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COLLEGE AND CAREER LEADERSHIP  
INSTITUTE: YEAR 3 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 in the 2017-2018 school year, with 12 participating schools. In the 2018-2019 school year, 11 of the 12 agreed to participate. In the 2019-2020 school year, the same 11 schools agreed to participate for a third year (Cohort 1), and project leaders added a second cohort of 8 schools (Cohort 2). In Year 3, the support included a series of four workshops, monthly on-site technical assistance meetings, and resource sharing across schools and districts. Further, in Year 3, Cohort 1 schools no longer had a facilitator at workshops, and instead, an internal team lead provided facilitation. 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. To support this goal, in Year 3 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, using data to understand student outcomes, identifying a school focus, 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 around financial aid completion and postsecondary attendance, learned about the continuous improvement cycle, analyzed customized data, 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.

## PROGRAM IMPACT

The results of the Year 3 evaluation were quite positive. CCLI participants reported that participation in CCLI supported their team, helped them understand the continuous improvement approach, and helped them to deeply focus on their specific goals. They have found the professional development to be supportive, and they implemented several strategies to support improved outcomes, including providing financial aid training for teachers, adding lessons or time to the advisory period, incorporating information about financial aid into advisory lessons, adding school-day financial aid completion and college awareness events, requiring financial aid completion as a part of the High School and Beyond Plan (HSBP), and systematizing outreach to seniors who have not completed a financial aid form and to provide assistance for the transition to postsecondary. Further, some CCLI schools are beginning to use a college application tracking system and other

data platforms to inform their changes, and some schools have more teachers providing support. However, the latter is an area where they have requested more support. On the End-of-Year survey results show that more participants are seeing improvements, which they attribute to CCLI. For example, 78% of Cohort 1 and 40% of Cohort 2 agreed their schoolwide college going culture has improved since participating in CCLI, and 92% of Cohort 1 and 70% of Cohort 2 agreed their college and career system has improved since participating in CCLI.

CCLI participants met or made progress toward many of their short- and intermediate-term outcomes listed in the logic model (see Appendix C). While some were still in progress, such as completing small tests, increasing school wide participation, making improvement on a college access indicator (Cohort 2), implementing best practices from other schools, and participating in worksite tours, participants met the following outcomes:

- 100% of teams revised or created a college and career map overview in the August 2020 workshop; 82% agreed the College and Career Mapping exercise helped me understand my school's current college and career system.
- On average 91% of Cohort 1 participants and 81% of Cohort 2 participants agreed they have increased understanding of each professional development topic in 2019-2020.
- Staff members reported that they understand the college and career readiness data and root causes of student outcomes; 97% agree the college and career team understands our students' college and career outcome data; 83% agree the team used our school's college and career outcome data to identify root causes and inform our strategies.
- All schools that were surveyed reported participating in DiscoverU in 2019-2020.
- 89% of school teams reported implementing a system change.
- 82% of Cohort 1 schools agreed they better understand the needs of their Latinx students.
- 100% of Cohort 1 schools reported a college and career system change improvement.

## CONTEXTUAL FACTORS

Several contextual factors support and hinder implementation of CCLI at the school level. These include dealing with COVID 19 and school closures, mindset and buy-in of staff members to focus on preparing students for college and career, school leaders' commitment and support of CCLI, and team consistency.

## BEST PRACTICES

CCLI was developed based on evidence-based practices of professional development. Program leaders support adult learning through a combination of having skilled and knowledgeable facilitators; site-based and regional workshops; opportunities for team time and reflection, capacity building through the continuous improvement approach, and integration of leadership opportunities for Cohort 1. Within this structure, program leaders include peer-to-peer support and the sharing of best practices across sites, the integration of student voice, and the use of an equity lens through discussion and data.

## RECOMMENDATIONS

Based upon the findings of this evaluation and a literature review, we provide the following recommendations: (1) focus on transforming adult mindset; (2) provide more time to share best practices; (3) increase accountability during site-based technical assistance; (4) build CCLI team members capacity; (5) differentiate support for Cohort 1 and Cohort 2, and (6) prepare for alternative model of professional development.

# COLLEGE AND CAREER LEADERSHIP INSTITUTE YEAR 3 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 3 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 were developed based around CCLI's logic model and followed the framework as stated in the original proposal. The logic models for Years 1 to 3 are included in Appendices A to C.

### 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

In Year 3, CCLI expanded to two cohorts, including 11 schools from Cohort 1 and 8 schools from Cohort 2. Exhibit 1 shows the districts and schools participating.

**Exhibit 1.**  
***Participating Schools and Districts – by Cohort***

<b>Cohort 1</b>	
<b>District</b>	<b>School</b>
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
<b>Coort 2</b>	
<b>District</b>	<b>School</b>
Auburn School District	Auburn Mountainview High School
	Auburn Riverside High School
Federal Way Public Schools	Decatur High School
	Todd Beamer High School
Highline Public Schools	Tyee High School
Kent School District	Kentlake High School
	Kentridge High School
Seattle Public Schools	Rainier Beach High School

**DATA SOURCES**

The following data sources and evaluation tools were used. The evaluation was modified due to the impact of COVID 19. Consequently, the number of interviews and focus groups were limited, while the number of write in responses on the CCLI Final Survey was expanded.

*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 with CCLI program leaders to learn about implementation, successes, and challenges. Site visits were not completed due to COVID 19. However, additional write in responses were included on the CCLI Survey. In total, 5 people participated a focus group. The Focus Group Protocol is included in Appendix D.

*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. For Cohort 1, between 46 and 61

participants completed the survey after each workshop, and for Cohort 2, between 33 and 39 participants completed the survey. We also attended the reflective meeting, which occurred after each workshop, where a group of facilitators shared their thoughts about the workshop. Workshop surveys are included in Appendix E.

*Student Survey.* We administered a student survey across all CCLI sites. The student survey was shortened this year to focus specifically around Postsecondary/Career, with additional questions around advisory and High School and Beyond Plan (HSBP) implementation.

*Staff Survey.* CCLI schools were provided an opportunity to take a College and Career staff survey, which aligned with the student survey. In total, seven schools took the staff survey, including five from Cohort 1 and two from Cohort 2.

*CCLI Final Survey.* We administered an End-of-Year survey to all CCLI participants to assess progress towards the outcomes identified in the logic model. The survey was expanded to provide more qualitative data and included questions to get more input on needs for Year 4. The surveys were administered during the final technical assistance visit. In total, 72 participants from Cohort 1 and 40 participants from Cohort 2 completed the End-of-Year survey. Exhibit 2 shows the districts, schools, and positions of people completing the End-of-Year survey by Cohort.

