changed our conversation.” Other schools surveyed their seniors to learn about the plans for next year. Staff members said, based on those results, they have divided the students into groups to provide more detailed information in alignment with their plans. Further, some staffs have used that information to connect the students directly with partners from the community and technical colleges (see section above).

AREA OF FOCUS

As part of the technical assistance, staff members chose an area to focus on for the year during their four, 90 to 120-minute sessions. Staffs chose one of three areas: Communication & Mapping, Advisory, or the High School & Beyond Plan. Exhibit 3 shows the general activities that were planned for these sessions. However, because schools were in different places, these activities were differentiated based on the need. Because of the limited technical assistance time, CCLI teams were not able to complete each step fully. However, this will be a goal for Year 2.

Exhibit 3.

Site Based Technical Assistance – Areas of Focus

Site Based Technical Assistance	
<i>College & Career Communications Track</i>	<i>Advisory or High School & Beyond Plan Track</i>
Finalize college and career team roles and responsibilities	Finalize college and career team roles and responsibilities
Map current college and career supports	Review components of a strong advisory/high school and beyond planning program
Create a service list provider	Describe current context of advisory or High School and Beyond Planning
Develop a pyramid of who receives what services	Identify gaps in service or elements that need to be added
Finalize postsecondary enrollment goal and how to measure	Identify barriers to effective implementation/brainstorm solutions

Develop communications plan for the whole school community	Finalize strategies to improve advisory or high school and beyond plan
Implement communications plan	Implement advisory or high school and beyond plan strategies
Identify ongoing communications work	Evaluate advisory or high school and beyond plan improvement strategies

Staff members noted that the focus of technical assistance was helpful; however, most agreed the work was in the initial phases and would need to continue into a second year. While some reported that the technical assistance “helped us to transform advisory school-wide” or that they are “creating and delivering lessons and building a stronger college and career culture,” others reported that they needed to tighten the focus and continue the work next year. This will be discussed in the next section.

INCREASED COLLEGE AND CAREER AWARENESS OPPORTUNITIES

In addition to the activities described above, across schools, staff members described other strategies to strengthen their college and career system. For example, several people shared examples of bringing in more information about apprenticeships and trades, planning a trades fair, and implementing industry signing day. Others have discussed the labor market with their students and jobs of the future. Other examples include worksite field trips, college visits, participation in DiscoverU, and the development of a freshmen seminar class. At one school, during focus groups, staff and students described the worksite field trips as being a critical strategy. A staff person shared, “The freshmen field trip was wonderful. We went to 11 different places with 380 freshmen. We integrated lessons prior to the field trip, and they went to places based on their interests. This is the first time we have been this focused.” A student described how this experience taught him about apprenticeships and avenues to get a high paying job without going directly to a four-year college. Finally, staff members shared that they have had discussions based on the Equity Workshop, and they have tried to make staff more aware of microaggressions.

EQ #3: What components of the leadership institute (e.g. workshops, technical assistance) helped to support the development of college and career systems?

Interview and focus group participants spoke highly of their participation in CCLI. Participants reported that this supported their team around a necessary focus, offered time for reflection, and was a form of professional development. One person shared, “We are in a professional development drought, and this has been a welcomed opportunity.” Another participant explained, “It provided dedicated time to reflect on our system and consider improvements.” The sections below describe how specific areas helped their team and ideas for support into the next year.

COMPONENTS OF THE LEADERSHIP INSTITUTE

Participants described several critical components of the leadership institute that helped to support their work. They also provided some suggestions for improvement. These are described below.

Workshops. Staff members participated in four regional workshops. Each workshop had a different focus. The workshops included: (1) *Building a School-wide College and Career Culture*, (2) *Career Connected Learning and Advising* (3) *Racial Equity in College and Career*, and (4) *Supporting the Transition to Two-Year Colleges*. Participants reported that program leaders and facilitators were knowledgeable, the content extended their learning, and they appreciated team time where they could integrate their learning and develop plans for implementation. One person explained, “The in-service days were great! Really well-organized and structures with important content.” Participants also appreciated the student panels and the opportunities to meet with community college, vocational, and apprenticeship personnel. Comments about the workshops included: “They brought up a lot about the underserved populations and students of color. We don’t focus on that and you forget. You just assume everyone goes to college.” “I really appreciated the student voice. We learned you can’t just tell a student what do to. We need to sit with them, provide side-by-side assistance, and listen to them.”

Participants routinely felt that the structure supported their learning. However, people commented that they wished there was a clear connection across workshops and technical assistance. One person shared, “I would like the sessions to be clearly related and aligned to our goals. Every session is different, and it doesn’t feel as though there is a through line. It is nebulous.”

College and Career System of Supports Map. Within the first workshop, staff members began the process of developing a College and Career System of Supports Map. Participants agreed this was a valuable process, and some continued this focus as part of their site-based work. Across sites; however, many had not shared the information in the plan (described in previous sections), they had not fully developed their communications strategy, and they have not referred back to the map or used it for planning purposes. For example, one person said, “We created a definition and a map. We mapped out goals, but we really need to create a plan of what we want to achieve. Sometimes it feels like a scramble.” Another shared, “We need explicit goals that we develop based on our college and career map.”

College Going Data. During the workshops, participants received and analyzed college going data, including college attendance and persistence rates and remediation data. One person shared, “I like that the staff is data-based, and it gives you a sense of urgency and a wake-up call. It is pretty shocking and helps you work harder and focus more.” Another shared, “They gave us data that was easy to read. It helped us focus on our strengths and weaknesses to know what to work on.” On the End-of-Year survey, staff members agreed they became familiar with the school’s college going data since participating in CCLI (94% agreed); however, only 63% indicated that they used the data to guide improvements. Further, during focus groups, most participants indicated that they had not shared the data with the staff, unless it was for a specific purpose. For example, one school shared the remediation data, which created discussion among the staff as to possible improvements and drove the decision to engage with their community and technical college partner to administer placement tests and to create strategies to support students to improve placement.

Those schools that had not shared or used the data were typically still working on a communications plan. However, some reported that the data “was interesting, but there was too

much lag in time.” Another said, “Seeing it is interesting, but it doesn’t tell us anything we didn’t already know.”

Best Practices. During the workshops, there was also an effort to share best practices among the programs. Participants believed this was a component that could be strengthened. Generally, they felt the short presentations interspersed among other content felt ad hoc, and the brevity did not give them time to really learn about implementation steps. One person commented, “I would like to see more exemplars of what other schools are doing. A brief presentation is not enough. We need concrete ideas, and I want step-by-step examples.” Another shared, “I appreciate the networking and sharing, but that could have been strengthened. I would have preferred a showcase of schools sharing their best practices, more of a conference style, where we can talk in small groups about a specific practice and have more thoughtful networking. People are doing great things, and we need to learn from each other.” Several people also suggested that a round-robin or other format would allow other schools to share their practices, as well. Another person said, “We need more learning from each other that is more detailed. I’d like stronger and deeper discussions. I would love to do site visits.”

Technical Assistance. Participants appreciated the technical assistance and praised the providers as being “phenomenal,” “knowledgeable,” and “thoughtful.” One person shared, “It is nice to have someone on the outside look at us and see what we are doing.” Staff members reported that the technical assistant lead kept them on track and focused during the meetings. Because of this work, participants reported they made progress towards their goals. One person shared, “Our goal was to look at advisory and make it a program that was meaningful for students. Previously we didn’t have a focused plan. We don’t have a lot of advisory time, but we are trying to make this more timely and sustainable.”

Although participants really appreciated the technical assistance, this was the one area they also provided the most recommendations for improvement. First, participants believed it would be helpful to have a phone call prior to the site-based meeting to set up an agenda. One person said, “I would like an agenda before the meeting. It is a discomfort not knowing what to expect.” Another elaborated, “They are good at coming up with an agenda, but it would be more helpful if we come up with one together. Sometimes something happens, and the goals and areas of focus no longer feel relevant.” For example, staff members noted that changes in advisory schedules made it more difficult for them to focus on advisory or the High School & Beyond Plan (HSBP).” One person said, “When advisory changed, we didn’t change the focus for technical assistance. We probably should have readjusted the work.” Another said, “I wish we pressed pause and realized HSBP wasn’t the right goal. We never shifted.”

Second, participants hoped that they could review their College and Career System of Support Maps and set specific goals and action steps with opportunities to monitor progress. One person shared, “We started out big, and we never set goals based on our plan or created action-steps. We need to create specific goals.” Another person said, “I want to create a step-by-step plan that we can review. I want to identify several goals and prioritize them. I would like to think strategically on how we tackle this. We can use our definition and map as a way to understand our needs.”

Finally, participants indicated that they wanted more accountability during the technical assistance. One person shared, “The school-based meetings seemed to be great brainstorming sessions. There were a lot of excellent ideas generated by our team, but we struggled with the follow through and

execution.” Another shared, “What I would love to see is more moving the needle on discussions. We seem to discuss the issues, but we are never steered or pushed to a solution that is what is needed.”

Participants suggested that they build in time during each meeting to develop next steps and to have clear assignments. Another participant shared, “Give us a task to do and hold us accountable. We don’t keep on top of what we say we will do. Please push us.” A person summarized, “We need to be thoughtful and build a year-long systematic plan based on our goals.”

