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COLLEGE AND CAREER LEADERSHIP
INSTITUTE: YEAR 2 EVALUATION
REPORT

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

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EXECUTIVE SUMMARY

CCER launched the College and Career Leadership Institute (CCLI) in the 2017-2018 (Year 1) school year with 12 Road Map high schools, and in the 2018-2019 (Year 2) school year, they continued to work with 11 of the 12 high schools. The Year 2 support included a series of four workshops, monthly 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, in Year 2 within CCLI:

1. Teams used data to understand student outcomes, explore root causes of college access barriers experienced by students and set targets for their school;
2. Teams learned to use a continuous improvement approach to identify strategies, implement them, evaluate their effectiveness and make changes;
3. Teams focused on improving college access outcomes that are predictive of postsecondary enrollment and success. Examples of college access indicators include measures like knowledge of financial aid and having a postsecondary plan in place; and
4. Teams built ownership of college and career readiness in their school building.

PROGRAM IMPLEMENTATION

CCLI participants engaged in a number of activities to strengthen their college and career systems. These activities included developing a CCLI team, identifying a school focus, using data to understand student outcomes, implementing a continuous improvement process, improving college access outcomes, and building ownership of college and career readiness school wide.

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 goals for college and career readiness, learned about the continuous improvement cycle, and developed and implemented strategies to support college and career readiness. They also had opportunities to review data, share best practices with other schools, and share lessons through Padlet. Participants reported that CCLI supported their team around a necessary focus, offered time for reflection, and was a form of professional development. They also noted that the structure of the workshops, combined with onsite meetings, makes them more accountable and gives them time to focus on the work

PROGRAM IMPACT

In Year 2, CCLI teams focused on developing the capacity of their team to implement a continuous improvement cycle to set goals, use data to identify root causes, develop strategies for improvement, and utilize small tests of change. Through the process, they implemented a number of strategies, which focus on improving the High School and Beyond Plan (HSBP) and/or advisory and increasing students' knowledge about college and career readiness through strategies such as the worksite tours. For example, some of the strategies implemented this year included training staff on advisory and/or the HSBP, rolling out a computer based HSBP system (e.g., Career Cruising, Maia, Naviance), building a scope and sequence for Advisory and the HSBP, collecting feedback from

students on the HSBP, and building staff knowledge of the need for a strong college and career system. On the End-of-Year survey, 75% agreed their schoolwide college going culture has improved since participating in CCLI, and 86% agreed their college and career system has improved since participating in CCLI. While staff members are proud of their improvements, they also realized they need more focused work to create a system that improves student access outcomes.

CCLI participants met or made progress toward many of their short- and intermediate-term outcomes listed in the logic model (see Appendix B). While some were still in progress, such as completing small tests, increasing school wide participation, and implementing best practices from other schools, participants met the following outcomes:

- 100% of teams revised the college and career system overview in the August 2019 workshop; 81% agree the college and career system overview was useful in moving the work forward.
- 81% to 94% of participants agree they have increased understanding of each professional development topic in 2018-2019.
- Staff members reported that they understand the college and career readiness data and root causes of student outcomes; 93% agree the college and career team understands our students' college and career outcome data; 81% agree the team used our school's college and career outcome data to identify root causes and inform our strategies.
- All schools reported participating in DiscoverU in 2018-2019; 79% of participants reported participating in DiscoverU.
- 89% of school teams reported implementing a system change.
- 100% of focus group high schools identified system improvements they made, which they attribute to their participation in CCLI.
- All CCLI schools participated in worksite tours.

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; school leaders' commitment and support of CCLI, challenges of dealing with multiple priorities and commitments, and the lack of systems around advisory and HSBP.

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 three emerging best practices that they believe will support their continued focus, which included building a network among schools, utilizing student voice, and focusing on equity through discussions and data.

RECOMMENDATIONS

Based upon the findings of this evaluation and a literature review, we provide the following recommendations: (1) focus on increasing staff buy-in; (2) expand the CCLI team; (3) provide more time to share best practices; (4) increase accountability during site-based technical assistance; (5) capture student voice; and (6) build CCLI team members capacity.

COLLEGE AND CAREER LEADERSHIP INSTITUTE YEAR 2 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 (CCLI). This report includes feedback for Year 2 of CCLI 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 11 comprehensive high schools. Exhibit 1 shows the districts and schools participating.

Exhibit 1.
Participating Schools and Districts

Participating Schools	
District	School
Auburn School District	Auburn High School
Federal Way Public Schools	Federal Way High School
	Thomas Jefferson High School
Highline Public Schools	Evergreen High School
Kent School District	Kent-Meridian High School
	Kentwood High School
Renton School District	Hazen High School
	Lindbergh High School
Seattle Public Schools	Cleveland High School
	Franklin High School
Tukwila School District	Foster High School

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 three school sites, meeting with the school administrator and CCLI team members to learn more about program implementation and goals. We also conducted a focus group with CCER program leaders and interviews with district representatives and CCLI facilitators. In total, 31 people participated in interviews and focus groups. Interview protocols are included in Appendix C.

Observation of Institute Workshops. We attended each of the 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 47 and 55 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 Surveys are included in Appendix D.

Student Survey. We administered a student survey across all CCLI sites. The student survey focused on three areas: Postsecondary/Career, School Climate, and Non-Cognitive Factors. 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 3. The surveys were administered during the final technical assistance visit. In total, 70 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	7.1%
Federal Way Public Schools	21.4%
Highline Public Schools	5.7%
Kent School District	18.6%
Renton School District	21.4%
Seattle Public Schools	17.1%
Tukwila School District	8.6%
<i>School</i>	<i>% of Sample</i>
Auburn High School	7.1%
Cleveland High School	10.0%
Evergreen High School	5.7%
Federal Way High School	8.6%
Foster High School	8.6%
Franklin High School	7.1%
Hazen High School	10.0%
Kent-Meridian High School	10.0%
Kentwood High School	8.6%
Lindberg High School	11.4%
Thomas Jefferson High School	12.9%
<i>Positions</i>	<i>% of Sample</i>
District Administrator	1.4%
School Administrator/Dean of Students	12.9%
Counselor	34.3%
Teacher	28.6%
College/Career Specialist	7.1%
Community Based Organization Representative	8.6%
Other: Academic Intervention Specialist, Dean, Student Achievement Specialist, etc.	7.1%

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, with 12 participating schools. In the 2018-2019 school year, participating schools were offered a second year of support, with 11 of the 12 schools agreeing to participate. Across both years, the aim of CCLI was 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 so that more students graduate

college and career ready and directly enroll in a postsecondary training program that aligns to their career goals.

In Year 1, the support included a series of four workshops, four on-site technical assistance meetings, an end-of-year celebration, resource sharing across schools and districts, and an optional student survey. In Year 2, the support generally remained the same. However, on-site technical assistance was provided in each month that did not include a workshop and the student survey was administered at all schools.

As part of the professional development focus in Year 1:

- Teams developed a common definition for “college” that could be messaged school-wide, and outlined staff contributions to the college and career readiness of their students;
- Teams became familiar with their school’s college readiness data and used it to guide improvements to their college and career supports;
- Teams made changes to their college and career practices and policies to increase equity;
- Teams better understood apprenticeship and technical pathways to strengthen advising for these pathways; and
- Teams learned how to better integrate regional/state college and career initiatives and community supports.

Building upon this work, in Year 2:

- Teams used data to understand student outcomes, explore root causes of college access barriers experienced by students and set targets for their school;
- Teams learned to use a continuous improvement approach to identify strategies, implement them, evaluate their effectiveness and make changes;
- Teams focused on improving college access outcomes that are predictive of postsecondary enrollment and success. Examples of college access indicators include measures like knowledge of financial aid and having a postsecondary plan in place; and
- Teams built ownership of college and career readiness in their school building.

The initial logic model 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 logic model was revised in June 2018 to reflect the ongoing nature of the work (see Appendix B).

During interviews and focus groups, comments from district and school personnel reflect a clear understanding of the purpose and goals of CCLI. Participants described a focus on developing high school systems that improve college and career readiness for all students, using an equity lens, that ultimately leads to increases in college attendance and persistence. One person described, “The purpose of CCLI is to improve access for all students for all options of postsecondary possibilities and to also have schools self-reflect on their current High School and Beyond Plan and if it is effective for all postsecondary options.” Another said, “CCLI gives us the resources and skills to build systems to make certain our students know they can go to college, the careers available, and how this can catapult them to higher learning institutes.” Others also noted that CCLI supports teams in using a cycle of inquiry to improve outcomes for students along the lines of equity related to college and career readiness. A school staff person shared, “I would say it is creating a space to

look at data about graduation, college going rates, and persistence. We then have time, a structure, and space to create supports and build in the supports at the high school level.”

Several people noted that the ongoing support and the clear focus on developing college and career readiness through advisory or the High School and Beyond Plan (HSBP), while simultaneously developing staff’s knowledge around the improvement cycle should help with sustainability. One person shared,

This wouldn’t be happening without an outside agency supporting it. I think we can be sustainable with the third year. Our team is becoming stronger, we have a clear focus, we know this is important, and we are learning a strategy to continue this work.

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 in Year 2. The qualitative results include information gathered during focus groups, as well as write-in information from the surveys.

CCLI TEAM

CCLI teams continued to work together in Year 2 by attending the workshops and participating in the onsite technical assistance. Several teams also participated in additional meetings, such as having an additional meeting every month or having time to meet with the principal. CCLI teams included a building administrator, counselor, teacher, and if the school had a position/partnership, a college and career specialist and/or a community-based organization representative, as well as other team members, such as a district representative. In Year 2, many teams expanded to include more representatives, such as teachers. Team members appreciated the diverse representation. One person commented, “We brought together a team of stakeholders who wouldn’t otherwise meet and work together regularly. All of us are better informed on college and career access opportunities.” Another shared, “The formation of the team is huge for our schools.” Several people noted that the focus of the team has helped to broaden knowledge of the need for college and career readiness school wide. At several schools, the team also serves as a workgroup for a larger leadership team helping to align the strategies of CCLI with other school improvement goals.