**Exhibit 2.**

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

<b>Survey Completion</b>	
<b>COHORT 1</b>	
<b><i>District</i></b>	<b><i>% of Sample</i></b>
Auburn School District	8.3%
Federal Way Public Schools	25.0%
Highline Public Schools	6.9%
Kent School District	19.4%
Renton School District	16.7%
Seattle Public Schools	15.3%
Tukwila School District	8.3%
<b><i>School</i></b>	<b><i>% of Sample</i></b>
Auburn High School	8.3%
Cleveland High School	8.3%
Evergreen High School	6.9%
Federal Way High School	13.9%
Foster High School	8.3%
Franklin High School	6.9%
Hazen High School	9.7%
Kent-Meridian High School	12.5%
Kentwood High School	6.9%
Lindbergh High School	6.9%
Thomas Jefferson High School	11.1%
<b><i>Positions</i></b>	<b><i>% of Sample</i></b>
District Administrator	1.4%
School Administrator/Dean of Students	12.5%
Counselor	30.6%
Teacher	27.8%
College/Career Specialist	16.7%

Community Based Organization Representative	4.2%
Other	6.9%
<b>COHORT 2</b>	
<b><i>District</i></b>	<b><i>% of Sample</i></b>
Auburn School District	15.0%
Federal Way Public Schools	22.5%
Highline Public Schools	10.0%
Kent School District	32.5%
Seattle Public Schools	20.0%
<b><i>School</i></b>	<b><i>% of Sample</i></b>
Auburn Mountainview High School	12.5%
Auburn Riverside High School	2.5%
Decatur High School	12.5%
Kentlake High School	17.5%
Kentridge High School	15.0%
Rainier Beach High School	20.0%
Todd Beamer High School	10.0%
Tyee High School	10.0%
<b><i>Positions</i></b>	<b><i>% of Sample</i></b>
District Administrator	0%
School Administrator/Dean of Students	20.0%
Counselor	17.5%
Teacher	30.0%
College/Career Specialist	17.5%
Community Based Organization Representative	12.5%
Other	2.5%

## 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, 11 of the 12 agreed to participate. In the 2019-2020 school year, the same 11 schools agreed to participate for a third year (Cohort 1), and project leaders added a second cohort of 8 schools (Cohort 2). 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 Years 2 and 3, 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. Further, in Year 3, Cohort 1 schools no longer had a facilitator at workshops, and instead, an internal team lead provided facilitation. Further, schools were offered an option of taking a staff survey.

During 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.

In Years 2 and 3:

- 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.

While Cohorts 1 and 2 had a similar focus in Year 3, the support was differentiated. For Cohort 1, support was provided to continue to build upon their knowledge while supporting staff leadership and embedding the work into the fabric of the school. For Cohort 2, the work included onboarding the cohort, providing foundational knowledge, and planning around specific goals.

The initial logic model was developed in June 2017 before CCLI started and detailed 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 and June 2019 to reflect the ongoing nature of the work (see Appendices B and C).

At the beginning of the 2019-2020 school year, program leaders developed the CCLI Theory of Improvement. The core of the work (called the flower) involved learning from students, building the college and career system, improving financial aid completion, and improving college application completion (see Exhibit 3). Project leaders used this Theory of Improvement to help CCLI participants understand the focus of CCLI, and the strategies used to support the focus. A project leader explained, “When I think of our goals, the first thing that comes to mind is the flower. It is our theory of action that allows all schools to focus. The goal was to ensure our work aligns in the four areas, and that serves as our vision of the work.”



Exhibit 3. CCLI Theory of Improvement

To support all this work, program leaders have focused on building their capacity around the continuous improvement process. Program leaders participated in the Networks for School Improvement (NSI) Community of Practice, worked with a consultant from Community Design Partners, and have reviewed several frameworks to inform their practice. By accessing information from multiple sources, the team has deepened their knowledge of the continuous improvement process and learned the process can be flexible, which resulted in some modifications this year to the training and language they use. A program leader shared, “The training has been super helpful. Someone finally explained it in a way that lets us be successful. We have simplified things, we have consensus on terms, and this made it easier to digest.”

## 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 3. The qualitative results include write-in information from the surveys. Summarizing the support, one person noted, “CCLI gave us time, space and resources/data to plan together. Helped everyone see that college & career doesn't only live in the responsibilities of one or two people.”

### CCLI TEAM

CCLI teams include a building administrator, counselor, teacher, and if the school has a position/partnership, a college and career specialist and/or a community-based organization representative, as well as other team members, such as a district representative. The teams work collaboratively during workshops, onsite technical assistance meetings, and at some schools, during additional meetings, to share information with the principal or to do additional work. Participants believe the team helps to distribute the work and build knowledge across different positions. A Cohort 2 participant noted, “CCLI created a space that helped teachers, counselors, CSF and college representatives collaborate. Previous years, ... there was no team.” Another noted, “We have had open and honest discussions about what is and is not working at our school in terms of helping students achieve their post-secondary educational goals.” Reflecting on changes over time, a Cohort 1 participant noted,

Each year our work becomes more coordinated. Prior to this work with CCLI-- there were many people in the building doing work to help students with their "next steps"-- but it did not seem well coordinated. That also led to people not knowing who to go to for different types of information.

Although positive, a few teams noted frustration when all members, particularly administrators and teachers, were not participating in the workshops or the onsite technical assistance meetings. However, fewer participants raised this concern compared to previous years. Program leaders noted that they strengthened their recruitment process for Cohort 2, and participants were clearer on their responsibilities and expectations, which they believe led to more consistency.

## USING DATA TO UNDERSTAND STUDENT OUTCOMES

CCLI teams used a variety of data to understand their root causes around college access indicators, including college attendance, persistence, and remediation data; financial aid completion data; and college application submission rates. In some cases, such as financial aid data, program leaders helped CCLI teams access real time data. There was also an emphasis on gathering and analyzing data around student and staff experiences with the college and career system. These data were gathered through the College and Career Climate – Student Survey, College and Career Climate – Staff Survey, High School and Beyond Planning Baseline Survey, student listening sessions, empathy interviews, and family focus groups. Collectively, this data helped teams understand their system, barriers that students experience, and set goals to target their work. Team members also shared that the data helped them understand the need and increased urgency for change. A CCLI Team member shared,

We see that we have lots of work to do, and I am really glad we did the survey, as student voice is the most important voice we have. We need to listen to our students and invest in this work so that college and career readiness is not about what we do, but about who we are.

## IDENTIFICATION OF A SCHOOL FOCUS

As part of CCLI and through the review of data, school teams identified their goals and focused their school meeting time around increasing postsecondary training and financial aid completion. In addition, because Cohort 1 had previously worked on High School and Beyond Planning (HSBP) and advisory, many Cohort 1 schools also continued this work, as did some Cohort 2 schools.

During the first workshop in August, both Cohort 1 and Cohort 2 schools, developed a postsecondary aim for college attendance (Overall and Latinx), developed a target to increase financial aid completion, and developed plans to improve support in both areas. Program leaders provided several tools to assist CCLI teams in the goal setting process. Further, because teams had real time, financial aid completion rates, they were able to monitor this goal on a regular basis. Exhibit 4 shows the targets set by each school.