ADDITIONAL IDEAS FOR NEXT YEAR

In discussing a second year of support, participants shared their hopes for the next year. Across groups, participants hoped they will build on the content learned from this year rather than reviewing information. One person shared, “Don’t do a review. We feel good about this project, and we have invested our time. We don’t want a review of next year. We want to move forward and focus on topics that keep us engaged.” Another said, “I hope we jumpstart from where we are now to the next level. I don’t want it to be a review.”

Participants also made several suggestions to support the work next year. Across staffs, they wanted a systematic way to communicate the goals to staff and students. One person shared, “We don’t have a clear way of presenting information.” Staff members shared that it would be helpful to develop a communications plan, and some suggested that the technical assistance provider co-present the information. One person shared, “They have more authority in the field, and the staff would listen to them.” Finally, participants from several schools suggested developing a flow chart or diagram showing the different options for college and career and the supports and options that are available for students.

Participants also reported a need for expanding the CCLI team, particularly by adding more teaching staff. One person said, “We need more teachers on the team. They can help us think of ways to incorporate this into the classroom.” Another shared, “If we had more teachers, that would help expand the message to the staff.” Several people thought that having teachers on the team may help to facilitate the conversation of developing a course or opportunities to integrate college and career readiness activities into the regular classroom. One person said, “We need teachers on board. We need to think more about how to integrate what students need in the classroom. We need to show them how to handle money and how to survive after high school. We need to teach them study skills, and we need it to be rigorous. They only get this in AVID or AP (Advanced Placement).”

Finally, building principals were asked if it would be valuable to have set aside time to work with other principals. Principals hesitantly agreed it would be valuable, if structured appropriately. Principals want the time spent discussing best practices and the leadership moves necessary to move the staff forward. One principal shared, “For me, that would be an important networking step, and a way to share best practices. I would not want to do it often. Maybe twice a year, and I would want it focused on best practices and resources.” Another said, “Maybe, I don’t want to just talk about issues we are all struggling with.” Still another shared, “I would like to learn about the leadership moves that get teachers on board. This is the human aspect. I don’t want a conversation that just focused on the challenges, but how can we overcome the challenges.”

EQ #4: What contextual factors impact program implementation?

Several contextual factors support and hinder implementation of CCLI at the school level. These are described below.

Several staffs shared that they are struggling with “human-behavior” and buy-in. They noted that some staff members do not believe it is their responsibility to prepare students for college and career, and in some cases, staff members do not believe their students can attend college. One person said, “For some staff, this isn’t a priority.” Another shared, “Change is slow to take place in this building, and we have to be deliberate and methodical. It takes thoughtfulness and planning. It takes a long time because we are dealing with people’s beliefs about kids.” One person reflected, “Having buy in from all counselors, teachers, and admin will help move things faster and more effectively because we will be on the same page in supporting our students.”

Staff members also noted that having adequate time to work on the CCLI focus was an issue because of other commitments. One person said, “We are doing so much, but they are disparate. There is not time to focus deeply and thoughtfully on one thing.” One person also shared, “I might get five minutes at a staff meeting to discuss this. How can I communicate deeply to staff?” Staff members also noted frustration when they dedicate the day to attend a workshop but then other CCLI teams do not. This puts leaders in the position of having to hold their staffs accountable when they see this does not occur with other schools.

Another contextual factor that hindered progress, particularly around the site-based technical assistance, was changes in contract time. For example, one school was focusing on the High School & Beyond Plan, but at the beginning of the year, a change shortened advisory from 40 minutes to 20 minutes, which ultimately resulted in substantial changes in lessons and planning. Because of these changes, the work on the High School & Beyond Plan lost some of the momentum. In another case, the school was working on advisory. They had a staff vote to implement advisory next year, and they received a 72% approval when they needed an 80% approval. Participants are now trying to identify a solution to maintain advisory and the work they had been doing.

School leadership can be a positive or negative contextual factor. Staff members identified school leaders as a positive contextual factor when they participated on the team or made time on a regular basis to sit with the team, discuss their plans, and provide resources to make it happen. For example, a principal shared, “I get regular updates, and when the team determines something, I don’t say ‘no.’ I make it happen financially and in time.” Other examples of positive support include putting a member of the CCLI team on the leadership team and incorporating regular updates and discussions into leadership and staff meetings. Further, some participants described strong district support, where the district set a focus on college and career and provided data, time, and resources to support the focus. In contrast, when school leaders are not part of the team, are not engaged with the work, or miss workshops and meetings, participants noted more difficulty in communicating the vision to the staff, getting time at staff meetings, and maintaining the focus. One participant shared, “This can’t be an add on. School leaders need to be involved.” Another said, “We need someone of authority on our team.” Still another shared, “I think our main issue with moving more quickly in making changes is the need for a culture shift and for admin to determine if this is a main priority.”

EQ #5: What key outcomes were achieved through program implementation?

Staff members noted that in the first year of implementation, they have focused more on developing an internal structure to support college readiness. For example, they have developed a team to support college and career readiness and they are working on a college and career focus. These areas have been described above. Because of this work, 54% agree their schoolwide college going culture has improved since participating in CCLI, and 74% have agreed their college and career system has improved since participating in CCLI.

While staff members reported that it is too early to see specific changes in outcomes, they noted that there have been changes in the way they talk with students and provide information. One staff member shared, “I have changed how I work with kids. I’m intentional about asking about career awareness, and I didn’t make that part of the conversations before.” Another said, “My dialogue has changed. I don’t ask what university, but what do you want to do?” Further, participants felt more equipped to speak knowledgeably about college and career options. They explained that they had more information about livable wages, apprenticeships, and resources to share with the students. One person reflected, “I have more information to support students. I can now talk about apprenticeships and careers of the future.” Another shared, “I learned as much from the worksite field trip as the students did. I didn’t know about apprenticeships, and I never thought of jobs being different in the future.” Finally, staff members explained they are in the process of developing more support systems to help students make college accessible.

STUDENT ASPIRATIONS AND EXPECTATIONS SURVEY

Five schools participating in CCLI administered the Student Aspirations and Expectations Survey to their students. In Year 2, all participating schools will administer the survey, and this will be used to measure changes in student outcomes. A detailed report including results for all survey questions, disaggregated by race/ethnicity and grade level was provided to CCLI program leaders. However, a few results are shared below to provide some context. Across the three schools 79% of students reported they want to obtain a 4-year college degree or higher. However, results from the survey show that fewer students have a step-by-step plan for achieving their goals or information about the requirements to be admitted or to pay for a 4-year college (see Exhibit 4).

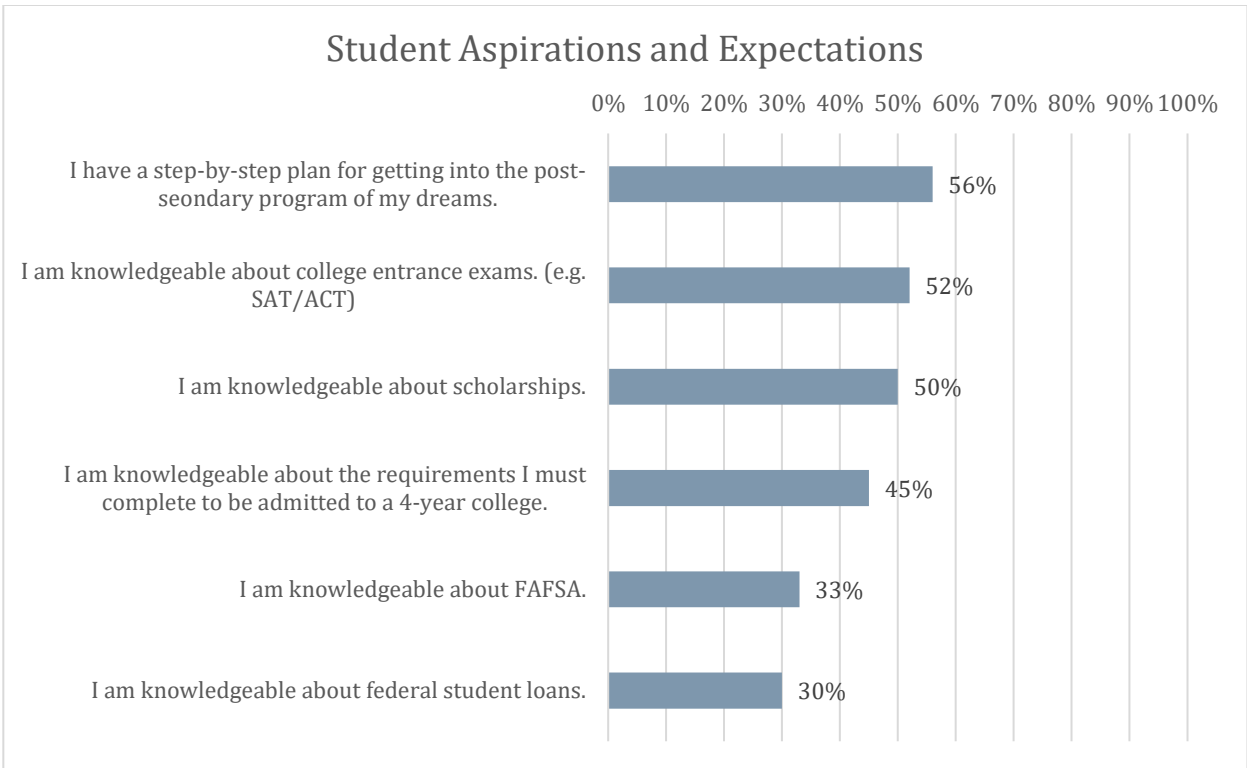


Exhibit 4. Student Aspirations and Expectations Survey

SHORT-TERM AND INTERMEDIATE-TERM OUTCOMES

The results below show a combination of Workshop and End-of-Year survey results, which were used to measure progress towards short- and intermediate-term outcomes as described on the logic model (see Exhibit 5).