Although team members believed the teams were stronger in Year 2, they identified areas for improvement. In particular, team members noted frustration when all members, particularly administrators and teachers, were not participating in the workshops or the onsite technical assistance meetings. They reported that it is more difficult to make decisions, hold people accountable to the work, and support implementation strategies if members are missing or they have to “catch them up.” For example, one person said, “One of our biggest challenges is not having our decision-makers at all meetings.” Another said, “We need to make certain everyone is present, particularly teachers. We spend a lot of time waiting to get their input.” Further, teams recognized the importance of having teachers on board, and several suggested that they needed to expand the team to include more teachers, particularly in the core subject areas. While they recognized there would be issues with substitutes, they also believed team expansion would help them build staff

knowledge schoolwide and expand their web of influence. For example, a district representative said, “Ideally, I would like to have more teachers on the team. That would add capacity and learning.” Several people noted that a team of no more than 12 representatives, should be considered.

IDENTIFICATION OF A SCHOOL FOCUS

As part of CCLI, schools identified their goals and focused their technical assistance time around HSBP and/or advisory. School personnel noted the focused approach helped them to make specific improvements, which they believe will contribute to improved outcomes. District personnel noted that the focus also aligned with district priorities. A district leader noted,

This year, their focus has been on the High School and Beyond Plan, and I see a change in practice. This intense focus is important. Our other schools are doing this as well, but they are behind, and it isn’t because they aren’t meeting. They just do not have this extra level of support.

School staff appreciated that within the framework of CCLI, they were able to have a differentiated level of support around a focus area. A CCLI team member commented, “This year, there has been a distinct effort to individualize goals for the team. I appreciate we can tailor our team goals outside of the larger CCLI goal.”

As part of this projects, schools identified goals that aligned with the CCLI goal to: *Increase the number of students with a meaningful high-quality High School and Beyond Plan that will help prepare them for college and career after high school graduation.* Exhibit 3 shows the school level goals that align with the CCLI Goal, and this helped to direct the focus of technical assistance.

Exhibit 3.
School Level Goals – Areas of Focus

School Goals		
District	School	School Goals
Auburn School District		
Auburn High School		(1) By June, 90% of graduating seniors will have completed a HSBP in Career Cruising. (2) By June, an increased number of staff will view HSBP as time well spent with students.
Federal Way Public Schools		
Federal Way High School		(1) (a) Every senior has logged in once to Maia Learning before winter break; (b) The number of students who have submitted their HSBP/portfolio on-time has increased from last year, 80% by SLCs. (2) X% of senior advisory teachers have logged in before winter break.
Thomas Jefferson High School		(1) All graduating seniors have logged into Maia learning (December), complete a lesson (March), and submit HSBP (June). (2) Increase in the number of staff who find HSBP meaningful and valuable.
Highline Public Schools		
Evergreen High School		(1) Staff: (a) confident and supported in delivering lessons; (b) increase implementation beyond a 3 (staff survey)

	(2) More students (a) use Naviance; (b) report having a plan; (c) report having a step by step plan on survey.
Kent School District	
Kent-Meridian High School	(1) Students will find high school and beyond planning meaningful to explore and be ready to pursue their postsecondary options. (2) Staff will be knowledgeable to support students in their high school and beyond planning, will understand their role, and will know which staff to go to for additional support. (3) Staff will have meaningful relationships with students.
Kentwood High School	(1) Maps of pathways available to students and relevant components in plan. (2) Staff involved in developing meaningful components, believe in the value of time.
Renton School District	
Hazen High School	(1) Students have a plan for after high school. (2) Staff find content meaningful, are comfortable delivering, and vote for more time.
Lindbergh High School	(1) Staff report better understanding of postsecondary options and are better able to support students post-high school plans. (2) Students report more understanding of postsecondary options in earlier grade levels.
Seattle Public Schools	
Cleveland High School	(1) Students report greater knowledge of college and career steps. (2) Staff will have two lessons on college and career per level. The team will develop a scope & sequence by the end of the year.
Franklin High School	(1) Staff understand their role in supporting the HSBP. (2) Students understand their post high school options.
Tukwila School District	
Foster High School	(1) Increased students accessing resources related to career development (visit career fair, access other counselors, apply/access opportunities. (2) Increase staff believe in value of advisory and confidence delivering lessons.

USING DATA TO UNDERSTAND STUDENT OUTCOMES

Across schools, staff members used a variety of data to understand their root causes around college access indicators. Staff members described using data, such as college attendance, persistence, and remediation data; financial aid completion data; and survey and student listening session data. Some shared the data schoolwide, while others used it within their team. While staff members acknowledged that all the data is helpful, the data that was the most impactful was student survey and listening session data. For example, several staff members noted that the other data has such a lag time from when it becomes available and that they have a hard time making connections to the data. Several people described that they were able to use the survey data and student listening session data to help staff understand the importance of college and career readiness, to identify a need for more information in the 9th and 10th grades, and to identify areas where students may need more support within advisory lessons or on their HSBP. One person shared, “We got data saying students want to go to college. We also learned they don’t get that information from their home. That is actionable, and we are making strategic decisions around that.” Another shared, “The data resonated with us. We found that certain subsets of students really look to specific people in their lives for knowledge around college and career. That stuck with us, and we wouldn’t have that

without the data.” Others also noted that the financial aid data was valuable, because they could quickly implement strategies to improve financial aid completion rates. This led to some school wide lessons and additional support with financial aid planning.

In addition, a few staffs also began to collect additional data to gather more information around college and career awareness. For example, one school did a transcript analysis, and determined many of their students were taking a Teacher’s Assistant credit and did not have a rigorous schedule. This has made them rethink how students sign up for courses. Personnel from two other schools looked at the demographics of students taking advanced courses and determined if they predicted success in other courses. This data helped them to encourage more students to enroll in the advanced courses. Finally, about half of the schools surveyed staff or students, through exit slips, about particular lessons and or components on college readiness, and they are using this information to revise lessons.

IMPLEMENTING A CONTINUOUS IMPROVEMENT APPROACH

CCLI teams also used a continuous improvement approach to identify strategies, implement them, evaluate their effectiveness, and make changes. This was based on the Plan-Do-Study-Act (PDSA) cycle. For this process, staffs developed a Key Driver Diagram, which documented the following:



According to CCLI team members, implementing the process helped them focus their goals and supported their use of data, as described above, and helped them develop strategies. One person described, “This process has helped us to refocused, and we are using specific goals to focus on advisory.” A facilitator noted, “I think the biggest thing is having the teams work on a process of improvement. They often don’t have the time to work and focus on a professional learning cycle. That is a unique contribution of CCLI.”

While all teams developed goals, looked at root causes, and created strategies, approximately half of the CCLI teams completed a small test, which usually included feedback from staff or students around a specific lesson. Others planned the test, but did not execute it, or they were still learning how to implement the concept. CCLI leaders recognized this was an area where teams struggled. CCLI leaders suggested that this approach runs counter to how many staff members have been trained, noting that staffs often implement one-large change and survey the staff at the end of the year or project. A leader said, “We are approaching this in a way that runs counter to the way they have been conditioned to teach.” For example, one school wanted to test a lesson, and for their small test, they surveyed the whole staff and over 300 students. While they received valuable information, this was not in alignment with a small test. Staff members agreed they struggled with the small test. One person said, “We did a grade level test. We didn’t do it right and it wasn’t in the spirit of a small test.” Another person said, “We did a big test. It is really hard to get small.” Despite some of the difficulties with implementation, CCLI team member still saw value in the process. One

person said, “The process is useful, even if we didn’t do all the boxes. I think making adjustments and having the sit-down conversations are helpful.”

Further, many teams did not have a college and career readiness system built. As such, implementing a continuous improvement cycle when teams are building a system was counterproductive. While teams and leaders felt this was an important process, there were also some suggestions to make changes in the next year.

IMPROVING COLLEGE ACCESS OUTCOMES

All CCLI teams focused on improving their college access outcomes. While teams can identify specific areas of improvement, they acknowledged that they have more work to do to make systemic change. A CCLI team member commented, “CCLI works beautifully with our vision. We are trying to change our system. This was a no-brainer to support our work. We are taking small steps and doing it slowly.” Another said, “We are being strategic in making changes. This is a process, and we don’t expect positive outcomes immediately.” A facilitator reflected, “They are going slow, but also being thoughtful about what a school can accomplish.” CCLI leaders also acknowledged, that while teams have set goals and strategies, the ultimate goal is systemic change, which takes longer. A CCLI leader said,

The folks are working on building systems where there were none. For example, a school did a school-wide financial aid lesson in an effort to improve financial aid awareness. However, they have to improve financial aid support and tracking. We are struggling with how much do you focus on a specific indicator, and if you do that, are you losing system building?

That said, school leaders and CCLI team members identified specific areas of improvement, such as creating a scope and sequence to advisory lessons, making a HSBP checklist, or adding financial aid lessons. They also acknowledged how these improvements will contribute to systems change and improved college access outcomes. For example, a district leader said, “We want a scope and sequence, kindergarten through postsecondary. We are starting that work at the high school by supporting students and unlocking privileged knowledge at each level.” Another person said,

We want more consistency in advisories, and we want the High School and Beyond Plan to be more than a checklist. We no longer want students’ knowledge to be dependent upon what advisory teacher they get. We want to make certain all advisories provide the same information.

BUILDING OWNERSHIP OF COLLEGE AND CAREER READINESS SCHOOLWIDE

CCLI teams have also worked to build knowledge and ownership of college and career readiness schoolwide. CCLI teams have made reports during staff meetings or to the school leadership team. In addition, because of the work they have been doing on advisory and the HSBP, their work is inherently becoming more visible to the staff. Furthermore, during the March Workshop, CCLI teams were given time to review their student survey data and listening session data, if available, and to create a presentation to their staff. This resulted in several teams making presentations to garner additional support for the work.

Despite these efforts, CCLI team members also acknowledge that there is not schoolwide knowledge and support for college and career readiness for all students. The reasons for this is varied. Some staff members do not believe this is important. One person said, “Some of our staff don’t have the reason in their heart of knowledge why this is important. They make a lot of excuses.” Others have concern about the time and focus being taken away from their content area. One person described, “Our teachers do not support time being taken away from their classroom.” Still, in other cases, there is so much staff turnover that it is hard to build momentum around a schoolwide focus. A school leader said, “It is a big struggle. A complicating factor is the huge turnover. We have to re-message each year.” CCLI teams asked for more support in this area.