### Exhibit 4.

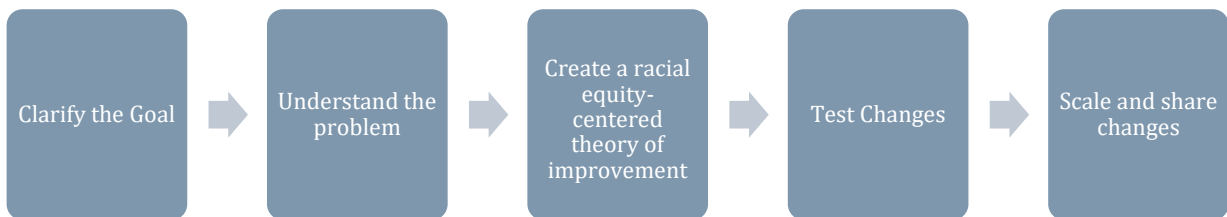
#### *School Level Aims – Areas of Focus*

School Goals			
	Post-Secondary Aim (Overall)	Post-Secondary Aim (Latinx)	Financial Aid Completion
<b>COHORT 1 SCHOOLS</b>			
Auburn High School	44% to 50%	35% to 41%	45% to 55%
Cleveland High School	77% to 85%	55% to 75%	84% to 90%
Evergreen High School	51% to 80%	42% to 65%	56% to 80%
Federal Way High School	58% to 62%	55% to 62%	74% to 80%
Foster High School	56% to 60%	48% to 56%	64% to 75%
Franklin High School	73% to 80%	79% to 80%	82% to 85%
Hazen High School	67% to 75%	49% to 60%	58% to 80%

Kent-Meridian High School	60% to 64%	49% to 56%	63% to 68%
Kentwood High School	70% to 80%	59% to 69%	56% to 70%
Lindbergh High School	63% to 73%	56% to 81%	51% to 71%
Thomas Jefferson High School	60% to 63%	42% to 52%	71% to 74%
<b>COHORT 2 SCHOOLS</b>			
Auburn Mountainview High School	65% to 86%	N/A	63% to 70%
Auburn Riverside High School	62% to 67%	54% to 65%	60% to 67%
Decatur High School	53% to 63%	41% to 56%	75% to 80%
Kentlake High School	58% to 73%	50% to 62%	55% to 65%
Kentridge High School	74% to 82%	N/A	63% to 90%
Rainier Beach High School	68% to 75%	N/A	69% to 75%
Todd Beamer High School	61% to 65%	40% to 50%	68% to 75%
Tyee High School	54% to 64%	51% to 66%	60% to 80%

## IMPLEMENTING A CONTINUOUS IMPROVEMENT APPROACH

CCLI program leaders defined the continuous improvement approach as “a cyclical process designed to help groups of people in a system or network set goals, identify ways to improve, and evaluate change.” Drawing from the research, program leaders utilized a number of tools, such as the College and Career Mapping System, Quick Wins Protocol, Fishbone Diagram, and Driver Diagram to support CCLI Teams. The general approach involves the following steps:



In Year 2, teams were able to complete the first three steps of the process, but Cohort 1 struggled with testing the changes. Teams had difficulties executing “small tests,” or teams testing the wrong things. This year, CCLI implemented the “flower” or the CCLI Theory of Improvement (see Exhibit 3) to focus CCLI teams and focused on the financial aid petal. In addition, when working with Cohort 2, they changed the language to use the term “Quick Win,” which program leaders explained is a more efficient way to think of continuous improvement and data analysis. Program leaders believe this additional support, the clear focus on financial aid, and availability of real time data helped the CCLI approach the continuous improvement process and see the impact more easily. Comments on the End-of-Year Survey also show that staff feel more confident with the approach. One participant wrote, “CCLI gave us a structured way to look at the data and a strengths-based approach to determining next steps.” Another wrote, “[CCLI] helped us determine a focus, helped us create a team that was more diverse, and helped us narrow our data to bite sized goals.” Finally, another person shared,

It really helped us focus in on what students were encountering, barriers in our systems, and who was not getting the information in the way we were distributing it. This helped us

so we could focus on how to improve the outcomes and information flow for those populations.

The area where CCLI teams indicated they needed more support was scaling and sharing the changes with staff. This will be discussed in more detail below.

## IMPROVING COLLEGE ACCESS OUTCOMES

All CCLI teams focused on improving their college access outcomes, particularly around financial aid completion as well as other areas. During both the workshops, as well as during the onsite school meetings, teams were able to set their aims, and develop, implement, and evaluate the plan. Simultaneous to this effort, CCLI teams also increased their knowledge, and at times, shared this information with staff. Because of this focus on outcomes, staff members reported making some changes, which should help to improve the system. Some examples included providing financial aid training for teachers, implementing financial aid lessons into advisory, adding school-day financial aid completion and college and career awareness events, and systematizing outreach to seniors for financial aid completion. By implementing the continuous improvement approach while trying to improve outcomes, utilizing student feedback, and learning from other schools, staff members believe they were able to develop more novel strategies to improve outcomes. However, they also noted this will take time. One CCLI participant explained,

We have conversations based in data that we then try to turn into strategies that we can implement in our building. We are results driven, and yet we are trying to meet the needs of our students and families that we serve. It helps us to not only think outside the box, but it helps us to determine the size and shape of the box so that we can think outside of it.

## BUILDING OWNERSHIP OF COLLEGE AND CAREER READINESS SCHOOLWIDE

CCLI teams plan to build knowledge and ownership of college and career readiness schoolwide. To this end, CCLI teams have shared data from the student and staff survey and empathy interviews during staff meetings; provided training to staff around financial aid, HSBP, and specific advisory lessons; and provided support to staff in implementing some of the strategies as described above.

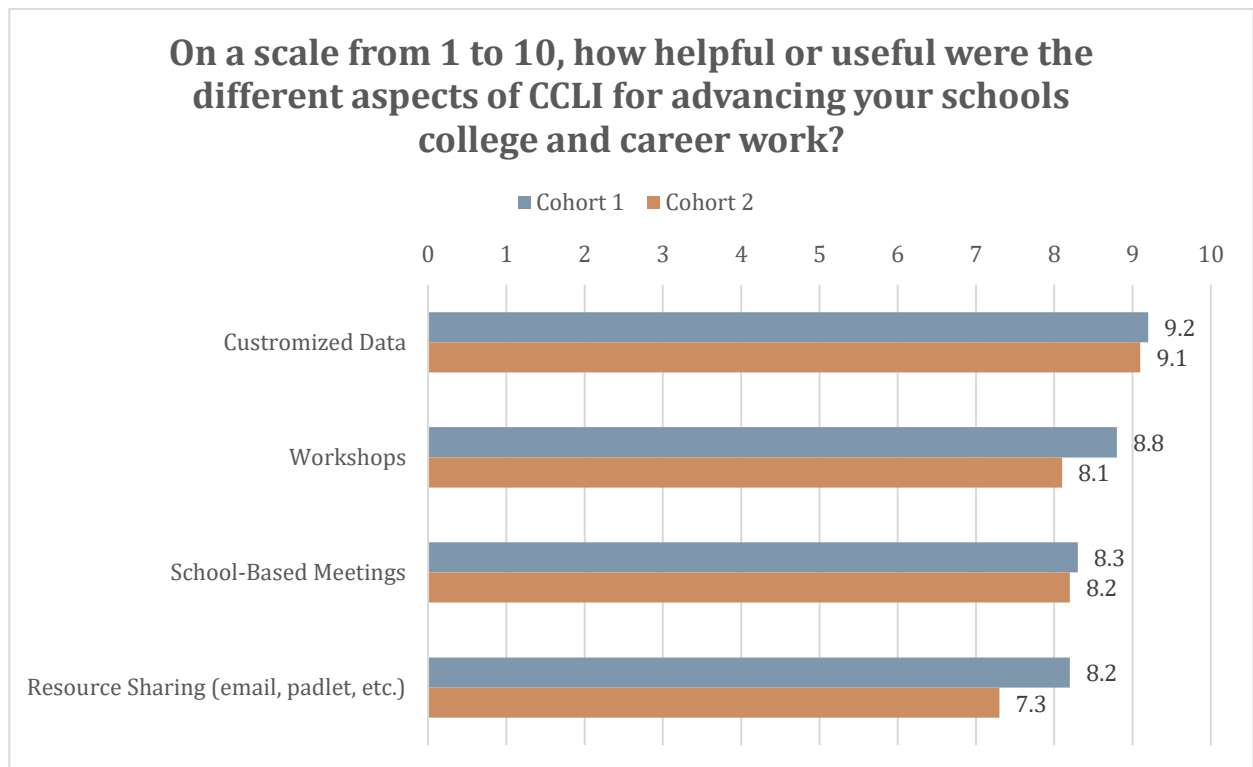
However, results from the End-of-Year Survey show that staff member's participation and understanding of college readiness is a relative weakness. For example, across cohorts, only 46% of CCLI participants agreed the staff understands the college and career supports offered at their school, and 60% agreed the staff understands the importance of provided college and career supports during the school day. Consequently, on the End-of-Year Survey, this was the area where staff members asked for additional support next year. This was consistent for both Cohort 1 and Cohort 2. One participant wrote, "The CCLI team members are versed and bought in. I would love to work and explore ways to create a schoolwide culture that gets all staff to buy-in." Another wrote, "I would like more ideas on how to get staff not on CCLI to have more complete buy-in. I need to improve my leadership on College/Career related items to better help staff members that are implementing the work into their lessons/practice."