Exhibit 5.

Progress Towards Short- and Intermediate-Term Outcomes

Logic Model Short- and Intermediate-Term Outcomes	
<i>Short Term Outcomes</i> (After each large workshop.)	<i>Progress Update</i>
80% school teams have completed college and career system overview templates which include definitions, college and career map and role outlines	All teams made progress <ul style="list-style-type: none"> • 31% agree developed • 69% agree partially developed
80% participants indicate increased understanding of professional development topics on post-workshop surveys	85% to 92% of participants agree they have increased understanding of each professional development topic. <ul style="list-style-type: none"> • 86% agreed the analysis of our school’s postsecondary enrollment data helped me understand my school’s opportunity gaps. • 92% agreed the College and Career Mapping exercise helped me understand my school’s current college and career system. • 85% agreed the workshop helped me to understand how to integrate a career connection into the classroom.

	<ul style="list-style-type: none"> • 88% agreed the workshop helped further my understanding of apprenticeship and technical pathways at local colleges that lead to a living wage. • 91% agreed I learned about practices that support racial equity in my school. • 89% agreed the workshop helped me understand how the practices in my school are contributing to patterns of disengagement and missed postsecondary opportunities based on race. • 88% agreed the workshop helped me consider ways we can strengthen partnerships between our high school and feeder community college. • 88% agreed the workshop helped me understand students' experiences as they transition from high school to a community college.
90% participants can name one new CTC contact on post-workshop surveys	75% of participants responded 'Yes' and indicated a contact; and 25% of participants responded 'No.'
100% report participation in DiscoverU on December workshop survey	11 of 12 school teams reported participating in DiscoverU <ul style="list-style-type: none"> • 67% of participants reported participating in DiscoverU
Intermediate-Term Outcomes (After CCLI finished—June 2018)	Progress Update
50% of schools have publicly displayed their college and career definitions or map in their building	This goal was not assessed as many staff were still developing their definition or map.
80% school teams report college and career system change improvements on post-survey	92% of school teams reported implemented a system change improvement. Examples include: <ul style="list-style-type: none"> • Take 9th grade students on worksite field trip • Required 9th grade students to take college/career course • Implement college and career presentations in advisory • Implemented changes in FAFSA/WASFA process • Added a career fair • Educated staff around college and career • Met with two-year colleges to assist with registration and FAFSA/WASFA • Informed staff of college and career vision • Profiled alumni on social media
90% participants identify a best practice they have learned from another school which they plan to apply	64% of participants reported the identified a best practice we learned from another school, which we plan to implement.
75% of focus group high schools identify system improvements they have made as a result of their participation in CCLI	During focus groups, all high schools identified system improvements they made, which they attribute to their participation in CCLI. Examples include: <ul style="list-style-type: none"> • Implementing more career awareness • Implementing worksite field trip • Partnering with a community and technical college • Refining the college and career readiness definition

A review of the surveys showed some interesting differences between groups. For example, school personnel from districts with high levels of district support for college and career readiness tended to perceive less benefit from the workshops and reported fewer changes that they would attribute to CCLI participation. This was apparent during site visits, as well. For example, a staff person from one school with high levels of district support indicated, “We were already doing much of this work before CCLI. We did not really feel pushed because we were ahead of the other schools. However, it was helpful to meet as a team.” Across survey items, counselors tended to respond most favorably on the surveys, whereas participants in the “other category,” which included CBOs and unique staff positions, tended to respond in the moderately high range.

Finally, a review of the workshop survey items shows that approximately 50% of participants marked the following two items as strongly agree: “The facilitator contributed to our learning;” and “The team time supported our learning.” This again suggests that participants valued the expertise of the facilitators and structure of CCLI. Of the learning objectives within CCLI, over 40% of participants marked strongly agree on the item: “The workshop helped me consider ways we can strengthen partnerships between our high school and feeder community college.” Of all learning objectives, this had the most people marking strongly agree. Similarly, during site visits, personnel from all schools described progress in this area.

END-OF-YEAR SURVEY RESULTS

Exhibit 6 shows End-of-Year survey results from participating staff members. These results show that the CCLI team found the school-based meetings useful for improving their college and career ready system and reported being more familiar with the school’s college going data. However, similar to qualitative results, there is less evidence that the staff understands the college definition or the college and career supports offered at the school.

There was variation between districts on these responses as well. As mentioned above, schools from districts that have been focusing on CCLI were less likely to agree that participating in CCLI resulted in systemic changes. Similarly, by role, CBOs tended to respond more negatively on the survey compared to other roles. This will be explored more fully in Year 2.

Please indicate your level of agreement with each of these statements, from strongly agree to strongly disagree.

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

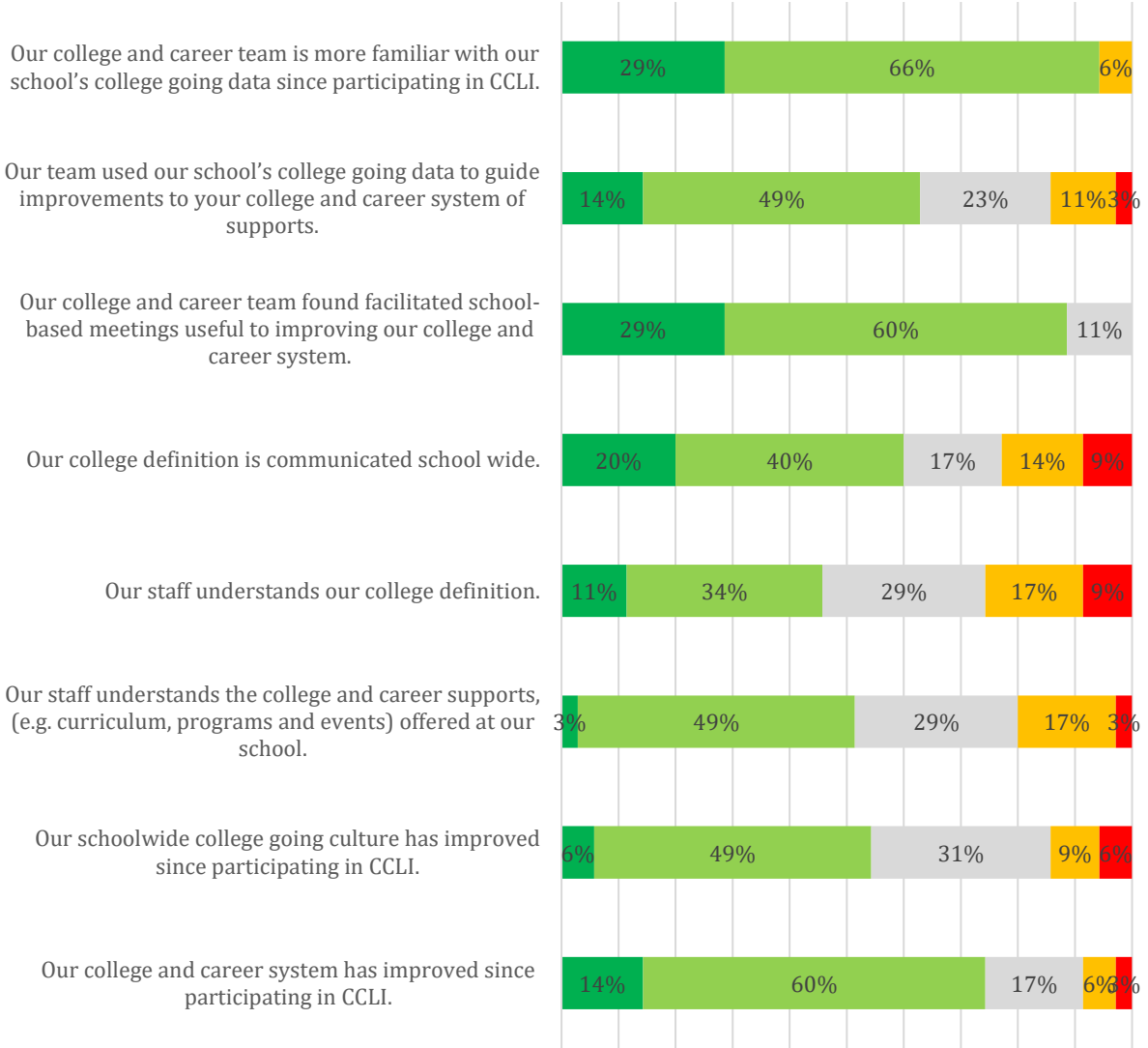


Exhibit 6. End-of-Year Survey Results

EQ #6: What are the emerging best practices?