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. They believed the CCLI leaders were knowledgeable and supported them, but also pushed them, in their work. Finally, they noted that the structure of the workshops, combined with onsite meetings, makes the more accountable and gives them time to focus on the work. One person wrote the following feedback to one of the facilitators,

Thanks for your amazing leadership and facilitation practices again this school year. Unlike so many similar experiences I’ve had professionally I always feel like I leave these meetings with a sense of direction and shared purpose rather than confusion. Your ability to create personal connections is greatly appreciated, and I always feel heard when you are leading the group.

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: a two-day workshop in August and one-day workshops in December and March. The content of the workshops sequentially built upon participants’ knowledge, and included different topics, such as financial aid, the continuous improvement cycle, and feeder colleges math and English placement policies, to name a few. Participants appreciated that the workshops included some content, as well as time to reflect and develop strategies to use the content. One person described, “The workshops are a mix of listening to people in the front of the room, and then there is an activity with the facilitator where we integrate our learning.” Participants also appreciated the opportunity to learn from other schools, efforts to include student voice, and efforts to use an equity lens across the workshop rather than addressed as a separate topic. Comments included: “I value when we get time to work as a team. They frame, it and we get uninterrupted time to process.” “The workshops help us connect with other schools and hear what works and what doesn’t work.” “We have also learned about the

importance of student voice through the panels.” “It is a gift of time. We have a full day to listen, think, talk, and strategize.” “They keep the focus on race and equity at the center of everything.” and “These help to build a larger community that is all learning together and seeing the different trajectories districts and buildings are on. We are able to see things that would be nice to implement, and we learn about things that prevent people from moving forward.”

School staff noted that the workshops have improved from the previous year. They believed there was a clear through line, and the content during the workshops connected with the onsite technical assistance support. However, teams believed the workshops would be more powerful if additional teachers could attend. CCLI teams also identified additional areas for support and improvement, which are included in the next section.

Besides the formal workshops, CCLI leaders hosted a day in June for CCLI teams to meet and work on advisory/college and career lessons. In total, four teams attended and worked diligently on their scope and sequence, using information they learned from students, to fill potential holes. The day was valuable, and CCLI team leaders are considering implementing three additional, optional workdays in the next year.

Facilitator Support. Facilitators work with CCLI teams during the workshop and facilitate activities between learning topics. A facilitator described, “I help to push teams, to hold them accountable to finishing a goal or task, and to facilitate a discussion so voices around the table are heard, and they commit to action. It is about holding true to values and asking critical questions.” CCLI team members appreciated the support and knowledge from the facilitators noting that it relieved one person from facilitating the conversation and allowed everyone to participate as learners. CCLI team members hoped that they could continue to work with their facilitator in Year 3.

To support the facilitators, CCLI leaders conducted an extensive two-hour prep before each workshop, and they created a facilitation script for the facilitators. In addition, they sent emails or provided updates about information that was covered during the onsite technical assistance. Facilitators noted that they felt prepared. One facilitator reflected, “They have done a good job in prepping us and going through the work ahead of time, practicing and talking about common issues. They also give updates through conversations and emails. I have everything I need to be prepared.”

However, facilitators did identify a few areas that may better support their work. Rather than just updates on their school’s progress, they would like more information on if there is a specific direction that they should push the school team. They also asked for general updates of what is occurring in other schools to serve as a guidepost for their work. In addition, they noted that during workshops, sometimes they need more time on a particular area and less time on others. They asked if they could have some flexibility in using the facilitation time in a way that better meets their CCLI teams’ needs. Finally, while facilitators know that workshop survey results show that their work is valued, they asked for more specific school level feedback about what is working with their facilitation and what is not working.

Data. During the workshops, participants received and analyzed various types of data with the support of the CCER data team. CCLI leaders identified three buckets of data that CCLI teams worked with: (1) post-secondary enrollment, course-taking, and remediation data; (2) student survey and listening session data; and (3) micro data, such as exit tickets for their small tests. CCLI

leaders noted the student survey data and micro data supported their implementation plans; however, other data comes in so late that school personnel find less meaning. In addition, CCLI leaders believe they have been going at showing and discussing the data during the workshops, but they have not followed up during the onsite technical assistance meetings. CCLI team members appreciated the data, and specifically commended the CCER data team in their efforts to produce user friendly reports and to explain findings in simplified terms. A CCLI team member commented, “This data helps with myth busting.”

As described in the previous section, staff members reported that they are using the data within their team. For example, on the End-of-Year Survey, 93% of CCLI team members agreed they understand their students’ college and career outcome data, and 81% agreed they use the outcomes data to identify root causes and to inform strategies. While some teams have used the data to encourage staff buy-in and to clarify the significance of the work, it has not been shared broadly schoolwide. School staff members noted that they needed to improve in analyzing the data, sharing the data, and creating targets. One person said, “We really need to think about how we are using data and how we are setting our targets.”

Padlet. This year, CCLI leaders provided a platform, called Padlet, where teams could upload advisory lessons and share them with other schools. This system became available in the March workshop, and on the End-of-Year Survey, which was administered in May, 40% reported that they used the CCLI Padlet tool to review and/or use lessons. During focus groups, participants described Padlet as a “huge resource,” and they were hopeful this would continue to be developed.

Best Practices. During the workshops, there was also an effort to share best practices among the programs. Participants identified this as one of the benefits of the workshops, and they recognized that the CCLI teams are becoming a learning community. One person shared, “It is great to connect with schools and network with counselors and teachers. It is nice to share information, so we don’t have to reinvent the wheel.” Another said, “We have learned a lot of ideas from other schools. We are using that.” Still another shared, “I appreciate being able to hear from schools with similar demographics. I know advisory is all over the place, and I like hearing from other schools on how it works. It is hard to figure out the best move, so it is good to hear other experiences.” Because of these experiences, school personnel reported that they have talked to some of their peers at other schools to share information about transferring students and to share information about implementation strategies. One person said, “Now that I know the counselors at some of the other schools, I have been able to better connect over some of our students.”

While this was a strength, several participants and facilitators raised concerns about some schools being recognized more frequently than others for a best practice. One person said, “On the negative side, some schools are always put forth as the best. They should highlight many schools.” Another said, “I think there is a strong emphasis on the Seattle Schools, and they always get a best practice and are being lifted up. I think we should diversify and share things like who has grown the most.”

Participants also wanted more opportunities to learn from each other and share best practices during the workshops. These ideas are presented in the next section.

Technical Assistance. Participants appreciated the technical assistance and praised the providers for their “wisdom,” “top-notch communication,” and “positive stance.” One person said, “They are amazing, they honor our work and push us.” CCLI team members reported that the technical

assistance provider kept them on track and focused during the meetings, helped them set goals, helped analyze data, and held them accountable to the work. One person described, “They help to keep us accountable to the work, and they help to guide and narrow our goals. They also provide research from the community that we are not aware of.” Team members also reported that the increased frequency of meetings, with topics tied to the workshops helped to make the onsite meetings seem more applicable. One person reflected, “Last year, there were tasks that we got done, and the meetings weren’t as frequent. This year, we created documents and did work in the meetings that we could use immediately.” Finally, team members noted that the combination of a humble personality and learning stance serves as a support. One person shared,

They take the time to know our school and community, and they don’t make you feel that they have the best ideas. They help to see where our brains are going as a team, and they support our community in the way we want to do things.

CCLI team members also identified areas they would like to see improved around the technical assistance. This is included in the next section.

ADDITIONAL IDEAS FOR NEXT YEAR

CCLI leaders have been meeting and reflecting on changes they want to make for the next year, and the support they will provide. They will be adding another cohort, and the general structure will be the same. They are also considering adding up to three, optional workdays for teams to work on advisory lessons. Below is some of the plans and changes for next year.

For the current cohort (Cohort 1), they will continue their work on HSBP and advisory; however, there will be a focus on Latinx students. For example, as they continue to build the HSBP, they will look at Latinx students to determine how they are being supported and how they view success. While there will still be workshops and technical assistance, they will not have facilitators during the workshops. The leads will be the facilitator in an effort to build their capacity. Because of some of the difficulties experienced with the continuous improvement cycle, and implementing small tests, CCLI leaders will support teams in developing the system but will apply the small tests or cycles of inquiry to financial aid submissions where they have real time data.

For the new cohort (Cohort 2), they will focus on post-secondary enrollment, at a more basic level, identifying the practices in place and the current roles. There will be less of a focus on the HSBP and advisory. Their goal is to build a strong foundation while also looking at the impact on students of color and Latinx students. Cohort 2 will have facilitators during the workshop.

CCLI team members also provided some ideas and recommendations for change next year during the interviews and focus groups, and on surveys. They made several suggestions specific to the workshops, technical assistance, and Cohort 2.

Workshops. Participants made several suggestions for the workshop, including areas for improvement or additional support, as well as some topics they may like to see covered. The areas listed below are provided in order of priority based on the numbers of participants suggesting the change.

Participants believed that one of the most valuable aspects of the workshops was the opportunity to work with and learn from other schools. They reported that in the second year, they are building a network of support that goes beyond their own team, and they wanted more time to work with and learn from other teams in Year 3. They provided several ways in which the teams could work together. First, they suggested that CCLI could create “strategic pairs” to work together during the workshop. They noted that this was beneficial when they developed a presentation for their staffs using the survey data, and they would like to have more opportunities to work deeply with another team. This could be around a specific task, such as creating lessons or a focused discussion around a content area. One person said, “I wonder if they should pair up schools. They would have to be strategic in how they make the pairs. We could bounce ideas off each other. This would strengthen trust between schools.” Second, when sharing a best practice, they want more explicit information, rather than a “show-and-tell.” They wanted specific information about why it is a best practice, the steps they took to implement the practice, the challenges they faced during implementation, and the evidence or data they can provide that supports it as a best practice. Third, they wanted opportunities to visit other schools to see advisory “in action.” They suggested that the workshops could set aside time to plan for observations/visitations at other schools. In addition, they thought that they could do the visitations during a technical assistance session. Finally, they believe Padlet will be used more for the lessons in the future, and they wondered if there could be another system developed where they could share successes and struggles outside of the workshop, such as a Facebook page.