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

Participants appreciated their time working with CCLI, and they believe the program leaders and facilitators are knowledgeable, skilled and help to push their thinking. They also believe the structure of the workshops, combined with onsite meetings, makes them more accountable and gives them time to focus on the work, which will help with sustainability. One participant shared, “This is the best professional development I have had in 20 years.” Another participant wrote, “It helped build a foundation and generate ideas of what our college and career system could be in future years.” Another person wrote, “Continue with the same awesome things you are doing already - workshops quarterly, addressing issues of social justice in postsecondary planning, school-based meetings with consistent people we work with, etc.”

#### COMPONENTS OF THE LEADERSHIP INSTITUTE

On the End-of-Year Survey, participants were asked to rate the components of CCLI on a scale from 1 to 10. Across both cohorts, participants rated each component highly, with all components scoring above an 8.0, except resource sharing for Cohort 2 (see Exhibit 5). On the survey, participants made comments about these components, and provided some suggestions for improvement. These are described below.



**Exhibit 5. CCLI Components – Scale of 1 to 10**

Data. As shown on the End-of-Year Survey, participants from both Cohort 1 and Cohort 2 identified the customized data as the most helpful in advancing their work. CCLI teams used a variety of data, including post-secondary enrollment, persistence, and remediation data; financial aid completion data; and college application submission rates, as well as student and staff data from the College and Career Climate – Student Survey, College and Career Climate – Staff Survey, High School and Beyond Planning Baseline Survey, student listening sessions, empathy interviews, and family focus groups. CCLI Participants appreciated the simple-to-understand displays. In addition to having the data, staff members learned how to use the data both formatively and summatively to evaluate progress towards their goals. Further, some people noted that this data helped increase staff buy-in for change. One person wrote, “A strength was the data that we analyzed together and the systems we improved upon. This information helped me share information about our systems with other staff members when they didn’t believe we needed change.” Another wrote, “The data helps with engaging our building staff members.”

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 college pathways, financial aid, and apprenticeships, to name a few. Time was built into each workshop to review data, such as financial aid completion updates, staff and student survey data, and empathy interview findings, and there were opportunities for cross-school sharing. Finally, participants had team time to look at their own data and develop their own plans. On the survey, one person wrote, “I love the workshops! I always leave with new information, and I love hearing what other schools/districts are doing.” In addition, participants greatly appreciated learning from other schools, and they feel this is the benefit of having a workshop away from the school building. Several suggested that this occur more frequently. As one person wrote,

Continue to have share out from other schools or districts that have shown great success in what they are doing around [financial aid], College Application, etc. so we don't need to re-invent the wheel. Allow us to be able to collaborate with other schools in a similar situation or tackling same problem so we can support one another.

Responses on the survey were positive, with participants reporting that they benefited from the workshops. However, there was one area identified for improvement. First, some participants noted that they sometimes feel rushed moving to the next step or they are ready to move on more quickly, but they have to wait to move to the next step with the group. This same issue was raised during a reflection meeting with facilitators after a Cohort 2 workshop. Because of this issue, several people wondered if there is a way to have differentiated facilitation based on the school’s needs at the time. For example, one participant wrote, “At the workshops, there were times we would be given a great discussion question or activity but not enough time to talk about it or do the activity.” Another wrote, “There is always so much information, and it is all good, but at times we need more time as a team to discuss and plan. Some of the activities we do as a group could be shorter allowing more time for teams to work and discuss together.” Another wrote, “Sometimes, we are finished with a task, and we aren’t certain what we should do next. Is there a way we can move forward on the agenda?”

Further, during the reflective meetings after the workshops with facilitators, some facilitators noted that Cohort 2 may not have had the background knowledge necessary for the work, and some tasks were more difficult. Program leaders were aware of this and provided an example of how they differentiated or changed support on the spot. For example, a program leader shared, “College application tracking. We mentioned it to both cohorts, but we realized Cohort 2 wasn’t ready and pausing was beneficial. We wanted to do it with everyone, but we couldn’t.” While it isn’t clear, the difference in background knowledge may have contributed to the difference between ratings for workshops between Cohort 1 and Cohort 2 as shown on Exhibit 5. This should be explored further.

Finally, there were two areas that participants requested additional support in the workshops for next year. These include: (1) time to focus on how to develop staff buy-in or adult mindsets, and (2) information on how to support English Language Learners and Students with Disabilities.

*School-Based Meetings/Onsite Technical Assistance.* Participants appreciated the technical assistance and noted that the providers are highly skilled. CCLI team members reported that the technical assistance providers support the work they did at the workshops and keep them on track and focused during the meetings. During meetings, they would review data, verify progress on empathy interviews, plan for implementation, and evaluate progress. Several people noted that the frequency was helpful to keep them on track.

Survey respondents had one suggestion for improving the onsite school meetings. Specifically, they asked for more accountability in ensuring all participants attend the meetings and in holding them accountable to completing the tasks they agreed to. For example, one participant wrote: “If there could be more push to get us to accomplish things that may be helpful. There were a couple times when it felt we came to the meeting without having done much since the last meeting.” Another wrote, “We need to maintain regularity of our team meetings to hold us accountable to attending the meetings.”

*Resource Sharing.* CCLI program leaders continued to share resources, and both cohorts appreciated this component of CCLI. CCLI program leaders developed a platform, called Padlet, where teams could upload advisory lessons and share them with other schools. Results on the End-of-Year Survey show that 49% of participants reported that they used the CCLI Padlet tool (61% Cohort 1; 30% Cohort 2). It is noted that Cohort 2 was slightly lower than Cohort 1 on the helpfulness of resources (see Exhibit 5), and it may be they are not fully aware of all the resources, as fewer have accessed this support. On the survey, one person commented, noting that Padlet was a valuable resource and hoped it would continue to be developed. No additional comments about resources were provided.

## 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.

Across both cohorts, the number one barrier identified was COVID 19 and the school closures. Through the closures, CCLI continued to provide support to the schools. Some of the support included providing the following:

- Transition checklists for the Class of 2020 to help CCLI schools support their seniors;
- Strategies schools are using to reach out to seniors;
- Support for HSBP and financial aid completion;
- College and career guidance;
- Revision of the College Knowledge materials that can be used online prioritizing transition-related topics;
- Calls with CCLI team leaders to identify additional support that might be needed.