This section focused on CCLI best practices rather than school-level best practices. Many of the schools are in process of developing implementation strategies. The Year 2 report will focus on the school-level best practices.

CCLI was developed based on evidence-based practices of professional development. Participants acknowledged that the professional development supported adult learning through a combination of having skilled and knowledgeable facilitators; site-based and regional workshops; and opportunities for team time and reflection. One person shared, “Having their expertise is helpful. Their knowledge helps us frame what we are doing. I appreciate they didn’t come from the business world, but they have done this work.” In addition to the structure of CCLI, participants identified two emerging best practices that they believe will support their continued focus. The two emerging best practices participants identified, include developing a CCLI team and using postsecondary data.

First participants identified the development of a CCLI team as a best practice. Although a few schools had this in place, it was new for most of the participating schools. Previously, in those schools, the counselors often spearheaded the work and would share what they were doing with their principal. This was often separate from work that the teaching staff did, and also separate from some of the work conducted by CBOs. Participants reported that by bringing a team together with different representatives, they are able to discuss intersections of the work and think about implementation school-wide.

Participants also identified the use of postsecondary data as an emerging best practice. Some of the schools had already been using this data; however, for most, it was new information. While staff members wished that it was more current, they reported that they know how to access the data, it provides a “wake-up call” as to the need, and it will keep them more accountable. While most are at the beginning stages of using the data, they believe this will help them when working with staff to develop the urgency for change. Overall, their use of the data is at the very early stages.

Students Perspective’s

During site visits, evaluators also met with a group of students from each school, representing all grade levels. The purpose of the focus group was to identify current supports in place to help students become college and career ready, what they perceive as their biggest challenge as they transition to college and career, and what additional supports students need to be college and career ready. Students were excited to share their thoughts and feelings. One student commented, “We should do this more often.” Another shared, “This is the only time I have had the opportunity to sit and talk about what is going on. I wish we could just talk more about what we need. I like this, and I think we could get more information that would help us.”

STRENGTHS OF COLLEGE AND CAREER PREPARATION

Students identified several strengths that have helped them with college and career preparation. These are described below.

Focused Programs/Classes. Students at each of the schools highlighted a special program or class that has helped them prepare for college or career, including AVID, HERO, Achievers, Freshmen Seminar, and ROTC. Within these programs, students described learning more about future college and career options, developing a plan to achieve their future goals, and learning life skills. One person described their freshmen seminar class: “We have learned about colleges, life skills, and

even how to shake hands. Everyone should have this. We talked about stress, and we have done a vision board.” Another student described taking a career class elective to “fill the schedule.” However, he reported the class was very important because it helped him figure out his future plans and develop a strategy to achieve his goals. Still, another student said, “I’m in AVID, and I feel that I have that support. We did a 13th year plan, and we talk about the future.” Overall, students appreciated the future focus of these classes and programs and acknowledged the important skills they have learned in these classes.

Students who were not part of these classes or programs lamented that they had less of a focus on preparing for college and career. One student shared, “If we aren’t part of HERO, we don’t get the same information.” They reported that they did not have a clear plan to prepare for the transition out of high school. Further, many students shared misinformation they had, such as a limited understanding about the requirements to get into college, about high wage career options after high school, and about the structure and day-to-day experience of college. For example, one student, who was a senior planning on going out of state for college, asked if her school day would be similar to high school with six class periods and a lunch break. One student reflected, “The best thing a school can do is to have a class, center, or program everyone gets to experience where they can develop their step-by-step plan.”

College and Worksite Field Trips. Students shared that college field trips and worksite field trips provided them with some of the best information about college and career options. One student shared, “The College and Career HERO Program really gives you a good visual of college and field trips. It is good. It makes you understand what you are looking for and what you want to do.” Another student shared, “For me, the most important thing is the field trips and seeing the environment. We need more hands-on experiences with college. You can lecture me about college. You can tell me this is an apple (holds up an apple), but I will never know what an apple is until I experience it.”

Students also reported that the worksite field trips were very valuable. A student shared, “I feel the school helped me, because it showed me the dream job I want to work towards.” Students described learning about high paying careers, apprenticeships, and employment expectations. They were also challenged, as some learned about careers they thought they were interested in but realized it was not a good fit.

Support from Counselors/Career Center. Students reported that there are supports embedded into the school, such as the counseling staff and the career center, for students who know how to access and use the support. A student shared, “Counselors make themselves available so we can talk about FAFSA and credits. We have to schedule an appointment. They want us to succeed, and they are there for us.” Another student shared, “I think the counselors provide really good support, but a lot of kids don’t know that. They have helped me, but that wouldn’t have happened had I not stepped into that office.”

Although students believed their counselors were helpful, they identified some barriers. Some students are reluctant to schedule an appointment because they do not want to miss class, or they do not believe their concerns are as important. One student shared, “We need time to talk with the counselor, but I have to miss class to do that. I can’t do it after class because I work. I just don’t have the information.” Another explained, “As a freshman, I would never go to the counselor unless I had a big problem.” Some students also had misinformation about when they can access the counselor

or career center. For example, a student shared, “The college and career center is for juniors and seniors. I think they should allow us to start going there earlier.” Other students in this focus group agreed with this statement. Finally, some students acknowledged that certain students will not use any of these supports. The student explained, “We have a career center, but nothing is mandatory. Until it becomes required, most students will not use it.” Another said, “It takes initiative to talk with your counselor. It isn’t their fault.” To solve these issues, a student suggested, “We need teachers to talk about college and career, it can’t be just the counselors.”

CHALLENGES OF TRANSITIONING TO COLLEGE

During the focus groups, students were also asked to describe their biggest challenge in attending college. Students identified concerns with being a first-generation college student, paying for college, and understanding college expectations.

First-Generation College Student. Students described the pressure and challenges they feel being a first-generation collect student. As one student described, “You know and feel you have a big responsibility being the first to go to college. You feel overwhelmed.” Because of this, they reported they are navigating their own path, noting that their parents do not have the necessary information to support the transition process. One student shared, “We need more family involvement. I think if they sent letters or called my mom, she would feel more engaged. I told my mom I’m going to the UW. She asked me, “How?” She doesn’t understand College Bound, FAFSA, and scholarships.” Another shared, “My parents had a hard time with FAFSA. They didn’t know what it was asking for or what it means.” Another summarized, “Our parents didn’t go to school much, and they don’t know what it means or feels. They don’t understand. They want to support us, but they just don’t understand.” Because of this, students suggested more focused classes to help support their parents in understanding the benefits of college and understanding ways to finance college.

Paying for College. Students also described concerns about paying for college. Although students generally understood the College Bound Scholarship and about grants and loans, they perceived that college was a financial burden to their parents. Their concerns, combined with their parents not having a complete understanding of options to pay for college, was perceived as an obstacle to attending college. A student said, “Not having conversations limits choices. Financially, I don’t want my parents to have all the burden and money problems. I feel my parents can’t pay for it, and I don’t want to put them in debt.” Another shared, “You can get into a good school, but with no money, the opportunity slips away.”

Understanding College Expectations. Students also had many misunderstandings about college. For example, some students reported that they did not know what they wanted to study, and they perceived they could not start college until they made that decision. A student shared, “If I start a major, do I have to commit to it? Am I stuck doing something I hate for the next 30 years?” Another said, “I don’t know what I want to study. I don’t want to study something that I am not passionate about.” Students did not know how they sign up for classes and raised concerns about signing up for the wrong classes. Students also raised questions about differences between in-state, out-of-state, public, and private colleges. Finally, several students questioned if they were being academically prepared for the level of work required in college.

RECOMMENDATIONS FROM STUDENTS TO SUPPORT COLLEGE AND CAREER

Throughout the focus groups, students made several recommendations, which they believe would enhance college and career preparation. These are described below.

Consistent Information About College and Career. Students requested the school provide consistent and ongoing information about college and career to students and parents. They specifically asked for more information about the prerequisites for attending college, scholarships, and financing college. They also requested more support in identifying potential careers or majors and completing college and scholarship applications. Many students reported that in advisory, they do homework or “chill.” Several suggested that this may be the platform to provide the information. A student recommended, “Advisory teachers should have a plan each month that helps prepare us for college where we can explore careers, jobs that related, and then in the last month we can talk about colleges.” They also reinforced the need to educate parents. A student commented, “You can do the best job educating the student but supporting them at home is the hardest. If their homelife is not great or their parents aren’t college minded, that is the most difficult to help the student go to college.”

Classes to Prepare for Real Life. Across all focus groups, students requested a required class where they prepare for “real life.” Suggested topics included college/career information, budgeting, taxes, insurance, and credit cards. One student said, “We should have classes to learn about taxes, loans, and credit cards. These are things I feel that I should know how to do.” Another student shared, “I want to learn to live. I don’t even know how to pay a bill. I need life skills.” Still other students shared, “We should talk about being an adult and planning for a career. Any teacher can do that. They have been an adult!” and “We do a lot of busy work to get a degree, and we are taught this is important. I want to be taught things that are more realistic, planned out, and will help me after high school. We need to learn more about credit, and the things you can’t avoid in life.”