The second most suggested change was expanding the number of participants on the CCLI team. They suggested having a maximum of 12 participants attending the workshops and technical assistance meetings, with the focus of bringing on additional teachers. With the expansion, however, they also said there needed to be a commitment from teachers, as well as administrators, that they would attend the workshops in the entirety. One person said, “I want a bigger, more diverse team for our building. We also need them to make a consistent commitment to the team.”

Third, they wanted explicit work and support in supporting this change school-wide. While they appreciated the time they had to make the presentation on the survey data, they wanted a more explicit focus on how to share information with staff and develop buy-in. One person said, “Perhaps we need to have a discussion about how to lead change when change is hard.” Another said, “Can they help us scale this work across the schools.” Still another said, “I think we need to be intentional. We need to focus on the work, how to get this done, and how to get more teacher buy-in.”

Fourth, they wanted more concrete information on best practices in implementing the HSBP and advisory and in supporting some of the new software they are using. For example, one person said, “I want more on best practices. We implemented a big moment in every grade, and we need to continue that. How do we infuse this in everything we do? I think we can get that support in the workshops.” Others wanted more support on sequencing. They recognize that many students are not getting the information, but they would like to know specifically when the information should be shared with students. Finally, a number of schools are using a new planning software (e.g., Naviance, Career Cruising, Maia) for their HSBP. However, there is concern that this will become the “solution,” and they will not use best practices in using the software. One person shared, “We need to unpack it and find out what is useful and what is not. There is not a software that will solve the problems, unless we use it in an engaging way.” Another said, “We need to understand the best practices of using software for high school and beyond planning.”

Finally, they said they wanted more focused support on apprenticeships and career development. Several people acknowledged that they understand the 2-year and 4-year pathways but do not have a firm understanding on how to support apprenticeships. Further, they wanted to know what career readiness looks like. One person said, “We need to revisit apprenticeships and career preparation. How can we support students when we don’t know much about these options?”

In addition to these recommendations, participants also make the following suggestions for some sessions during the workshop. These were identified less often but were requested multiple times across interviews and focus groups. They are listed in order of priority. The suggestions include:

- Increased efforts to bring in student voice in the workshop, as well as support for teams to add student voice to their technical assistance meetings.
- Time to create lessons within the workshops.
- Best practices to support specific student populations, including English language learners, special education students, and undocumented students.
- More information on how to engage families around college and career readiness.
- Support and information to school and district leaders, as well as union representatives, on how to support college and career readiness.
- More information and support to use improvement science or a continuous improvement cycle in education.
- Additional role-alike time.

Technical Assistance. Participants greatly appreciated the onsite technical assistance, noting that the increase in frequency added support and accountability to their team. However, they also identified areas for improvement. These suggestions are listed in the order of priority, as identified by frequency the suggestions were made.

Teams expressed concerns about the timing of the meetings and not having everyone attend. One person said, “We have to have everyone present. We waste time when they aren’t there.” They suggested there needs to be a discussion about their commitment, as well as a discussion about timing of the meeting. While no one had a suggestion about the ideal timeframe for the meeting, several people noted that they should have a commitment from everyone participating for at least 90-minutes.

Second, they wanted more structure for the meetings to kept them accountable. Some of the ideas included sending an agenda before the meeting, identifying action steps at the end of each meeting, and creating a calendar of meeting topics and action steps to hold people accountable, and then following up on the steps at the next meeting. One person said, “I really want more goal-oriented action items between meetings. We need to focus on next steps and hold ourselves accountable to our commitments.”

Third, they wanted to use the data more deeply by developing SMART goals or some other structure and revising those at each meeting. One person said, “Help us clearly define our goal and help us measure and celebrate our progress.” Another said, “Please refer us back to the data. Remind us of what the data says our students want and challenge us to deliver results.” Still another says, “We need to be more organized in reviewing our goals before each meeting.”

Finally, they wanted opportunities to bring in more student voice during the meetings, and throughout their school, in general. They suggested having students attend the meetings, reviewing data with the students, and having more sessions where they could learn from their students. One person said, “We need to have real conversations with our students to learn about their barriers and to help the staff understand the importance of having a vibrant college and career going culture.” They also wanted to continue to administer the student survey. One person shared, “The information on the student survey was the first time we really understood what our students need.”

Cohort 2. CCLI teams also provided some suggested for working with the new cohort of schools. First, they felt it was important to have both cohorts work together to share stories and their learnings. They suggested a half day session where the cohorts work together, with a lead from Cohort 1 facilitating the discussions with Cohort 2. One person said, “I want them to learn about all the things that have happened. They need to learn from our cohort.” Another said, “Cultivate the alumni and people who have been through this to play the role of the facilitator. That would continue to grow the people and build support. That would also help them work together.”

Second, they felt it was important to ground the work in data early in the process. They felt that the first session should include the data, as well as feedback from students, to help immerse themselves with the work. One person said, “Lead with the data.” Another said, “They have the best intentions since they signed up. But they need to ground this work in data, rather than their ideas and beliefs.”

Finally, they believed there should be more commitments from the new teams to attend all the meetings, including workshops and technical assistance sessions. They suggested that if people are not attending the CCLI leaders should have a frank discussion about commitments and suggest reshuffling the team to ensure full commitment.

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.

Staffs across schools reported that they continue to struggle with buy-in school-wide. One person said, “We need more whole staff buy-in for advisory lessons so that the message is more equally and equitable districted to all students.” Similar to last year, 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 students can attend college. One person said, “We need a commitment across the entire staff to focus on college and career. Many are just focused on their subject.” Another said, “This is about getting all teachers on board. It has to be done with a teacher. This isn’t something counselors or a college and career specialist can pull off. It is about all students, and it is important we have a good structure.” Another person said, “I have a concern we have reached the greenlight people, but how do you reach the yellow-light and red-light people?” This was an area they hoped that CCLI could support next year.

CCLI leaders and team members identified leadership as the “lynchpin that could support or hinder progress.” Staff members wanted commitment from their school administrators to support college and career readiness. They noted that if an administrator is part of the CCLI team, it is critical that

they show up and participate, without taking over the meeting. Teams noted some distinct differences between administrators that supported the work versus administrators that hindered the work. For example, they felt that leaders that built capacity of the team and empowered them to make change were stronger than leaders who took it upon themselves to implement each of the strategies. They noted that when that happened, because the leader is busy, the next steps often did not get implemented. One person said, "Leaders need to empower the team to own and make change; not just do the work for them." Another said, "A strong leader involves more people, and there is a shift in responsibility." In addition, CCLI team members said that leadership was the strongest when there were ongoing team meetings to discuss next steps to ensure the work is aligned with other school initiatives and is supported. An administrator, who staff members agreed supported the work but does not attend CCLI, said,

I create an environment where the team can talk about the work, develop systems, and have time to go off campus. We have built in administrative meetings, and there is trust. If they say something is important, and it aligns with the school's goals, I find a way to support them.

Staff members noted that high school personnel typical have multiple roles, and they are often "stretched thin" with all the different things that occurs during the day. District and CCLI leaders and CCLI team members acknowledged that this made it more difficult to prioritize CCLI and attend all the meetings. A district representative said, "There biggest challenge is balancing the requirements of the school, their job requirements, and CCLI." Another person said, "There is general chaos and they need to focus. Some can reign it in, but other can't." A CCLI team member said, "We are stretched thin. There is a willingness, but not always the capacity." In addition, numerous snow days, and late starts due to strike added to some of the distractions teams faced.

Finally, some staff members noted that their systems did not fully align with best practices and this limited the effectiveness. For example, some staffs had limited amounts of advisory time, and some of that time was often usurped for general school business and announcements. Even schools that had regular advisory noted that the timing and lack of accountability resulted in low attendance. For example, one school has 20-minute daily advisory. However, it is paired with lunch and not credit-based, so many students skip it. One person said, "We are envious of districts that have it weekly, and where students receive credit." Some schools did not have a college and career specialist, and others lacked a dedicated room for college and career guidance. One person explained, "We don't have a dedicated room for college and career guidance. We use community partners but have no space. We don't have a dedicated college and career specialist." Addressing these system issues is important, because as one person said, "The staff is beginning to realize we need more opportunities to talk about postsecondary options to make certain all kids get all the information. We need to build the structures to do that."

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

In Year 2, staff members focused on developing the capacity of their team to implement a continuous improvement cycle to set goals, use data to identify root causes, develop strategies for improvement, and utilize small tests of change. This was a new process for CCLI teams, and while few teams completed the full cycle, including a small test of change, all teams implemented a

share with their staffs. The results reported below are included because they align with the college access indicators.

In Year 2, 96% of students reported they wanted to go to college (e.g., technical training/apprenticeship, 2-year, or 4-year program) to pursue a career. Results from the survey show that fewer students have a step-by-step plan for achieving their goals or information about the requirements to apply, to be admitted, or to pay for college (see Exhibit 4).