Despite these efforts, school personnel noted that they have had difficulties maintaining contact with their students, they were not able to complete commitments they had made to college and career support (e.g., completing empathy interviews), and that they were not able to host traditional events that help support students transitioning to postsecondary. One participant shared, “Trying to connect on a personal level through Zoom or other platforms is not the same. It's much more difficult getting or keeping a scholar engaged with anything.” Others shared:

We really have not had the time to even meet or talk about our postsecondary work. I feel like we are in survival mode and just trying to connect and support our students and families with life and bare minimal school. I still try to talk with our seniors about postsecondary options and helping them get there but honestly it feels like we are in survival mode.

We are not able to engage students who had no plan for post-secondary before graduation in a personal meaningful way. We were not able to host our last college event that specifically sweeps up all seniors who have indicated that they don't have a plan for after graduation and pairs them with college advisors. We also could not do in person follow up for financial aid applications.

Another concern was staff buy-in school-wide. This was true for both cohorts; however, it was more frequently mentioned for Cohort 2. The differences in what staff perceive their students want, and what students want is striking, and likely contributes to the buy-in issue. For example, on the student survey, 95% of students reported that they wanted to go to college (e.g., technical training/apprenticeship, 2-year, or 4-year program) to pursue a career. In contrast, responses on the staff survey show a disconnect. For example, staff members estimated 81% of students aspire to go to college (e.g., technical training/apprenticeship, 2-year, or 4-year program), and staff members estimated 68% of students expect to go to college. A program leader reflected, “I would say it is the mindsets about what students would like to do. There are still people pushing back on the data and not believing that 95% want to do post-secondary education.” Because of this, both staff and program leaders acknowledged the need to continue to lead with the data and to share information with staff.

CCLI program leaders and facilitators from Cohort 2 (input from reflective meetings) noted that leadership both supports and hinders progress. Similar to previous years, they noted that if an administrator is part of the CCLI team, it is important that they attend meetings, but do not dominate the conversation, but build capacity and empower the team. For example, one person

said, “If the lead, or admin in the building, hasn’t bought it, that really puts the team in a different state of mind, and this work isn’t prioritized.” Similarly, program leaders noted that if there is a culture that administrative approval is needed for every step, it holds staff back in making change and accepting responsibility for the work.

Finally, CCLI program leaders noted that within both Cohort 1 and Cohort 2, teams are able to progress with the work faster, if there is a consistent team at both the workshop and school-based meetings. A program leader shared, “Not having a consistent team. ... I know that it makes it difficult to get traction and you are playing catch up. Without a consistent team, the work cannot move forward. This is consistent, with CCLI participants making several comments on the survey asking for accountability in having the full team attend meetings.

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

CCLI has continued to help teams build capacity around the continuous improvement approach. With some modifications made this year to the focus and terminology, as well as access to real time data, CCLI teams are using data more frequently to inform their goals and strategies, and are starting to run small tests or identify quick wins to determine if they will implement the strategy. A program leader shared, “Now people understand small tests better, and they see that they can test things quickly and adapt or adopt.” Moving forward, for systemic change, CCLI participants recognize they have to focus on the final step of scaling and sharing the results.

All CCLI teams focused on improving their college access outcomes and could point to changes they have made to support the outcomes. Some of these changes included providing financial aid training for teachers, adding lessons or time to the advisory period, incorporating information about financial aid into advisory lessons, adding school-day financial aid completion and college awareness events, requiring financial aid completion as a part of the HSBP, and systematizing outreach to seniors who have not completed a financial aid form and to provide assistance for the transition to postsecondary. Further, some CCLI schools are beginning to use a college application tracking system and other data platforms to inform their changes.

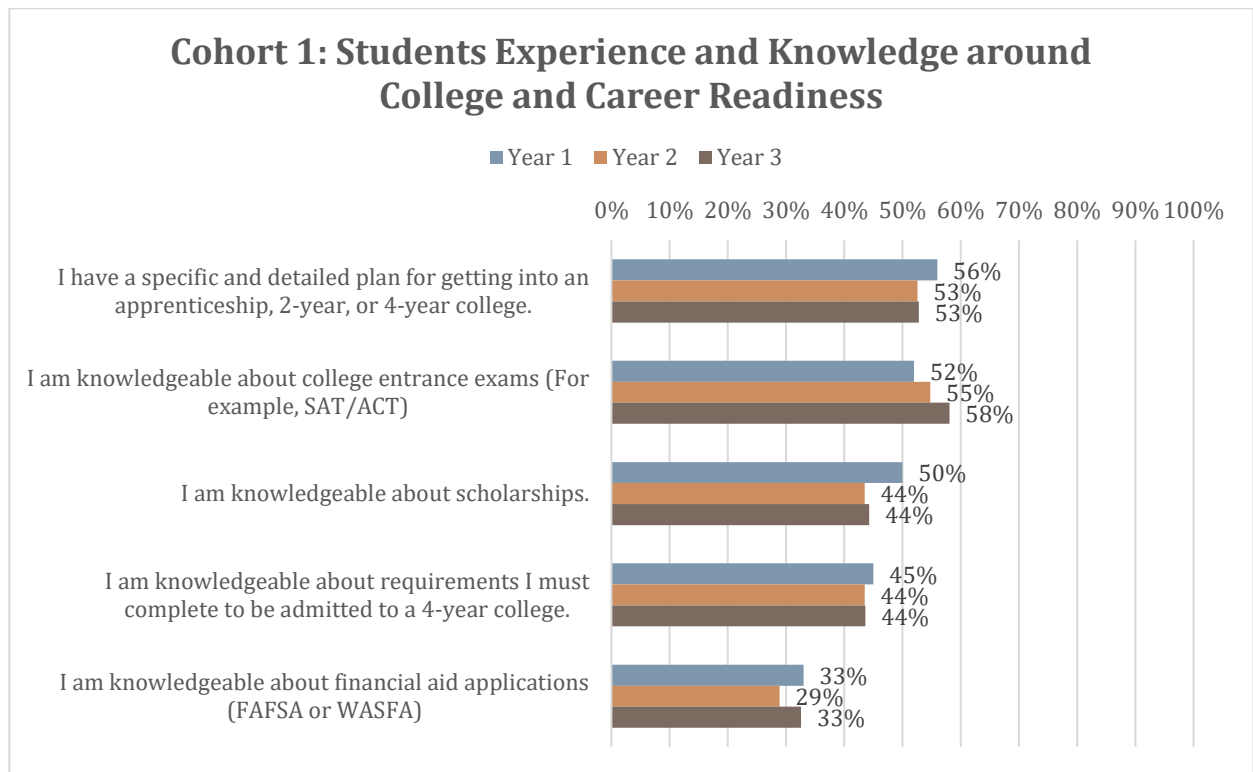
Finally, while CCLI schools noted that they still need to build support school-wide, there are examples of progress. By providing some of the training, data, and support, at some schools, more staff members are becoming involved in supporting college and career readiness. For example, a program leader shared, “I feel more schools moved to a team approach. ... At [school] they have always had one person do everything for financial aid, and that person is dedicated. This year, the teachers on the team were involved.” Another program leader commented, “At [school], this was the first time the College and Career System didn’t just say, ‘send me your kids.’ With the Quick Wins, this was the first time teachers had conversations, and that contributed to improvements in financial aid completion by about 7%.”