Alignment of Projects/Senior Transition Class. Students also reported that the senior year is very stressful, as they are trying to take rigorous classes, apply to colleges or jobs, and prepare for the transition. They also noted that they have culminating or senior projects which feel disparate from their coursework and preparation for college and career. Because of this, they suggested creating a 12th grade seminar class focused specifically on topics to support the transition and/or aligning coursework and projects with the transition. A student shared, “Seniors have the hardest year. We need a class to help with the transition. Why do we do these projects and other work, but nothing helps prepare us for after our senior year?” Other students shared, “Senior project isn’t helpful. Can we do something that prepares us like apply to colleges, study a college or a career, or learn a life skill?” and “The senior year is difficult. You are trying to take college courses and apply for college. You have all this homework and a senior project. Why can’t the teachers work together so that everything helps prepare us for after graduation. Everything is disconnected.”

Focus on Careers. Students also suggested that a focus on careers are just as important as a focus on college. One student said, “Don’t just focus on college. Students who know that isn’t possible just check out.” Another shared, “They should say that we don’t have to go to college to make a good living and have a better life. Now I feel they say, ‘if you don’t go, your life will only be worse.’” Students requested information on careers that are in demand, careers that make a living wage, and careers that have on-the-job training opportunities. Students also suggested that career days/nights where professionals come to talk to the students would be helpful. They would also

like more opportunities for worksite field trips. A student said, “I wish it didn’t stop at go to college. I wish we could learn about options, demand, and what careers make a living wage.”

Rigorous, Hands-On, Learning Experiences. Finally, several students raised concerns that they are not academically prepared for college. Students reported that they are often presented with information to memorize, but they did not have any hands-on experiences. They believed that college would have different expectations. A student shared, “I feel that at school now, we are focused on passing classes instead of learning what we need to learn.” Another commented, “I feel their whole goal is to get us to pass some classes needed for graduation. I don’t know if they taught us what we need to know to learn in college.”

EQ #7: What recommendations emerge based on evaluation findings?

CCER launched the College and Career Leadership Institute in the 2017-2018 school year. The support included a series of four workshops, four on-site technical assistance meetings, an end-of-year celebration, and resource sharing across schools and districts. The program goal of CCLI is to help college and career teams from high schools in South Seattle and South King County to improve their college and career readiness systems of support for students so that more students graduate college and career ready and directly enroll in a postsecondary training program that aligns to their career goals.

The results of this evaluation were quite positive. CCLI participants reported that participation in CCLI supported their team around a necessary focus, offered time for reflection, and was a form of professional development. Participants noted specific improvements they made to their college and career system to support college readiness, such as clarity around their focus and increased partnerships with college and work-based partners. There have also been changes in how they talk and work with students around career awareness. On the End-of-Year survey, 54% agreed their schoolwide college going culture has improved since participating in CCLI, and 74% have agreed their college and career system has improved since participating in CCLI. However, participants also identified contextual factors and areas for improvement. Based on these findings, we offer the following recommendations.

MAINTAIN A CLEAR COMMON FOCUS ACROSS REGIONAL WORKSHOPS AND SITE-BASED MEETINGS

Although participants benefitted from the regional workshops and site-based meetings, they also reported the focus of each workshop and from the onsite technical assistance felt disconnected, and they requested a clear through line between all components of CCLI. When designing the professional learning, it is important to review the overarching goals of CCLI and how the specific workshop or site-based experience supports the larger goal.

INCREASE ACCOUNTABILITY DURING SITE-BASED TECHNICAL ASSISTANCE

Participants appreciated the site-based technical assistance, noting that the providers were skilled and knowledgeable. They also appreciated the focus on their own improvement efforts. However, during interviews and focus groups, they also identified ways to improve those meetings. Participants reported that it would be helpful *to set the agenda* approximately a week before the meeting. This will help the CCLI team plan for the meeting will provide an opportunity to alter the agenda, if needed. Participants also asked for *flexibility* in changing the focus area for technical assistance. All schools choose an area of focus. However, in some schools, agreements and time allotments changed related to advisory time. In some of these schools, staff members believed they should have shifted the focus away from Advisory or High School & Beyond Planning. Finally, participants requested that technical assistance providers increase the *accountability and pressure* during the meetings. Because the technical assistance providers are seen as experts, CCLI participants want to be pushed to make decisions and changes, assistance in developing specific goals, and accountability to complete commitments between sessions.

EXPAND CCLI TEAM

CCLI participants noted that one of their learnings this past year was the importance of having representation of different departments on the CCLI team. They noted that having a building administrator participate and engage on the team helped with implementation of new strategies to support college and career readiness; teachers helped them visualize ways to implement college and career readiness within the classroom; and CBOs helped them identify ways to support rather than duplicate college and career ready efforts. However, often the teachers were already supporters of the work (e.g. AVID teacher) or did not teach a core subject. In addition, some team members were not as committed and missed the workshops or site based technical assistance meetings. CCLI team members need to be intentional in identifying participants who will engage in the work, dedicate time to the regional workshops and site-based technical assistance, and represent the core subject areas. Engaging additional stakeholders to participate on the team may require additional communication about the vision and goals of the work and by sharing data about the current reality. This will help to capture the commitment and hearts of individuals who want to engage in this work.

COMPLETE AND UTILIZE THE COLLEGE AND CAREER SYSTEM OVERVIEW MAP

CCLI participants began the process of developing a vision and definition of college and career readiness, setting postsecondary goals, and mapping the systems of supports and holes. However, according to results from the End-of-Year survey, 31% of staff members reported they developed a college and career system overview, while 69% reported they partially developed a college and career system overview.

Retrospectively, participants realized this exercise was more important than the amount of time they dedicated to the task. Participants believe they should have been more intentional in setting goals, aligned with the map, and identifying indicators of progress. Ideally, the map could become a step-by-step guide for improvement, which could be communicated to staff, and drive the focus of technical assistance.

COMMUNICATE THE PLAN TO THE BROADER STAFF

CCLI team members struggled with communicating their work to the broader staff. This was partly due to the time available during staff meetings and because the work is in the initial stages. However, participants reported that they would like assistance in communicating their work. Some suggested they could co-present the work with a CCLI program leader/technical assistance provider as a way to have someone with authority to discuss the need for this work. They also suggested that time should be spent during site-based technical assistance meetings to develop a presentation and supporting materials that would help staff members to understand the vision and definition of college readiness and to also understand the path.

At some schools, a CCLI team member has been included as a member of the building leadership team. The CCLI team is then considered to be a workgroup of the leadership team. According to staff members, this structure has been helpful, as it has elevated the work of CCLI and helped with communication efforts.

PROVIDE MORE TIME TO SHARE BEST PRACTICES

Within the regional workshops, school personnel noted that the opportunities to share and learn from other schools were limited, and when they existed, they felt like an add-on. CCLI team members would like more opportunities to learn from each other, with more time devoted to learning about implementation strategies. On the End-of-Year survey, 64% of participants reported the identified a best practice we learned from another school, which we plan to implement. One suggestion to increase opportunities included a round robin session, where every school could share a best practice, and teams could sit and talk with school personnel to learn more about the practice, learn about implementation, and ask questions. This time, however, would need to be structured so each school was truly sharing a “best practice” and that the sessions were not duplicative of things other schools were doing. CCLI project leaders may consider having teams submit their best practice for the round robin session and then review the submission to ensure it aligns with the overarching goals of CCLI and is a practice that should be replicated in other schools.

When questioned, principals agreed they would benefit from learning best practices or leadership moves from their peers. However, they want these sessions to be intentional, and informative, which can advance their school, rather than sessions where they discuss challenges. Principals also suggested that this may include bringing in leaders from other schools that have been successful at creating a college and career ready system and have data to show improvements.

CAPTURE STUDENT VOICE

During several workshops, former students were brought in to talk about their experiences in high school and college, and CCLI participants indicated that this was valuable. Further, as part of the evaluation, some students participated in focus groups to discuss current strategies and support in place to assist in their transition after high school and to brainstorm additional needs. Many students suggested this is the first time that they have been asked their opinion, and they appreciated the opportunity.

We highly recommend CCLI teams and leaders find additional ways to capture student voice in the second year of CCLI. This may include sharing some of the initial findings in the *Student Perspective's* section of this report, including students on the CCLI team, reviewing student survey

findings with students to learn more about their impressions and thoughts of the findings, or engaging students in a discussion about improvement efforts at the school.