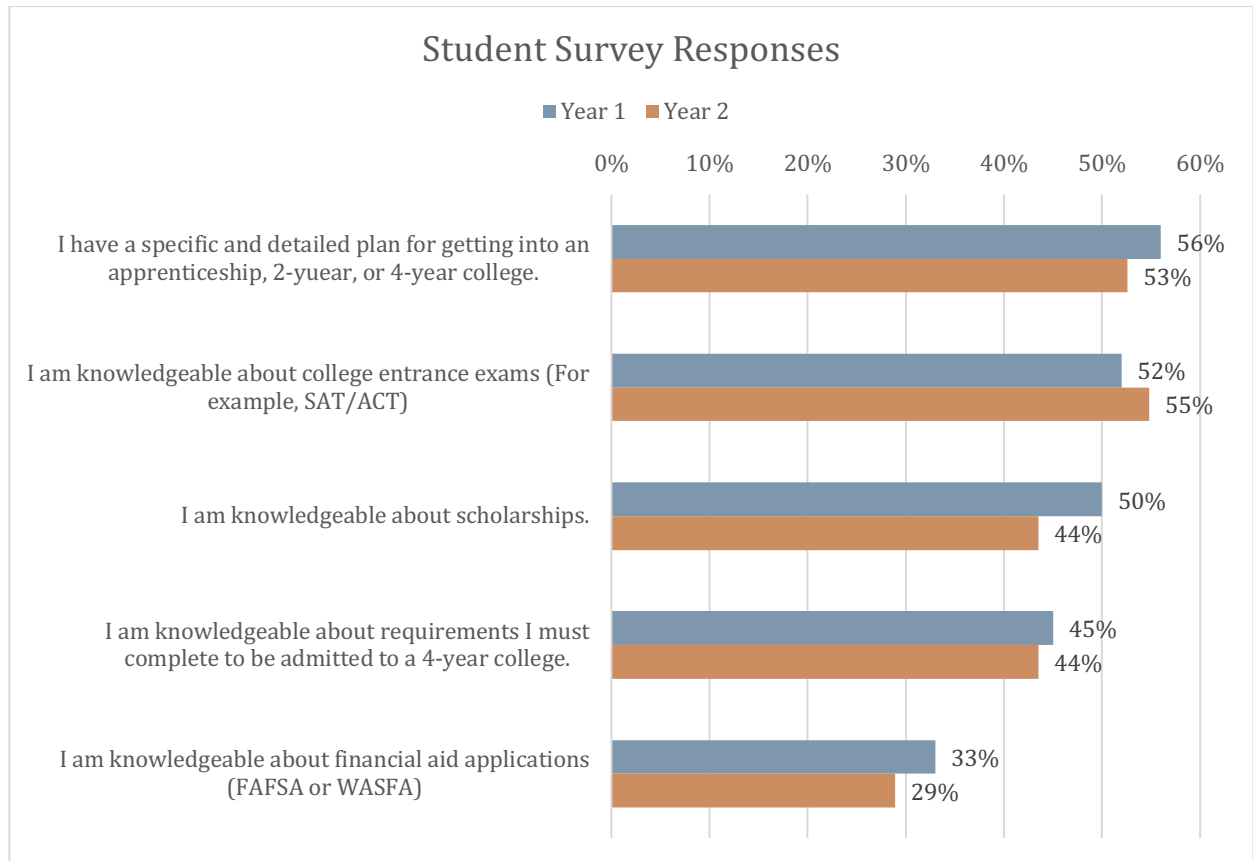







Exhibit 4. College and Career Climate Survey







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		
Short Term Outcomes (After each large workshop.)	Progress Update	Target Met

80% school teams have updated college and career system overview templates which include definitions, college and career map and role outlines	<p>All teams revised the college and career system overview in the August workshop. continued to make progress in developing and updating their college and career system overview template.</p> <ul style="list-style-type: none"> 81% agree the college and career system overview was useful in moving the work forward. 19% agree the college and career system overview was somewhat useful in moving the work forward. 	
80% participants indicate increased understanding of professional development topics on post-workshop surveys	<p>81% to 94% of participants agree they have increased understanding of each professional development topic in 2018-2019. (85% to 92% agreed in 2017-2018)</p> <ul style="list-style-type: none"> 81% agree the workshop helped them learn about the key components of a meaningful, high-quality High School and Beyond Plan. 85% agree the workshop helped them learn new financial aid strategies and become familiar with new resources to further support financial aid completion. 83% agreed the workshop helped me understand our school's current High School and Beyond Planning practices. 83% agreed the workshop helped them understand their school's overall college and career system. 94% agreed the workshop helped them understand how to implement small tests of change (also called Plan-Do-Study-Act cycles). 89% agreed the workshop helped them understand the English and math placement process at their feeder community college. 89% agreed the time spent developing a presentation for school staff during the workshop was valuable. 	
80% participants indicate increased understanding of their student's college and career readiness data and root causes of student outcomes	<p>Staff members reported that they understand the college and career readiness data and root causes of student outcomes.</p> <ol style="list-style-type: none"> 96% agree the college and career team understands our student survey results (and student listening results) 93% agree the college and career team understands our students' college and career outcome data, such as postsecondary enrollment 84% agree the college and career team used student survey data to inform strategies and make adjustments if needed 81% agree the team used our school's college and career outcome data to identify root causes and inform our strategies 	
80% participants have measured the impact of a strategy they have implemented	68% of participants reported that they tried a small test that supports one of the strategies and measured its effectiveness. According to CCLI leaders, 6 of the 11 schools implemented a small test.	
100% report participation in DiscoverU on December workshop survey	<p>All schools reported participating in DiscoverU in 2018-2019. (11 of 12 participated in DiscoverU in 2017-2018)</p> <ul style="list-style-type: none"> 79% of participants reported participating in DiscoverU in 2018-2019. (67% of participants participated in 2017-2018) 	
Intermediate-Term Outcomes	Progress Update	

(After CCLI finished - June 2019)		
80% of school teams report greater staff participation in supporting college and career readiness in their schools and greater understanding of schools' college and career supports	<p>Participants reported greater participating in supporting college and career readiness in their schools and greater understanding of schools' college and career support; however, it did not meet the target.</p> <ul style="list-style-type: none"> 66% agree staff participating in supporting college and career readiness has increased this year 57% agreed staff understand the college and career supports offered at their school (52% agreed in 2017-2018) 	
80% school teams report college and career system change improvements on post-survey	<p>89% of school teams reported implementing a system change in 2018-2019. (92% agreed in 2017-2018) Examples include:</p> <ul style="list-style-type: none"> Created new advisory lessons Redesigned or created grade level scope and sequence for advisory Developed screencasts about advisory lessons Conducted worksite tours Adopted a new platform for High School and Beyond Plan Aligned college and career lessons with Road Map suggested monthly topics for college and career readiness Implemented a financial aid lesson in advisory 	
90% of schools have seen a significant improvement in a college access indicator	<p>62% of participants reported making an improvement on a college access indicator. <i>Note: A number of participants believed they made an improvement, but they reported they did not have access to the data.</i> Examples include:</p> <ol style="list-style-type: none"> Financial aid completion rates High School and Beyond Plan completion rates Post-secondary student enrollment Scholarship attainment. 	
90% participants identify a best practice they have learned from another school which they plan to apply	<p>46% of participants in 2018-2019 reported they identified a best practice they learned from another school, which they plan to implement. (64% of participants agreed in 2017-2018). Some of the practices implemented in 2018-2019 include:</p> <ol style="list-style-type: none"> Creating system-wide fieldtrip forms Pre-loading advisory content for teachers prior to advisory Implementing a trades career fair Implementing observations/walk-throughs in advisory Utilizing advisory lessons Adopting a High School and Beyond Plan outline Implementing whole school advisory lessons 	
75% of focus group high schools identify system improvements they have made as a result of their participation in CCLI	<p>During focus groups in 2018-2019, all high schools identified system improvements they made, which they attribute to their participation in CCLI. (100% also identified system improvements in 2017-2018) Examples include:</p> <ul style="list-style-type: none"> Implementing whole school advisory lessons Implementing worksite tours Implementing financial aid lessons 	
80% of CCLI schools participate in worksite tours	All CCLI schools participated in worksite tours.	

A review of disaggregated survey results shows some differences by school. For example, participants from schools that perceived they had less benefits from CCLI also tended to have fewer participants reporting that they had engaged personally with DiscoverU, used Padlet, implemented a best practice from another school, or implemented a college and career system change. In some cases, participants noted that they were unable to completely focus on CCLI because of other school commitments or contextual factors, which may be the reason for the differences in results.

END-OF-YEAR SURVEY RESULTS

Exhibit 6 shows End-of-Year survey results from participating staff members. These results show that participants agree their college and career system and schoolwide college going culture has improved since participating in CCLI. Further, staff members report understanding and using data as part of their efforts to develop strategies to improve college and career readiness. However, similar to qualitative results fewer participants agree their college definition is communicated school-wide or that staff consistently message all post-secondary options. In addition, results show that staff's understanding of the college and career supports offered at the school and the importance of providing college and career supports are areas for growth. This data provides support that while the CCLI school-teams are supporting changes to improve college and career readiness, those efforts have not permeated the full staff.

The End-of-Year Survey changed substantially from Year 1 to Year 2 to align to align with revised program goals and outcomes. However, four questions remained the same, and the results are shown in Exhibit 7. These results show that participants perceive greater improvements in their college growing culture and college and career systems related to CCLI participation in Year 2. However, the data also show less improvements in the areas of the college definition being communicated schoolwide or in the staff's understanding of the college and career supports offered at the school.