### COLLEGE AND CAREER CLIMATE SURVEY (STUDENT AND STAFF)

The College and Career Climate Survey is administered each year, in November and December, to the CCLI Schools. Over the past three years, different schools have completed the survey, and there

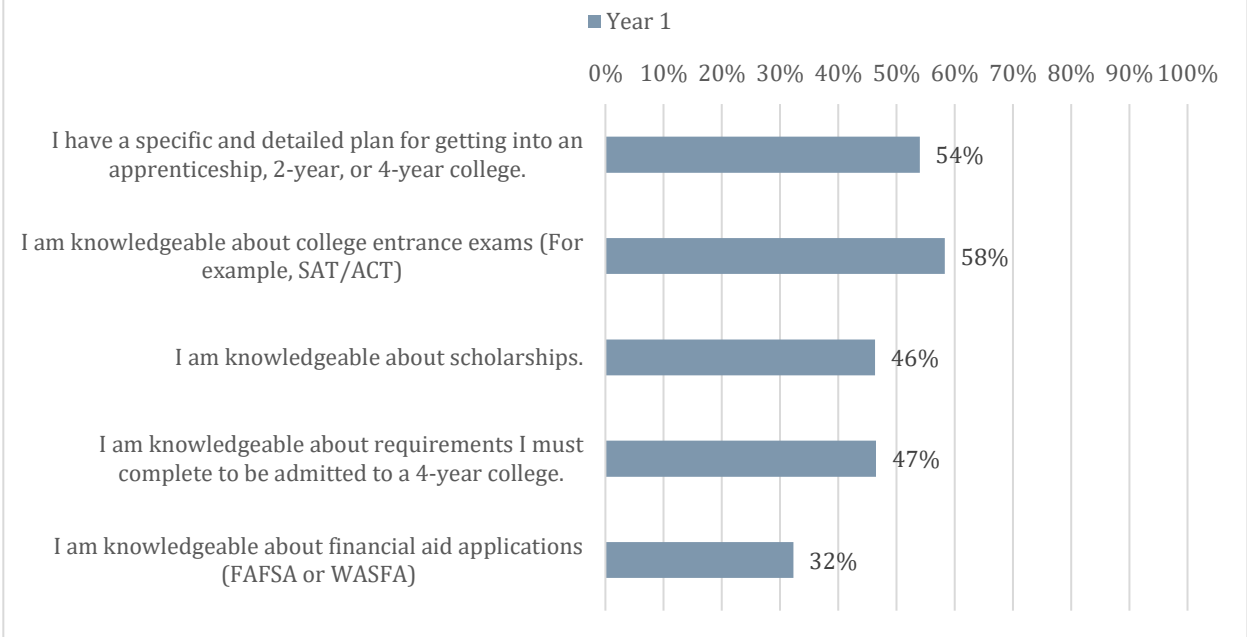
have been some revisions. In Year 1, five Cohort 1 schools administered the survey. Between Years 1 and 3, the survey has been modified each year to focus exclusively on college and career indicators, some of the survey items have changed, and some questions have been deleted. Because of these issues, for Cohort 1, Year 2 and Year 3 results are more comprehensive and include all schools. While the survey includes many items, the following items are included because they align with the college access indicators.

In Year 3, 95% 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, across both cohorts, results 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 6). The results are similar across both cohorts. However, for Cohort 1, there are small improvements in two areas from Year 2 to Year 3, including the percent of students knowledgeable about college entrance exams and the percent of students knowledgeable about financial aid applications (see Exhibits 6 and 7).



**Exhibit 6. College and Career Climate Survey – Cohort 1 Students**

## Cohort 2: Students Experience and Knowledge around College and Career Readiness

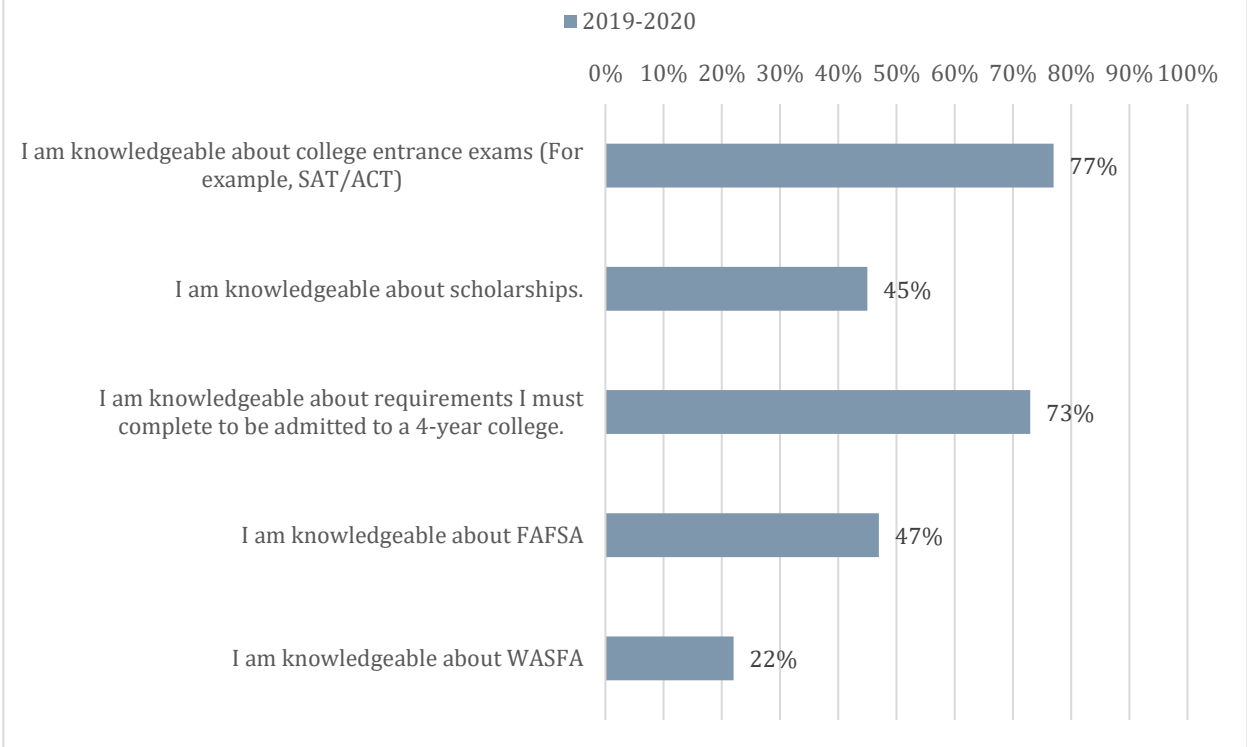


**Exhibit 7. College and Career Climate Survey – Cohort 2 Students**

Results from the Staff Survey, which was administered for the first time this year to seven schools, demonstrate results similar to student survey and provide context. Notably, of the respondents, 70% reported they spoke to their students about college entrance requirements and 64% spoke to their students about the availability of financial aid to pay for college. This provides support when only 54% of students report they have a specific and detailed plan for getting into an apprenticeship, 2-year, or 4-year college.

Staff knowledge around the college access indicators varies somewhat compared to students. For example, staff members are more knowledgeable about college entrance exams and requirements to be admitted to a 4-year college. This may be, in part, because of their lived experiences. However, they have similar knowledge as their students around scholarships and financial aid applications (FAFSA or WASFA) (see Exhibit 8). This provides some evidence of staff need for training and support around college and career readiness indicators, as well.