APPENDIX A: INITIAL LOGIC MODEL

INITIAL LOGIC MODEL

Inputs	Outputs		Outcomes -- Impact				
	Strategies and Activities	Outputs	Short-Term		Intermediate-Term		Long-Term
Resources that will be used to support the project.	The main activities that the project will involve.	Size + scope of tangible products/ services that will be delivered.	Short-Term: After each large workshop		Intermediate-Term: After CCLI, June 2018		Systems/conditions/ environment occur?
<p>CCER college and career director, coordinator and facilitator staff time to support planning and implementation</p> <p>Support of school district and school building administration</p> <p>Data staff to create customized school data</p> <p>Administrator, teacher, counselor and CBO partner time to participate in workshops, TA sessions and related evaluation</p> <p>External evaluators and survey tools to measure impact</p> <p>Budget Resources</p>	<p>Large group workshops that include professional development (PD), sharing of best practices, role alike discussions, data review and team planning time.</p> <p>College and career system mapping.</p> <p>School-based technical assistance (TA).</p> <p>External project evaluation that includes pre- and post-surveys, on-site focus groups with high school teams, workshop observation and evaluations and document review.</p> <p>End-of-year celebration and reflection workshop on improvements to college and career system.</p>	<p>12 HS multi-stakeholder college and career teams established</p> <p>5 large group workshops held for 12 HS teams, including 81 team participants and 13 facilitators</p> <p>26 hours of PD and facilitated team planning time provided to each team/participant at large workshops</p> <p>6 hours tailored TA provided to each HS team</p> <p>2,592 total hours training and facilitation provided</p> <p>32 clock hours available to each participant</p> <p>15 partner organizations engaged in content delivery or facilitation</p> <p>12 schools receive customized staff survey analysis and college and career data</p> <p>81 participants complete pre- and post-college and career system surveys and formative workshop surveys</p> <p>4 on-site focus groups held w/ college and career teams</p> <p>Final evaluation report</p>	<p>Schools form a college and career team</p> <p>School teams develop a common definition for college, career readiness and college readiness</p> <p>School teams define roles in college and career readiness</p> <p>Participants learn strategies to increase college and career readiness of Latino students</p> <p>Participants increase understanding of the King County labor market</p> <p>Participants increase understanding of technical and apprenticeship pathways</p> <p>Participants learn strategies to increase matriculation at CTCs</p> <p>Make at least one new contact at their most attended CTC</p>	<p>80% school teams have completed college and career system overview templates which include definitions, college and career map and role outlines</p> <p>80% participants indicate increased understanding of PD topics on post-workshop surveys</p> <p>90% participants can name one new CTC contact on post-workshop surveys</p> <p>100% report participation in DiscoverU on December workshop survey</p> <p>*Note: Indicators will be revised during planning work with external evaluator in late-July</p>	<p>College and career readiness definitions and map are communicated school-wide and widely understood by school staff</p> <p>High schools share and learn best practices from their peers</p> <p>Increased and/or improved college and career supports offered in the high school</p> <p>School staff implement at least one strategy to better support the college and career readiness of Latino students</p> <p>School staff implement at least one strategy to increase CTC enrollment</p>	<p>50% of schools have publicly displayed their college and career definitions or map in their building</p> <p>80% school teams report college and career system change improvements on post-survey</p> <p>90% participants identify a best practice they have learned from another school which they plan to apply in post survey</p> <p>75% of focus group high schools identify system improvements they have made as a result of their participation in CCLI</p> <p>*Note: Indicators will be revised during planning work with external evaluator in late-July</p>	<p>Stronger college and career culture schoolwide</p> <p>Improved college and career student and family supports</p> <p>Increased postsecondary enrollment, particularly among Latino students</p> <p>Increased matriculation of intended CTC students</p>

APPENDIX B: INTERVIEW PROTOCOLS

College and Career Leadership Institute

Program Evaluation – Interview/Focus Group Protocols

Note: When talking about a College and Career System, I'm focusing on the the curriculum, activities, events and programs that are supporting students to be college and career ready, particularly in the areas of academic preparation, academic behaviors and life skills, career awareness, exploration and preparation, postsecondary awareness and knowledge, and transitions.

CCLI Team

1. Please describe the goals of CCLI.
2. Please describe how the CCLI team works together? (e.g., composition of team, meeting frequency, purpose of meetings)
3. What changes in practice or policy have you implemented to strengthen your college and career system as a result of CCLI? (**System:** the curriculum, activities, events and programs that are supporting students to be college and career ready, particularly in the areas of academic preparation, academic behaviors and life skills, career awareness, exploration and preparation, postsecondary awareness and knowledge, and transitions)
4. Related to the specific goals to what extent do you believe:
 - Goals (Query)
 - Better define your college and career system of supports and communicate it school-wide.
 - Become familiar with your school's college readiness data and use it to guide improvements to your college and career system of supports.
5. What contextual factors have helped or hindered the improvement of your college and career system?
6. In what ways did participating in CCLI help to strengthen the development of a college and career system?
 - Workshops
 - Technical Assistance
7. If your team participates in CCLI next year, what do you hope to get out of the experience?
8. What additional supports would help strengthen your college and career system?
9. In what ways is your work with CCLI helping students (specific examples)? What evidence is that that this is contributing to student's college and career readiness?
10. What is working well within the CCLI (promising practices)? What challenges have emerged?
11. What are your plans for next year in developing your college and career system? What do you want to be different related to your college and career supports one year from now?
12. What recommendations would you make to further improve the CCLI?
13. What advice would you give a new team just beginning CCLI?

Principal

When talking about a College and Career System, I'm focusing on the curriculum, activities, events and programs that are supporting students to be college and career ready, particularly in the areas of academic preparation, academic behaviors and life skills, career awareness, exploration and preparation, postsecondary awareness and knowledge, and transitions.

1. What are the goals of the College and Career Leadership Institute (CCLI) that your college and career team participated in this year?
2. Please describe how the CCLI team works together? (e.g., composition of team, meeting frequency, purpose of meetings)
3. In what ways have you helped to support the CCLI team? In what ways has district personnel helped to move this work forward?
4. What changes in practice or policy have you implemented to support the development of your college and career system as a result of CCLI?
 - Curriculum
 - Activities
 - Events/programs
5. What contextual factors have helped or hindered the development of your college and career system?
6. In what ways did the participating in CCLI help to strengthen the college and career system?
 - Workshops
 - Technical Assistance
7. What additional supports would help strengthen the development of a college and career system?
8. Would it be valuable to spend time talking about building a college going culture and an improved college and career system with other principals and assistant principals? If so, what would you want to learn about and discuss?
9. In what ways is your work with CCLI helping students (specific examples)? What evidence is that that this is contributing to student's college and career readiness?
10. What are your plans for next year in your continued development your college and career system? What do you want to be different related to your college and career supports one year from now?
11. What recommendations would you make to further improve the CCLI?
12. What advice would you give a principal just beginning CCLI?

Students

1. Please provide your first name, grade level, and plans for the future.
2. How has your school helped you work towards your future plans (college, career, military)? What supports have they provided to learn about college and a career?
3. What additional support do you need from the school to help you achieve your future plans?
4. Do you have a step-by-step plan on how to get into the college/career of your dreams?
 - If yes, how did you create this?
 - If no, what support do you need to create one?
5. What part of going to college or starting your career feels the most challenging for you or your family?
6. In what ways do students have a voice in improving the college and career supports at this school?
7. Reflecting on all activities that help to support college and career readiness, what has been the most helpful?
8. How could college and career planning and support be improved at your school?

APPENDIX C: SURVEYS

College and Career Leadership Institute 2017-2018
Workshop #1: Building a School Wide College and Career Culture
Exit Survey

District Name: _____

School Name: _____

Participant Role: _____

Please rate the questions below on a scale from Strongly Disagree to Strongly Agree. **Please note all information will be confidential.** Information on school and role will be collected by the evaluator. The information will not be shared in any way that identifies a particular person.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The College and Career Leadership Workshop met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The analysis of our school's postsecondary enrollment data helped me understand my school's opportunity gaps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The College and Career Mapping exercise helped me understand my school's current college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This Workshop helped further my understanding of components that contribute to student college and career readiness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I understand my role within my school's college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Our team understands our role in supporting a college and career system at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The facilitator contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The Team Time supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. After participating in this Workshop, I can directly apply the information I learned into my school setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I believe the information I learned from the Workshop will improve our school's college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please describe how you will use the information you learned today at your school?

12. What was the most helpful part of today's Workshop?

13. What was the least helpful part of today's Workshop?

14. Do you have any suggestions for improving future Workshops?

College and Career Leadership Institute 2017-2018
Workshop #2: Career Connecting Learning and Advising
Exit Survey

District Name: _____

School Name: _____

Participant Role: _____

Please rate the questions below on a scale from Strongly Disagree to Strongly Agree. **Please note all information will be confidential.** Information on school and role will be collected by the evaluator. The information will not be shared in any way that identifies a particular person.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The College and Career Leadership workshop met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. This workshop helped me understand how to integrate a career connection into the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. This Workshop helped further my understanding of apprenticeship and technical pathways at local colleges that lead to a living wage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This Workshop helped further my understanding of components that contribute to student college and career readiness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I understand my role within my school's college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Our team understands our role in supporting a college and career system at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The facilitator contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The Team Time supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. After participating in this workshop, I can directly apply the information I learned into my school setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I believe the information I learned from the workshop will improve our school's college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please describe how you will use the information you learned today at your school?

12. What was the most helpful part of today's Workshop?

13. What was the least helpful part of today's Workshop?

14. Do you have any suggestions for improving future Workshops?

College and Career Leadership Institute 2017-2018
Workshop #3: Racial Equity in College and Career

District Name: _____
 School Name: _____
 Participant Role: _____

Please rate the questions below on a scale from Strongly Disagree to Strongly Agree. **Please note all information will be confidential.** Information on school and role will be collected by the evaluator. The information will not be shared in any way that identifies a particular person.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The College and Career Leadership workshop met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. This workshop helped me understand how the practices in my school are contributing to patterns of disengagement and missed postsecondary opportunities based on race.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Learn about practices that can support racial equity in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This Workshop helped further my understanding of components that contribute to student college and career readiness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I understand my role within my school's college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Our team understands our role in supporting a college and career system at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The facilitator contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The Team Time supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. After participating in this workshop, I can directly apply the information I learned into my school setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I believe the information I learned from the workshop will improve our school's college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please describe how you will use the information you learned today at your school?