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

Strongly Agree Agree Neutral Disagree Strongly Disagree

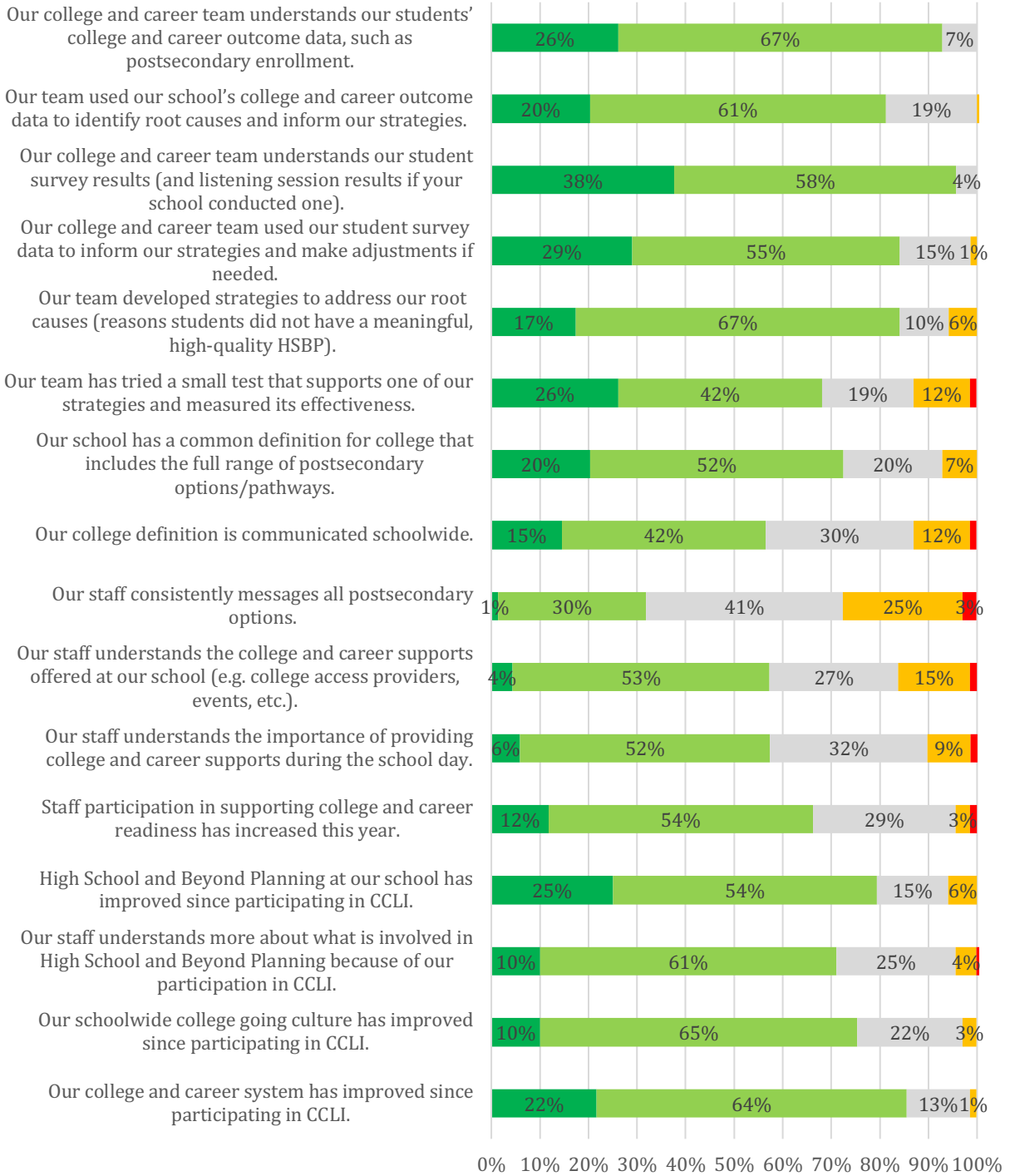


Exhibit 6. End-of-Year Survey Results

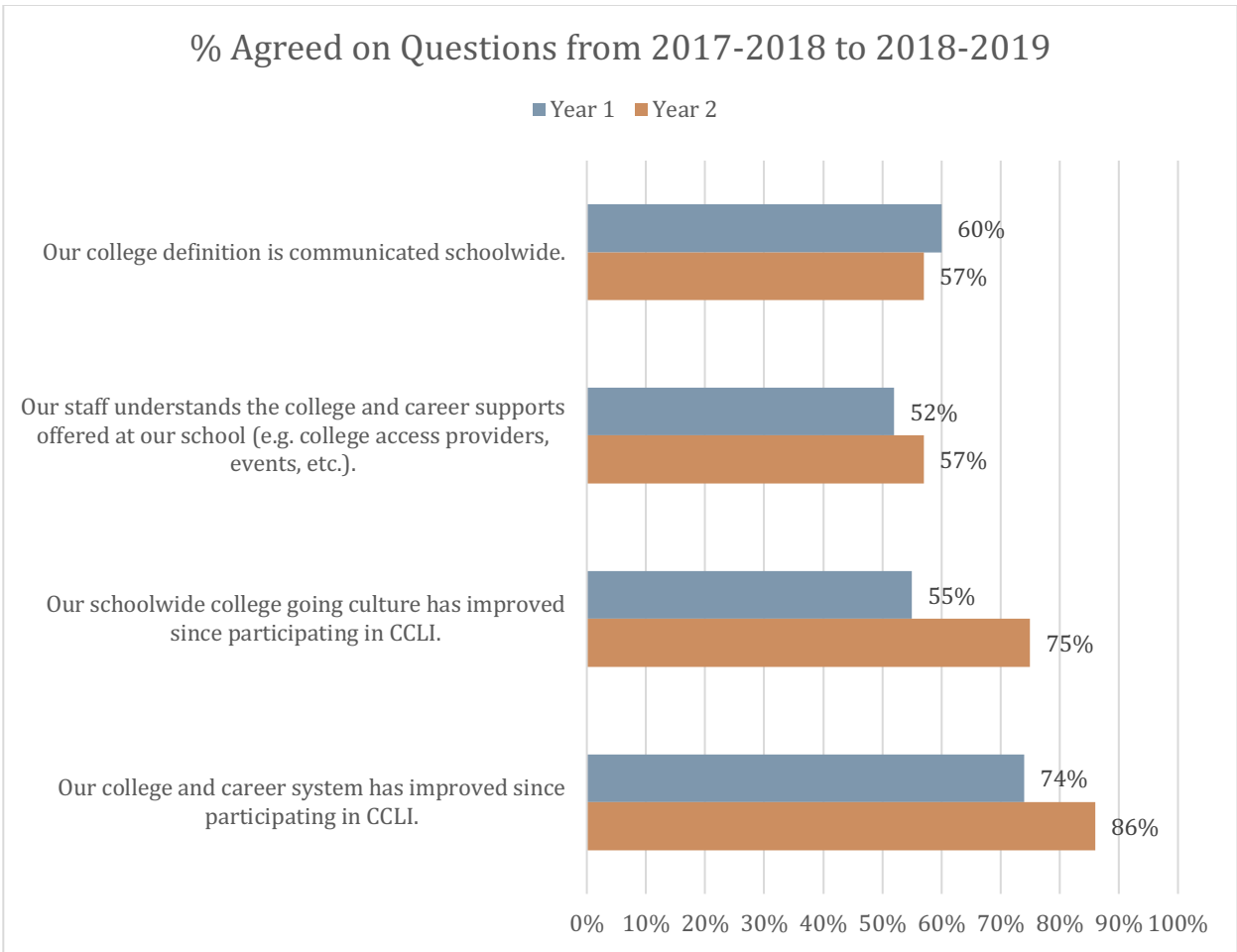


Exhibit 7. Percent Agreed on End-of-Year Survey, Year 1 to Year 2

EQ #6: What are the emerging best practices?

In Year 2, school personnel are continuing to develop their college and career support systems. While there are differences emerging among schools' implementation strategies, it continues to be too early to identify best practices. However, CCLI participants identified the support they have received as a best practice. Below are the components that they identified as 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. Participants praised the CCLI leaders. One said, "They are dedicated, enthusiastic, well organized, and responsive." Another person described the support, saying, "We receive team-based, problem-centered, real world extended learning over the course of the year." Still another person shared, "It is a unique time to spend a full day with a school, because we rarely have time for an hour together. It provides intense collaboration." A CCLI leader summarized,

I think what is built here is special, and this is the reason I worked with schools and Race to the Top. This is a very concrete, real space where people operate from their starting point and tell the truth. I find that unique and special. On this team and with the facilitator team, participants, and team leads, there is a high level of trust and community. That is very hard to measure.”

Within the structure of the training, participants highlighted three best practices. These include developing a system of peer-to-peer support, integrating student voice, and using an equity lens through discussion and data.

Participants noted that another strength was building a network among schools to develop the peer-to-peer support. Participants appreciated learning best practices directly from schools doing the work, rather than from researchers or outside professionals. They also believe there is strength in working together around a regional issue and building networks where they can continue to share beyond CCLI. This helps to make them feel less isolated and seeing their issues as a school-level problem. One person shared, “I love the time schools get to share best practices. It is helpful to hear from the schools rather than someone on a regional basis. It lands on a more personal level.” Another said,

They have built a collaborative team with the different schools in the region. We are able to work with people who are able to collect data and share it on a grander scale and create goals for the school and region. We wouldn’t know what is happening in other schools without this.

Second, participants have learned about the importance of hearing student voice. This has occurred through some panels, through the student survey, and through exit tickets staffs have been collecting. Including student voice helps to make the work more personal, and has contributed to improvements to buy-in. One person said, “By listening to our students, we have learned students of color have different barriers than our white students.” Another person said, “I didn’t truly understand the importance of the work until I heard from the students. I had my own beliefs.”

Finally, participants noted that the focus on equity through discussions and data is also a best practice. Participants have become accustomed to analyzing disaggregated data and having difficult discussions about the opportunity gaps. One participant said, “There is a willingness to directly confront barriers of race and class. I like that approach to the work.” Others appreciated that people of color also lead the work and model examples of discussions about race. Most importantly, several participants appreciated that the conversation of race was embedded in everything, rather than a stand-alone topic, which occurred in a previous year. A CCLI leader also commented on this shift,

We are strong at real talk and transparency. We connect to addressing race, but it isn’t a workshop about racism.” We realized we wanted it integrated to everything we do and not a stand-alone topic.

How to Use District Leadership

This year, district leaders were interviewed to learn more about their knowledge of CCLI, how it aligns with the work, and how CCLI leaders could provide information about their learnings or support the work.

District personnel were generally knowledgeable about CCLI and could describe the structure and focus. Their knowledge about CCLI came from attending some meetings to regularly meeting with the high school teams to discuss college and career readiness.

District leaders believed CCLI strongly supported the district goals, whether the goals were explicitly written into the district plan. All leaders talked about their commitment to “educational justice” and “breaking the culture of poverty” by helping students become economically competitive. They identified a focus on implementing a meaningful HSBP, and pointed to their investments in using Career Cruising, Maia Learning, or Naviance. They also pointed to the investment of hiring college and career specialists. One district leader said, “College and career readiness is not a separate program. To be part of the culture, it has to be an overlay of everything we do.”

District leaders described themselves as partners in the work. They did not believe they needed to attend CCLI meetings, unless they were pertinent to their roles. Instead, district leaders reported that they hold staffs accountable to the work by aligning their goals and investment to the strategic plan and allowing high school teams time to focus on college and career readiness. They also noted that they meet with the teams and/or the principal regularly to discuss the work. However, they felt that the true work had to occur at the high school level. One person said,

I think CCLI totally aligns, because we believe the action is at the high school and it isn't at the district office. It has allowed the principals the space to say this is a priority in our school. We are going to meet monthly, and we are going to involve our counselors and teachers. This allows the space to say this is a team effort.

When asked about how they would like to be communicated with or involved with CCLI, district leaders acknowledged that they do not have time to attend all the meetings. However, each interview participant indicated a desire to have open and bold conversations with CCLI staff and a central office team about the work. Several specifically referenced the approach used by College Access Now where they meet with a central office team yearly to have an in-depth conversation about the data, strategies to make improvements, and struggles with implementation. They also acknowledged that when they see a data report, they will do their own analysis but miss information because they do not look at the data that often. District leaders said, “I don't just want an update, but really to focus on problems of practice. I would like that deep dive.” “I would like to hear them say, we did an analysis of your data, and we see you need to focus on ABC, and these are models to consider. I would welcome that boldness.” “Utilize a system like College Access Now to talk about outcomes. I would like CCLI to identify the outcomes, show us the data, and provide clear recommendations and next steps.” and “I would prefer using the CAN structure to find out specific outcomes. We need a briefing of what is happening in the schools.”