## Staff Members: Knowledge around College and Career Readiness



**Exhibit 8. College and Career Climate Survey - Staff**



### 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 for Year 3 (see Exhibit 9).





**Exhibit 9.**

**Progress Towards Short- and Intermediate-Term Outcomes**

Logic Model Short- and Intermediate-Term Outcomes		Target Met
<b>Short Term Outcomes</b> (After each large workshop.)	<b>Progress Update</b>	
80% Cohort 2 school teams have college and career system maps	During the August Workshops, Cohort 1 schools revised the college and career system map, while Cohort 2 schools created their College and Career System Map. Workshop Exit Ticket results for Cohort 2 show: <ul style="list-style-type: none"> <li>82% agree the College and Career Mapping exercise helped me understand my school's current college and career system.</li> </ul>	✓
100% of Cohort 1 schools complete a HSBP survey	All Cohort 1 schools completed the HSBP survey.	✓

<p>80% participants indicate increased understanding of professional development topics on post-workshop surveys</p>	<p>On average, 91% of Cohort 1 participants and 81% of Cohort 2 participants agree they have increased understanding of each professional development topic in 2019-2020. (<i>Cohort 1: 85-92% in 2017-2018; 81-94% in 2018-2019</i>). However, there is some variation across the different workshop topics, as demonstrated below.</p> <p>COHORT 1</p> <ul style="list-style-type: none"> <li>• 93% agree the workshop helped me understand our school’s current High School and Beyond Planning practices</li> <li>• 92% agree they improved skills to advise students on technical and work-based pathways including trade, apprenticeship, military, and on-the-job training</li> <li>• 100% agree they learned ideas for improving financial aid completion from other schools</li> <li>• 74% agree they increased awareness of racial bias and how it can impact student pathway advising</li> <li>• 96% agree they developed an understanding of the most common barriers students face to enrolling in postsecondary through student survey and empathy interview data</li> </ul> <p>COHORT 2</p> <ul style="list-style-type: none"> <li>• 77% agreed the workshop helped me understand the key components of a meaningful, high-quality, High School and Beyond Plan</li> <li>• 82% agreed the workshop helped me understand King County’s labor market</li> <li>• 85% agreed the workshop helped me understand our school’s current High School and Beyond Planning Practices</li> <li>• 77% agreed they developed a better understanding of alumni of color and how their high school experience shaped their path</li> <li>• 71% agreed they improved their skills to better understand how to identify, respond to and disrupt inequitable practices that are contributing to patterns of disengagement and missed postsecondary opportunities based on race</li> <li>• 82% agreed their learned ideas for improving financial aid completion from other schools</li> <li>• 91% agreed they developed an understanding of the most common barriers students face to enrolling in postsecondary through student survey and empathy interview data</li> </ul>	
<p>80% participants indicate increased understanding of their student's college and career readiness data and root causes of student outcomes</p>	<p>Across cohorts, participants reported that they understand the college and career readiness data and root causes of student outcomes. There were substantial differences by Cohort. NOTE: Cohort 2 reviewed empathy interview data at the end of CCLI and planned to implement empathy interviews; however, because of COVID 19 there were limited opportunities to conduct empathy interviews.</p> <ul style="list-style-type: none"> <li>• 97% agree the college and career team understands our students’ college and career outcome data, such as postsecondary enrollment (<i>100% Cohort 1; 93% Cohort 2</i>)</li> <li>• 88% agree the college and career team understands our student survey results (<i>93% Cohort 1; 77% Cohort 2</i>)</li> <li>• 83% agree the team used our school’s college and career outcome data to identify root causes and inform our strategies (<i>92% Cohort 1; 68% Cohort 2</i>)</li> </ul>	

	<ul style="list-style-type: none"> <li>72% agree the college and career team used student survey and empathy interview data to inform our strategies and make adjustments if needed (82% Cohort 1; 56% Cohort 2)</li> </ul>	
100% report participation in DiscoverU on December workshop survey	Staff at all seven schools completing the staff survey reported participating in DiscoverU in 2019. NOTE: this question was changed in 2019-2020, and not all schools were asked this question. (92% of schools participated in 2017-2018; 100% of schools in 2018-2019)	
<b>Intermediate-Term Outcomes</b> (After CCLI finished - June 2020)	<b>Progress Update</b>	
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 participation 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"> <li>69% agree staff participation in supporting college and career readiness has increased this year (74% Cohort 1; 60% Cohort 2)</li> <li>60% agree staff understands the importance of providing college and career supports during the school day (68% Cohort 1; 45% Cohort 2)</li> <li>46% agree staff understand the college and career supports offered at their school (57% Cohort 1; 25% Cohort 2)</li> </ul>	
80% school teams report college and career system change improvements on post-survey	<p>89% of school teams reported implementing a system change in 2019-2020 (100% Cohort 1; 75% Cohort 2). NOTE: Disaggregated results show Cohort 1 met this target, but Cohort 2 did not. Examples include:</p> <ul style="list-style-type: none"> <li>Provided financial aid training for teachers</li> <li>Added lessons or time to advisory</li> <li>Implemented financial aid lessons into advisory</li> <li>Required financial aid completion as part of HSBP</li> <li>Added school-day financial aid completion and college and career awareness events</li> <li>Systematized outreach to seniors</li> </ul>	
80% of CCLI Cohort 1 school teams have conducted 3 or more small tests of change	41% of Cohort 1 participants agreed they tried a small test that supports one of the strategies and measured its effectiveness.	
80% of CCLI Cohort 1 schools show improvements in HSBP components	<p>CCLI Cohort 1 schools report that their HSBP has improved. Further the CCLI team understands the elements of the HSBP, and staff knowledge is improving.</p> <ul style="list-style-type: none"> <li>90% agree HSBP at their school has improved since participating in CCLI</li> <li>86% agree the College and Career team understands the elements of a strong HSBP</li> <li>71% agree the staff understands more about what is involved in</li> </ul>	
80% of CCLI Cohort 1 schools feel they better understand the needs of their Latinx students	82% of Cohort 1 partners agree that through empathy interviews, our college and career team better understands how students navigate the college and career process and supports. NOTE: Empathy interviews focused on Latinx students to understand their needs.	

90% of schools have seen a significant improvement in a college access indicator	89% of school teams reported making an improvement on a college access indicator (100% Cohort 1; 75% Cohort 2). <i>NOTE: Disaggregated results show Cohort 1 met this target, but Cohort 2 did not.</i> Examples of improvements include: <ol style="list-style-type: none"> <li>1. Financial aid completion rates</li> <li>2. Post-secondary application completion rates</li> <li>3. Post-secondary student enrollment</li> </ol>	
90% participants identify a best practice they have learned from another school which they plan to apply	63% of participants in 2019-2020 reported they identified a best practice they learned from another school, which they plan to implement. (70% Cohort 1; 50% Cohort 2). Some of the practices implemented in 2019-2020 include: <ol style="list-style-type: none"> <li>1. Implementing FAFSA completion strategies (e.g., Money Tree, day events)</li> <li>2. Conducting outreach to Running Start students</li> <li>3. Implementing new advisory lessons</li> <li>4. Sharing data at staff meetings</li> <li>5. Implementing PSAT workshops for seniors</li> <li>6. Coordinating with feeder community college schools</li> </ol>	
75% of focus group high schools identify system improvements they have made as a result of their participation in CCLI	Focus groups were not conducted this year due to COVID 19. However, as noted above 89% of school teams reported implementing a system change in 2019-2020. Further, across cohorts, 84% of participants reported their college and career system has improved since participating in CCLI (92% Cohort 1; 70% Cohort 2). This data, in place of focus groups supports that this indicator was met.	
80% of CCLI schools participate in worksite tours	This indicator was impacted because of COVID 19. In total, 28% of schools conducted a worksite tour (36% Cohort 1; 13% Cohort 2). Four additional schools had scheduled a worksite tour but had to cancel due to COVID 19.	