12. What was the most helpful part of today's Workshop?

13. What was the least helpful part of today's Workshop?

14. Do you have any suggestions for improving future Workshops?

15. We are beginning planning for next year's CCLI and would like your input. We may decide to keep the format the same, or change it completely. Would you like to participate in the Leadership Institute next year? (Circle One)

YES

NO

16. If you are interested in participating, what recommendation do you have for what it should look like? (e.g. content, format, large group vs. in-school meetings)

College and Career Leadership Institute 2017-2018
Workshop #4: Supporting the Transition to Two-Year Colleges

District Name: _____

School Name: _____

Participant Role: _____

Please rate the questions below on a scale from Strongly Disagree to Strongly Agree. **Please note all information will be confidential.** Information on school and role will be collected by the evaluator. The information will not be shared in any way that identifies a particular person.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The College and Career Leadership workshop met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. This workshop helped me understand students' experiences as they transition from high school to a community and technical college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The workshop helped me consider ways we can strengthen partnerships between our high school and feeder community college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This workshop helped further my understanding of components that contribute to student college and career readiness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I understand my role within my school's college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Our team understands our role in supporting a college and career system at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The facilitator contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The Team Time supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. After participating in this workshop, I can directly apply the information I learned into my school setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I believe the information I learned from the workshop will improve our school's college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please describe how you will use the information you learned today at your school?

12. What was the most helpful part of today's Workshop?

13. What was the least helpful part of today's Workshop?

14. Do you have any suggestions for improving future Workshops?

Introduction

Thank you for participating in the College and Career Leadership Institute (CCLI). To understand the impact of CCLI and to improve future efforts, we are asking participants to complete a final survey. This survey should take approximately 5 minutes to complete. This survey is anonymous, and individual answers will not be shared. If you have any questions about this survey, please feel free to contact Candace Gratama (candace@illuminateevaluation.com) from Illuminate Evaluation Services, the external research team. Thank you for participating in this survey about CCLI.

1. District Name:

- Auburn
- Federal Way
- Highline
- Kent
- Renton
- Seattle
- Tukwila

2. School Name:

- Auburn
- Cleveland
- Evergreen
- Federal Way
- Foster
- Franklin
- Hazen
- Highline
- Kent-Meridian
- Kentwood
- Lindbergh
- Thomas Jefferson

3. Position of person completing questionnaire:

- District Administrator
- School Administrator
- Counselor
- Other (please specify)
- College/Career Specialist
- CBO

College Knowledge

4. Our College and Career Team developed a college and career system overview, which includes our college definition, maps our college and career curriculum, programs and events, and outlines staff roles in building college and career readiness.

- Developed
- Partially Developed
- Not Developed

5. Our team has made at least one new Community and Technical College contact since participating in the CCLI.

- Yes
- No

If yes, what is the name or role of the Community and Technical College Contact:

6. Our school participated in DiscoverU.

- Yes
- No

7. I participated in DiscoverU.

- Yes
- No

8. Our school identified a best practice we learned from another school, which we plan to implement.

- Yes
- No

If yes, please describe the best practice:

9. Our school implemented a college and career system change this year.

Yes

No

If yes, please describe the change your team implemented:

10. Please rate the questions below on a scale indicating the level of progress made toward each of the indicators.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Our college and career team is more familiar with our school's college going data since participating in CCLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our team used our school's college going data to guide improvements to your college and career system of supports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our college and career team found facilitated school-based meetings useful to improving our college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our college definition is communicated school wide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our staff understands our college definition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our staff understands the college and career supports, (e.g. curriculum, programs and events) offered at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our schoolwide college going culture has improved since participating in CCLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our college and career system has improved since participating in CCLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. What recommendations do you have for improving facilitated school-based team meetings?

12. In what way did participating in CCLI strengthen your college and career system?

13. What additional supports are needed to strengthen your college and career system?

APPENDIX D: COLLEGE AND CAREER MAPS

COLLEGE & CAREER MAPS FOR SCHOOLS PARTICIPATING IN THE COLLEGE AND CAREER COMMUNICATIONS TRACK

The following tables provides an example of the College and Career Map created by schools participating in the college and career communications track, the advisory or high school and beyond track, or the 9th grade college readiness track. These maps continue to be a work in progress but provide a means of communicating the vision, definition, goals and supports to school staffs.

College and Career Map				
Cleveland High School				
Vision: Cleveland STEM High School provides real-world college and career readiness through equitable access to rigorous academics, social emotional learning and career exploration. Students will be supported and encouraged to take risks, grow and learn.				
College and Career Ready Definition: (In Development)				
Post-secondary Success Goals: <ul style="list-style-type: none"> • 2015: 74% • 2018: 88% • 2023: 100% 	College/Career Curriculum <ul style="list-style-type: none"> • Advanced Placement • College in the High School • Running Start • BTCD • CASH • 9th grade case managers • Advisory • HSBP 	Programs <ul style="list-style-type: none"> • STEM Focused School 	Events <ul style="list-style-type: none"> • Financial aid night • Senior night • College fair • Family night • Student led conferences 	Partnerships <ul style="list-style-type: none"> • College Success Foundation • UW UPB • UW STEAM • UW Dream Project • Urban League • Treehouse • Asian Counseling and Referral Services • Girls First
Franklin High School				
Vision: To graduate students who have achieved academic excellence and who look forward to sharing their expertise, understanding, and compassion to create an increasingly peaceful and productive society.				
College and Career Ready Definition: We believe that all students are inherently valuable to our rich, diverse community and each student must develop the necessary skills to mature into a world-class, socially conscious citizen. Franklin students, staff, parents/guardians and community partners work together to turn this conviction into reality.				
Post-secondary Success Goals:	College/Career Curriculum	Programs <ul style="list-style-type: none"> • Level 9 	Events <ul style="list-style-type: none"> • ACT • PSA field trips 	Partnerships <ul style="list-style-type: none"> • College Access Network

<ul style="list-style-type: none"> • 2015: 77% • 2018: 80% • 2023: 90% 	<ul style="list-style-type: none"> • Running Start • AP • Honors • College in the High School • Advisory • PSAT/SAT • Career and Technical Education Courses • HSBP • Level 9 • 12th Grade personal Statements-English Class • 9th Grade Jump Start • 9th grade academy 	<ul style="list-style-type: none"> • Summer Credit Retrieval • Intervention • Community for Youth • Xbot • Seattle Promise • ACRS • SMH • LINK • SYEP • WSIPC • XIP 	<ul style="list-style-type: none"> • FAFSA • DiscoverU • Postsecondary options fair 	<ul style="list-style-type: none"> • YMCA – Level 9 • Upward Bound • BECU • Youth Job Readiness • Mayor Taylor • Project Mister • Peer Tutors • Urban Impact • Treehouse • ReWA • ACRS
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Highline High School

Vision:

At Highline Public Schools, every student is known by name, strength and need and graduates ready for college, career and citizenship.

Highline High School is an academic learning community which embraces diversity, promotes the growth of every student and empowers conscientious, informed and curious graduates who are ready to thrive in a dynamic global community.

College and Career Ready Definition:

Students have the academic knowledge, attitudes and skills to successfully transition to T-2-4 in pursuit of their goals and aspirations in our dynamic global community.

<p><i>Post-secondary Success Goals:</i></p> <ul style="list-style-type: none"> • 2015: • 2018: 80% • 2023: 95% 	<p><i>College/Career Curriculum</i></p> <ul style="list-style-type: none"> • Running Start • AP • Honors • HSBP • Advisory • 12th Grade personal Statements-English Class 	<p><i>Programs</i></p> <ul style="list-style-type: none"> • GEAR UP • AVID 9th Grade jumpstart • 9th grade academy • MASH/Saturday School • Check-in/check-out • Summer Search • Minds Matter • Clubs (DECA, FBLA) 	<p><i>Events</i></p> <ul style="list-style-type: none"> • Student led conferences • Leadership assemblies • Career fair • Career tours • Speed networking • Career speakers • College fair • Financial aid night 	<p><i>Partnerships</i></p> <ul style="list-style-type: none"> • College Success Foundation • College Access Network • Summer Search • Minds Matter • UW Dream Project • JUMA • NAVOS • Burien Parks/Recreation • Highline College Tutors
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			<ul style="list-style-type: none"> • College field trips • College application events • FAFSA/WASFA • Scholarship work parties • College signing day 	
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Kentwood High School

Vision:

Vision: Kent School District produces graduates who are globally competitive learners. Through equitable access to high quality academic, social, and applied learning students are ready to excel in college, careers, and in life.

Goal 1: Prepare all students to be college and career ready by raising the academic and social emotional learning bar and closing the PreK-16 gaps to student achievement and college completion. (Kent School District)

College and Career Ready Definition:

(In Development)

<i>Post-secondary Success Goals:</i>	<i>College/Career Curriculum</i>	<i>Programs</i>	<i>Events</i>	<i>Partnerships</i>
<ul style="list-style-type: none"> • 2015: 54% • 2018: 59% • 2023: 70% 	<ul style="list-style-type: none"> • Running Start • College in the High School • Honors Classes • AP • Career and Technical Education courses • SEL – 9th grade only 	<ul style="list-style-type: none"> • AVID • Naviance • SAT 	<ul style="list-style-type: none"> • Future Freshmen • AP/College in the HS night • Tech Expo • College Visits to School • High School and Beyond Fair • College Bound Summit • Inclusive Ed Night 	<ul style="list-style-type: none"> • Valley Cities – Behavioral and Mental Health

Lindbergh High School

Vision:

Each student will graduate with the necessary skills and appropriate plan to continue postsecondary options.