While district leaders did not want to attend meetings regularly, they suggested they would be open to a half-day session or a couple hours in the morning, if the content were specifically focused on the district and allowed time for district leaders to talk and share. They wanted it specific and focused on the leadership moves they should be making to support college and career readiness. Several cautioned, however, that they would lose interest if it were just a meeting where they get updates about the work occurring in the area or where they just share their updates. They noted that they have been to other meetings in the area that just focused on updates, and they did not find it to be valuable.

Finally, while district leaders noted that email summaries are helpful, they also admitted that they receive hundreds of emails a day, and do not always read the updates. They indicated that if they need an update, they can get it by meeting with the principal or the team.

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

CCER launched the College and Career Leadership Institute in the 2017-2018 school year and continued to provide a second year of support in the 2018-2019 school year. In Year 2, the support included a series of four workshops, monthly 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 and helped them to deeply focus on their specific goals. They have found the professional development to be supportive, and while team members acknowledge they need more support for systemic change, they also implemented several strategies, such as clarifying their scope and sequence around advisory, defining what should be involved in the HSBP, adding lessons that address some gaps, and improving financial aid support. On the End-of-Year survey results show that more participants are seeing improvements, which they attribute to CCLI. For example, 75% agreed their schoolwide college going culture has improved since participating in CCLI, and 86% have agreed their college and career system has improved since participating in CCLI. Finally, 79% of CCLI team members agreed high school and beyond planning has improved.

Comparing Year 1 to Year 2, participants noted significant improvements in the support in Year 2. In particular they found that the topics during the workshops connected with the onsite technical assistance. They also believed the ongoing nature of the technical assistance contributed to their improvements. However, participants also identified contextual factors and areas for improvement. Based on these findings, we offer the following recommendations. Some of these recommendations are a continuation from the previous year.

FOCUS ON INCREASING STAFF BUY-IN

CCLI team members are motivated and engaged by the work. However, they have struggled with sharing information with the whole school and garnering additional staff buy-in. They appreciated the time they had set aside in the workshop to make the presentation on the survey data, and they have asked CCLI leaders to develop a more explicit focus on how to share information with staff and develop buy-in. This includes specific strategies they can use to develop buy-in, as well as time to develop presentations and share information with their staffs.

EXPAND CCLI TEAM

In Year 2, many teams added additional members, such as teachers, and they have recognized the value of having a variety of staff members on their 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. Further, they noted that by adding members, they were able to broaden their reach to different pockets of staff. Ideally, they would like to have teachers from each of the core subjects, with a team size of 8 to 12 members. However, they want to be intentional about who participates on the team, as they also suggested it is necessary to have a commitment to attend the workshops and the technical assistance meetings. Therefore, it is necessary to communicate the vision and goals of the work, as well as the commitments expected of all team members.

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 very important, and they are beginning to feel like a network of schools. However, the most common recommendations across interviews and focus groups was to increase opportunities to share best practices among schools. To this end, they made several suggestions, such as creating “strategic pairs” to work together on specific workshop topics; providing specific information about why it is a best practice, the steps they took to implement the practice, the challenges they faced during implementation, and the evidence or data they can provide that supports it as a best practice; to conduct observations of advisories; and to create an online platform, such as Facebook, where they can continue to share between workshops.

In addition, several people noted that when a best practice was identified, they felt that some schools may have been “lifted up” more than others. They believe that all teams have something to share, and perhaps, they could also have discussions about teams that made the most growth in an area, and what contributed to the growth.

INCREASE ACCOUNTABILITY DURING SITE-BASED TECHNICAL ASSISTANCE

Participants appreciated the site-based technical assistance, noting that the increased frequency of meetings helped them maintain their focus. However, they made some suggestions. First, they wanted increased commitment from team members to attend all meetings. They also suggested the meetings should be at least 90 minutes. Second, they wanted more structure for the meetings to keep them accountable. Some of the ideas included sending an agenda before the meeting, identifying action steps at the end of each meeting, and creating a calendar of meeting topics and action steps to hold people accountable, and then following up on the steps at the next meeting.

Third, they wanted to use the data more deeply by developing SMART goals or some other structure and revising those at each meeting, which they perceived would also increase accountability and focus during the meetings.

CAPTURE STUDENT VOICE

This year, staffs have had had more opportunities to capture student voice, through student panels, the student survey, and exit slips. Participants underscored the value of this in helping them understand the importance of improving college and career access indicators and using feedback to make changes to their support system. Some staffs have also shared this information with the whole staff to capture their hearts and increase buy-in for the change. Because of the value staff members found in capturing student voice, they have asked for more opportunities to integrate this into their work. They suggested having students attend the meetings and workshops, reviewing data with the students, and having more sessions where they could learn from their students. They also wanted to continue with the student survey.

BUILD CCLI TEAM MEMBERS CAPACITY

CCLI team members believe they have become stronger in their second year, and they want to continue to build the capacity of their team. CCLI team members are supporting this endeavor by not having the Cohort 1 teams have a facilitator during the workshop; instead the team lead will be the facilitator. However, others suggested that with the addition of Cohort 2, perhaps Cohort 1 can mentor Cohort 2 schools, share information during a shared workshop at the beginning of the year, and a few members could serve as a facilitator during workshops. Participants agreed that by embedding opportunities to learn from Cohort 1, will help to strengthen their capacity and develop a network between the two cohorts.

APPENDIX A: INITIAL LOGIC MODEL (YEAR 1)

INITIAL LOGIC MODEL (YEAR 1)

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: REVISED LOGIC MODEL (YEAR 2)

REVISED LOGIC MODEL (YEAR 2)

Inputs	Outputs		Outcomes		Impact		
	Strategies and Activities	Outputs	Short-Term	Intermediate-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 2019	What long-term change in systems/conditions/environment do you project will 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>Plan Do Study Act (PDSA) continuous improvement cycles</p> <p>Site-based meetings (formerly discussed as TA)</p> <p>External project evaluation that includes pre- and post-surveys, on-site focus groups with high school teams, principal and students, 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>11 HS multi-stakeholder college and career teams established</p> <p>4 large group workshops and a celebration held for 11 HS teams, including 83 team participants and 11 facilitators</p> <p>26 hours of PD and facilitated team planning time provided to each team/participant at large workshops</p> <p>12 hours tailored and facilitated site-based meetings provided to each HS team</p> <p>3,154 total hours training and facilitation provided</p> <p>32 clock hours available to each participant</p> <p>15 partner organizations, including 6 local CTCs engaged in content delivery or facilitation</p> <p>11 schools receive customized student survey analysis and college and career data</p> <p>83 participants complete pre-and post college and career formative workshop surveys</p>	<p>Schools form a college and career team</p> <p>School teams revisit and refine their common definition for college, roles in college and career readiness, and overall college and career supports currently being offered to students</p> <p>School teams will learn how to build ownership of college and career readiness in their building</p> <p>Schools reflect on college and career data</p> <p>Participants learn strategies to increase college and career readiness</p> <p>Participants identify 1-2 strategies that will improve college access indicators by addressing root cause barriers and improving college and career policies or supports offered during the school day</p> <p>Participants learn to evaluate the strategies they implement for quality and impact</p>	<p>80% schools teams have updated 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>80% participants indicate increased understanding of their student's college and career readiness data and root causes of student outcomes</p> <p>80% participants have measured the impact of a strategy they have implemented</p> <p>100% report participation in DiscoverU on December workshop survey</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 during the school day aimed at improving a college access indicator</p> <p>Schools integrate worksite tours into their college and career system of supports</p>	<p>80% of school teams report greater staff participation in supporting college and career readiness in their schools and greater understanding of schools college and career supports</p> <p>80% school teams report college and career system change improvements on post-survey</p> <p>90% of schools have seen a significant improvement in a college access indicator**</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>80% of CCLI schools participate in worksite tours</p> <p>**Note: College access indicators include:</p> <ul style="list-style-type: none"> • 9-11th graders demonstrating knowledge of financial aid • Completion of the FAFSA or WASFA • Students understanding the different college and career options available (Apprenticeship, 2-year and 4-year college) • Students knowledgeable about the requirements they must complete in high school to pursue their post-high school plan • Students who indicate an adult at school has explored post-high school career and education paths with me • 12th graders with a step-by-step plan for getting into a postsecondary program 	<p>Stronger college and career culture schoolwide</p> <p>Improved college and career student and family supports</p> <p>Increased postsecondary enrollment, particularly among students of color and low-income students</p> <p>Increased percentage of students on track in their first year to earn a credential with labor-market value</p> <p>Increased matriculation of intended CTC students</p>

APPENDIX C INTERVIEW PROTOCOLS

College and Career Leadership Institute

Program Evaluation – Interview/Focus Group Protocols

2018-2019

Note: A College and Career System includes 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.

School CCLI Team

- Please describe the goals of CCLI.
- Please describe how the CCLI team works together. (e.g., composition of team, meeting frequency, purpose of meetings)
- What changes in practice or policy have you implemented to strengthen your college and career system as a result of CCLI?
 - High School and Beyond Plans
 - Advisory
 - Other: Curriculum, Activities, Events/programs
- Please describe your progress in each of these areas. Follow ups: How did these areas contribute to improvements? What additional support would you need to improve in these areas?
 - Using data to understand student outcomes and exploring root causes of college access barriers to set targets.
 - Using a continuous improvement approach (PDSA) to identify strategies, implementing strategies, evaluate effectiveness, and make changes.
 - Making improvements around specific college access outcomes (e.g., financial aid; post-secondary plan)
 - Building ownership of college and career readiness school wide?
- In what ways did participating in CCLI help to strengthen the development of a college and career system in your school?
 - Workshops
 - Technical Assistance
- What additional supports would help strengthen the development of a college and career system in your school?
- In what ways has your work with CCLI helped students (specific examples)? What evidence is there that this is contributing to student's college and career readiness?
- What contextual factors have helped or hindered the improvement of your college and career system?
- What do you believe are the strengths of CCLI (promising practices)?
- What recommendations would you make to further improve CCLI? (e.g., exchanging practices more with schools)
- If your team participates in CCLI next year, what do you hope to get out of the experience?

Principal

- What are the goals of the College and Career Leadership Institute (CCLI) that your college and career team participated in this year?
- Please describe how the CCLI team works together? (e.g., composition of team, meeting frequency, purpose of meetings)
- In what ways have you supported or worked with the CCLI team? In what ways has district personnel helped to move this work forward?
- What changes in practice or policy have you implemented to support the development of your college and career system as a result of CCLI? (*Questions will be revised depending on how much they know about CCLI based on knowledge from Q1 and Role they play*)
 - High School and Beyond Plans
 - Advisory
 - Other: Curriculum, Activities, Events/programs
- Please describe your progress in each of these areas. Follow ups: How did these areas contribute to improvements? What additional support would you need to improve in these areas? (*Questions will be revised depending on how much they know about CCLI based on knowledge from Q1 and Role they play*)
 - Using data to understand student outcomes and exploring root causes of college access barriers to set targets.
 - Using a continuous improvement approach (PDSA) to identify strategies, implementing strategies, evaluate effectiveness, and make changes.
 - Making improvements around specific college access outcomes (e.g., financial aid; post-secondary plan)
 - Building ownership of college and career readiness school wide?
- In what ways did participating in CCLI help to strengthen the college and career system?
 - Workshops
 - Technical Assistance
- In what ways has your work with CCLI helped students (specific examples)? What evidence is that that this is contributing to student's college and career readiness?
- What contextual factors have helped or hindered the improvement of your college and career system?
- What do you believe are the strengths of CCLI (promising practices)?
- What recommendations would you make to further improve CCLI?
- What are your plans for next year in your continued development your college and career system?
- If your team participates in CCLI next year, what do you hope the team gets out of the experience?
- How would you like to be involved or communicated with about CCLI?

District Representative

1. For the past two years, (Name of Schools) have been involved with the College and Career Leadership Institute (CCLI)? How much do you know about the work?

If District personnel are knowledgeable about the work, ask the following two questions.

2. If district personnel are knowledgeable about the school level work, ask: What changes in practice or policy have you implemented to support the development of your college and career system as a result of CCLI? How are the schools alike?
Different?
 - a. High School and Beyond Plans
 - b. Advisory
 - c. Other: Curriculum, Activities, Events/programs
3. In what ways did the participating in CCLI help to strengthen the college and career system?
 - a. Workshops
 - b. Technical Assistance
4. What are your district's goals around college and career readiness?
5. What district level efforts in place to support college and career readiness do you think are the most promising or impactful? (Interested if they talk about: being academically on track (CADRs) HSBP, postsecondary enrollment, dual credit)
6. What do you view as your district's role in supporting college and career readiness?
7. In what ways does CCLI align with the college and career readiness work in the district? In what ways is it not aligned?
8. What do you believe is your high schools biggest challenges?
 - a. Focusing on college and career readiness?
9. In what ways can CCLI further support college and career readiness in your schools?
10. In what ways, if any, would you like to be involved with CCLI? In what ways, if any, would you like to be communicated with regarding CCLI?
11. Through this work, the CCLI staff is learning ways, the district can further support the school in developing a college and career system. How could CCLI staff and the district work together?
12. What recommendations do you have for improving CCLI for your high schools?

Facilitators

- Please describe the goals of CCLI.
- As a facilitator, please describe how you work with your CCLI team?
- How does your team work together?
- In what ways is CCLI support college and career readiness in the schools?
- Are there any additional supports that are necessary?
- In what way does CCLI support you in your role as a facilitator?
- Are there any additional supports that are necessary?
- What do you believe are the strengths of the CCLI (promising practices)?
- What recommendations would you make to further improve the CCLI?
- What areas of focus should be considered for next year for your teams continued development of a college and career system?

CCLI Project Leaders

1. Please describe the goals of CCLI.
2. Reflecting on the year, how successful do you believe you were around the goals of CCLI?
 - a. Using data to understand student outcomes and exploring root causes of college access barriers to set targets.
 - b. Using a continuous improvement approach (PDSA) to identify strategies, implementing strategies, evaluate effectiveness, and make changes.
 - c. Making improvements around specific college access outcomes (e.g., financial aid; post-secondary plan)
 - d. Building ownership of college and career readiness school wide?
3. Please provide some specific examples of changes in practice or policy you have observed within the CCLI Schools?
 - a. High School and Beyond Plans
 - b. Advisory
 - c. Other: Curriculum, Activities, Events/programs
4. What do you believe contributed to those changes?
5. For schools that have had difficulties making improvements, what have been the barriers?
6. What do you believe are the strengths of CCLI?
7. What changes or improvements do you anticipate making next year?
8. Please describe any differences for Cohort 1 and Cohort 2.
 - a. Workshops
 - b. Technical Assistance
 - c. Goals/Areas of Focus
9. In what ways do you plan to work with school or district leadership?
10. What do you hope that schools will get out of the experience next year?
 - a. Cohort 1
 - b. Cohort 2

APPENDIX D: SURVEYS

College and Career Leadership Institute 2018-2019
August 15-16, 2018 Workshop

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. **Please consider both days when answering the questions.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. This College and Career Leadership Institute workshop met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. This workshop helped me learn new financial aid strategies and become familiar with new resources to further support financial aid completion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. This workshop helped me learn about the key components of a meaningful, high-quality, High School and Beyond Plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This workshop helped me understand our school's overall college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. This workshop helped me understand our school's current High School and Beyond Planning practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 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"/>
7. 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"/>
8. 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"/>
9. I have developed an understanding of the Learning and Improvement Steps we practiced during this workshop (Understanding the Baseline and Story Behind Your Baseline).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Our team found the Learning and Improvement Steps we utilized during this workshop useful for advancing our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The facilitator contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The time working with our team supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Cross-school knowledge sharing during this workshop contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. 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"/>
15. 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"/>

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

17. What was the most helpful part of the Workshop?

18. What was the least helpful part of the Workshop?

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

College and Career Leadership Institute 2018-2019
December 6, 2018 Workshop

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. This College and Career Leadership Institute 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 implement small tests of change (also called Plan-Do-Study-Act cycles).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. This workshop helped me understand the English and math placement process at our 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 time working with our team supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Cross-school knowledge sharing during this workshop contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 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"/>
11. 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"/>
12. The technical assistance/coaching our team received in school-based meetings between workshops helped to advance our continuous improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

14. What was the most helpful part of the Workshop?

15. What was the least helpful part of the Workshop?

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

**College and Career Leadership Institute 2018-2019
March 7, 2019 Workshop**

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. This College and Career Leadership Institute 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 implement small tests of change (also called Plan-Do-Study-Act cycles).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The time our team spent developing a presentation for school staff during the workshop was valuable.	<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 time working with our team supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Cross-school knowledge sharing during this workshop contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 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"/>
11. 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"/>
12. The technical assistance/coaching our team received in school-based meetings between workshops helped to advance our continuous improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

14. What was the most helpful part of the Workshop?

15. What was the least helpful part of the Workshop?

16. 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:

- | | |
|-----------------------------------|-------------------------------|
| <input type="radio"/> Auburn | <input type="radio"/> Renton |
| <input type="radio"/> Federal Way | <input type="radio"/> Seattle |
| <input type="radio"/> Highline | <input type="radio"/> Tukwila |
| <input type="radio"/> Kent | |

2. School Name:

- | | |
|-----------------------------------|--|
| <input type="radio"/> Auburn | <input type="radio"/> Hazen |
| <input type="radio"/> Cleveland | <input type="radio"/> Kent-Meridian |
| <input type="radio"/> Evergreen | <input type="radio"/> Kentwood |
| <input type="radio"/> Federal Way | <input type="radio"/> Lindbergh |
| <input type="radio"/> Foster | <input type="radio"/> Thomas Jefferson |
| <input type="radio"/> Franklin | |

3. Position of person completing questionnaire:

- | | |
|--|---|
| <input type="radio"/> District Administrator | <input type="radio"/> Teacher |
| <input type="radio"/> School Administrator | <input type="radio"/> College/Career Specialist |
| <input type="radio"/> Counselor | <input type="radio"/> CBO |
| <input type="radio"/> Other (please specify) | |

College Knowledge

4. Was your school's college and career system overview (document revised in August workshop) useful in moving your work forward around college and career readiness?

- Yes
 Somewhat
 No

5. Our school participated in DiscoverU last fall.

- Yes
 No

6. I participated in DiscoverU last fall.

- Yes
 No

7. I have used the CCLI padlet (online collection of college and career advisory lessons) that was shared in the March workshop.

- Yes
 No

8. Our team shared our student survey data with staff after the March workshop.

- Yes
 No

9. 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:

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

- Yes
- No
- If yes, please describe the change your team implemented:

11. Our school has demonstrated an improvement on a college access indicator (e.g. postsecondary enrollment, FAFSA/WASFA completion).

- Yes
- No

If yes, please describe the indicator and improvement:

12. 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 understands our students' college and career outcome data, such as postsecondary enrollment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our team used our school's college and career outcome data to identify root causes and inform our strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our college and career team understands our student survey results (and listening session results if your school conducted one).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our college and career team used our student survey data to inform our strategies and make adjustments if needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Our team developed strategies to address our root causes (reasons students did not have a meaningful, high-quality HSBP).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our team has tried a small test that supports one of our strategies and measured its effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school has a common definition for college that includes the full range of postsecondary options/pathways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our college definition is communicated schoolwide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our staff consistently messages all postsecondary options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our staff understands the college and career supports offered at our school (e.g. college access providers, events, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our staff understands the importance of providing college and career supports during the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff participation in supporting college and career readiness has increased this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School and Beyond Planning at our school has improved since participating in CCL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our staff understands more about what is involved in High School and Beyond Planning because of our participation in CCL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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"/>
13. What recommendations do you have for improving facilitated school-based team meetings?					
<input type="text"/>					
14. In what way did participating in CCLI strengthen your college and career system?					
<input type="text"/>					
15. What additional supports are needed to strengthen your college and career system?					
<input type="text"/>					