College and Career Ready Definition

(In Development)

<i>Post-secondary Success Goals:</i>	<i>College/Career Curriculum</i>	<i>Programs</i>	<i>Events</i>	<i>Partnerships</i>
<ul style="list-style-type: none"> • 2015: 64% • 2018: 67% • 2023: 74% 	<ul style="list-style-type: none"> • Running Start • College in the High School • Advisory • HSBP 	<ul style="list-style-type: none"> • Summer credit recovery • 9th grade executive functions workshop • Summer Search • Peer Helps 	<ul style="list-style-type: none"> • Worksite tour • BECU day • Mock interview day • Trades Fair • DiscoverU • FAFSA/WASFA • PSAT/SAT 	<ul style="list-style-type: none"> • UW Dream Project • College Access Network • Summer Search

	<ul style="list-style-type: none"> • Career and Technical Education courses 	<ul style="list-style-type: none"> • Eagle Cres • JWG • Class specific fieldtrips (Boeing, Microsoft) • Student clubs 	<ul style="list-style-type: none"> • College Application Events 	
Thomas Jefferson High School				
Vision:				
Federal Way Public Schools Strategic Plan Goals 5: Persistence to Graduation: High school graduation through successful transitions. Every student scholar will successfully navigate the critical transitions in their school and will graduate from high school ready for college, career, and post-secondary experiences.				
College and Career Ready Definition				
Scholars have the academic knowledge, attitudes and skills to successfully transition to college level coursework and workforce so they can adapt to the ever changing world in pursuit of their goals.				
Post-secondary Success Goals: <ul style="list-style-type: none"> • 2015: 59% • 2018: 65% • 2023: 75% 	College/Career Curriculum <ul style="list-style-type: none"> • AVID • ATL (9th grade course) • Advisory • HSBP • IB Course Offerings 		Events <ul style="list-style-type: none"> • 9th grade worksite tour • Navigating the college admissions process • Financial aid night • PSAT/SAT day • Personal project night • Life after high school night • Student led conferences 	Partnerships <ul style="list-style-type: none"> • JAG • Raider Advantage AmeriCorps • Communities and Schools

COLLEGE & CAREER MAPS FOR SCHOOLS PARTICIPATING IN THE ADVISORY OR HIGH SCHOOL & BEYOND PLAN TRACK

College and Career Map				
Auburn High School				
Vision: All students will graduate from Auburn High College and Career ready.				
College and Career Ready Definition: (In Development)				
Post-secondary Success Goals: <ul style="list-style-type: none"> • 2015: • 2018: • 2023: 	College/Career Curriculum <ul style="list-style-type: none"> • Transition Awareness Program (SpEd) • UW Dream Project • College Success Foundation Programs • Career Center Programs • Career Cruising 	Programs <ul style="list-style-type: none"> • SPEAR (support for weak students) • Title Interventions • Career and Technical Education Classes • Community Lab • TAP • Senior Portfolio • WBL 	Events <ul style="list-style-type: none"> • Future freshman night • Reaching out fair • Field trips • Parent teacher conferences • Academic liaison • Evening cultural events • World language testing • Paying for college night • Planning for college night • ASVAB • PSAT/SAT fair • College signing data • FAFSA workshops 	Partnerships <ul style="list-style-type: none"> • College Success Foundation • UW Dream Project • NEXUS • Treehouse • Drug/alcohol counseling • Chamber of commerce • Military reps
Evergreen High School				
Vision: (In Development)				
College and Career Ready Definition: (In Development)				
Post-secondary Success Goals: <ul style="list-style-type: none"> • 2015: • 2018: • 2023: 	College/Career Curriculum <ul style="list-style-type: none"> • AVID • AP Classes • Running Start • Bridge to College Math 	Programs <ul style="list-style-type: none"> • AVID • PSSC • Running Start • Upward Bound • Ignite 	Events <ul style="list-style-type: none"> • Course Carousel • Waskowitz trip • Power of 1 	Partnerships <ul style="list-style-type: none"> • Tutors • UW Dream Project • Guest speakers • TRiO • Upward Bound

	<ul style="list-style-type: none"> • Career and Technical Education • Advisory 		<ul style="list-style-type: none"> • Career exploration days • DiscoverU • STEM-Fest • Interns (technology for students of color) • College tours • College planning day • College fair • College bound re-pledge • Collegecon • TRiO college trips • Summits (Black/Browth , Latinx, Native Student Success) 	<ul style="list-style-type: none"> • Summer Search • College Success Foundation •
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Foster High School

Vision:
(In Development)

College and Career Ready Definition:
(In Development)

Post-secondary Success Goals: <ul style="list-style-type: none"> • 2015: • 2018: • 2023: 	College/Career Curriculum <ul style="list-style-type: none"> • AVID • Advisory • Career Cruising • HSBP 	Programs <ul style="list-style-type: none"> • AP Bootcamp • After-school tutoring • Running Start • PSSC • Dream Project • 9th grade orientation 	Events <ul style="list-style-type: none"> • PSAT/ACT • Career day • YEOC • Financial aid night 	Partnerships <ul style="list-style-type: none"> • UW Dream Project • Summer Search • ACRS • Thriving elements
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Hazen High School

Vision:
(In Development)

College and Career Ready Definition:
(In Development)

Post-secondary Success Goals: <ul style="list-style-type: none"> • 2015: • 2018: 	College/Career Curriculum <ul style="list-style-type: none"> • HSBP 	Programs <ul style="list-style-type: none"> • 	Events <ul style="list-style-type: none"> • Internships/job shadows 	Partnerships <ul style="list-style-type: none"> • College Success Foundation
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<ul style="list-style-type: none"> • 2023: 			<ul style="list-style-type: none"> • Career field trips • College field trips 	<ul style="list-style-type: none"> • UW Dream Project • Summer Search • Mind Maters • JUMA
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Kent-Meridian High School

Vision:

(In Development)

College and Career Ready Definition

(In Development)

<p>Post-secondary Success Goals:</p> <ul style="list-style-type: none"> • 2015: • 2018: • 2023: 	<p>College/Career Curriculum</p> <ul style="list-style-type: none"> • Running Start • AP/IB • College in the High School • Honors • Career and Technical Education • AVID • Social Emotional Learning • Educurious • HSBP • Naviance • Advisory 	<p>Programs</p> <ul style="list-style-type: none"> • AVID • Coalition Burma • Upward Bound • School Comment • Men on the Move • La Chipsa • Dream Project 	<p>Events</p> <ul style="list-style-type: none"> • Back to school night • Senior parents night • Open house • IB parent night • Freshmen start • Career Day • DiscoverU • College Bound Conference repledge • Latino parent night • Financial aid night 	<p>Partnerships</p> <ul style="list-style-type: none"> • Educurious • Upward Bound • CCRA • CCER • Community in Schools • UW Dream Project
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Thomas Jefferson High School

Vision:

Federal Way Public Schools Strategic Plan Goals 5: Persistence to Graduation: High school graduation through successful transitions. Every student scholar will successfully navigate the critical transitions in their school and will graduate from high school ready for college, career, and post-secondary experiences.

College and Career Ready Definition

Scholars have the academic knowledge, attitudes and skills to successfully transition to college level coursework and workforce so they can adapt to the ever changing world in pursuit of their goals.

<p>Post-secondary Success Goals:</p> <ul style="list-style-type: none"> • 2015: 59% • 2018: 65% • 2023: 75% 	<p>College/Career Curriculum</p> <ul style="list-style-type: none"> • AVID • ATL (9th grade course) • Advisory • HSBP • IB Course Offerings 		<p>Events</p> <ul style="list-style-type: none"> • 9th grade worksite tour • Navigating the college admissions process • Financial aid night • PSAT/SAT day 	<p>Partnerships</p> <ul style="list-style-type: none"> • JAG • Raider Advantage AmeriCorps • Communities and Schools
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			<ul style="list-style-type: none">• Personal project night• Life after high school night• Student led conferences	
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NINTH GRADE COLLEGE AND CAREER READINESS TRACK

College and Career Map				
<i>Federal Way High School</i>				
<i>Vision:</i>				
Goal 5: Persistence to Graduation				
<i>College and Career Ready Definition:</i>				
(In Development)				
<i>Post-secondary Success Goals:</i> <ul style="list-style-type: none"> • 2015: 58% • 2018: 70% • 2023: 80% 	<i>College/Career Curriculum</i> <ul style="list-style-type: none"> • Cambridge/AP • Running Start • Common Core • NGSS 	<i>Programs</i> <ul style="list-style-type: none"> • AVID • Approaches to Learning • ROTC 	<i>Events</i> <ul style="list-style-type: none"> • 9th grade worksite tours • Financial aid nights • PSAT day • SAT day • Student Led Conferences 	<i>Partnerships</i>