A review of disaggregated survey results shows substantial differences by cohort. Across all indicators, Cohort 1 schools had more positive results compared to Cohort 2. This will be discussed in more detail below. Further there were differences by school as well. As in previous years, participants from schools that perceived they had less benefit 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. Contextual factors, such as limited time, competing programs, staff buy-in, and COVID 19 were cited as challenges.

**END-OF-YEAR SURVEY RESULTS**

Exhibit 10 shows 2019-2020 End-of-Year Survey results from participating CCLI staff members for both Cohorts 1 and Cohorts 2. Please note, some survey items were only asked of one cohort because of language differences or because that component was not a focus for the cohort.

The results show, for both cohorts, participants agree their college and career system and schoolwide college going culture has improved since participating in CCLI. On nearly all survey items, Cohort 1 results are substantially higher than Cohort 2, which shows the developmental nature of the work. Interestingly, a comparison of Year 1 results between Cohorts show that Cohort 1 generally responded more positively than Cohort 2.

Generally, results show that CCLI members report understanding and using data as part of their efforts to develop strategies to improve college and career readiness. Cohort 1 is also making progress around the High School and Beyond Planning. However, for both cohorts, fewer participants agree their college definition is communicated school-wide or that staff consistently message all post-secondary options. This data provides support that while the CCLI school-teams are supporting changes to improve college and career readiness, and there is evidence of this work with Cohort 1, these efforts have not permeated the full staff.

The End-of-Year Survey has changed from Year 1 to Year 3 to align with revised program goals and outcomes. However, four questions remained the same all three years, and additional questions have remained the same from Year 2 to Year 3. These results are shown in Exhibit 11.

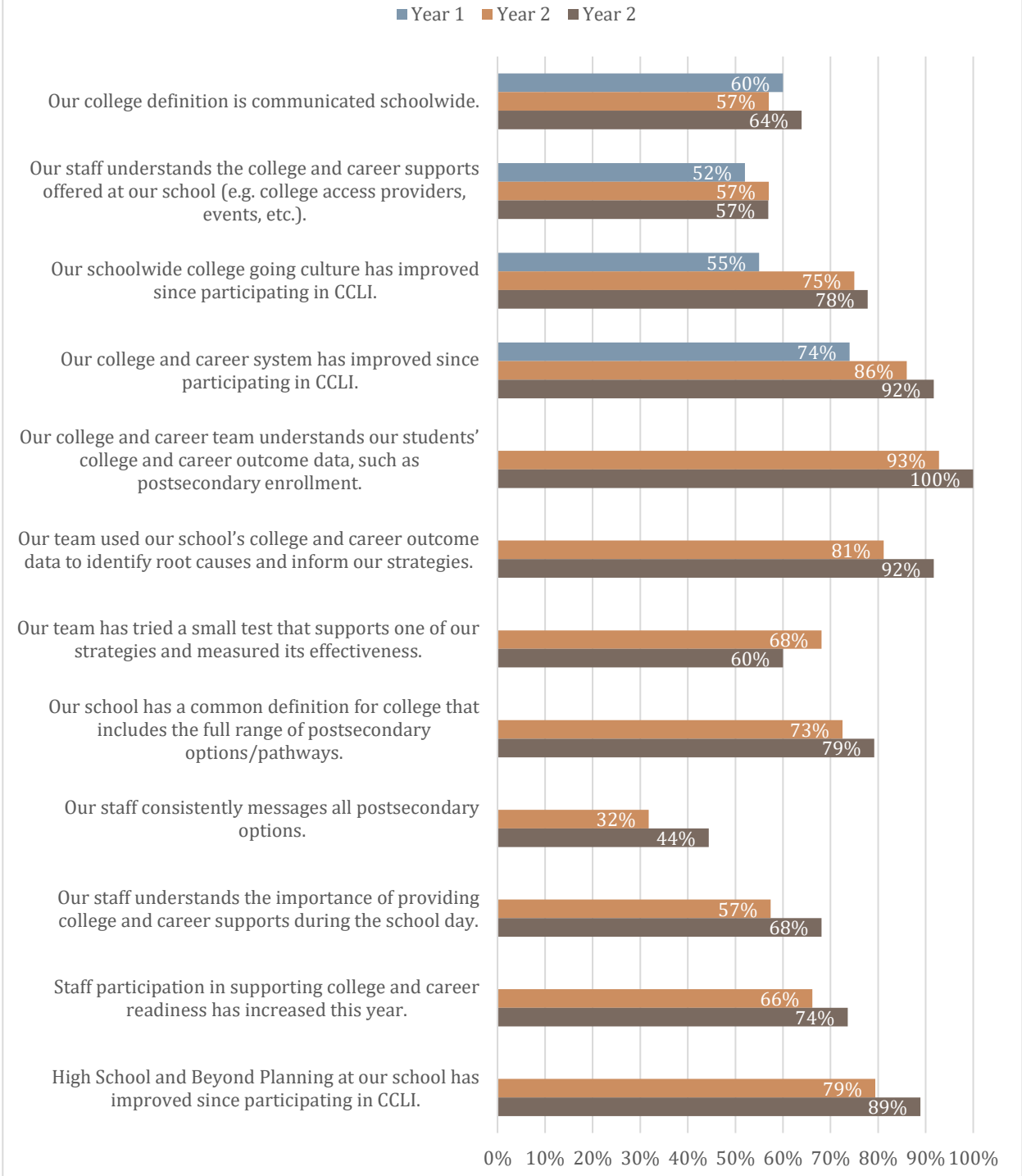
The results show improvement on every item, except one, providing evidence that Cohort 1 schools have made improvements over the course of the three years. Overall, they believe their college and career system has improved since participating in CCLI. Staff members also agree they have become more proficient in understanding data, using the data to identify root causes and inform strategies, and improving their High School and Beyond Planning process. The one area that showed a decline was that the team implemented a small test that supports one of their strategies and measured its effectiveness. This is an area within the continuous improvement cycle that the team struggled with in Year 2, and it appears to continue to be an area where support is needed. Further, although there are improvements, the data still show room for growth in the areas of the college definition being communicated schoolwide, in the staff's understanding of the college and career supports offered at the school, and in the staff messaging all postsecondary options. This again points to the need to support CCLI staff members in messaging and supporting the staff in the changes.

## % Agree/Strongly Agree with each Statement



**Exhibit 10. End-of-Year Survey Results**

### Cohort 1: % Agreed on Questions from Year 1 to Year 3



**Exhibit 11. Percent Agreed on End-of-Year Survey, Year 1 to Year 3**

## EQ #6: What are the emerging best practices?

In Year 3, due to COVID 19, the evaluation collected data through an End-of-Year Survey, as well as through a focus group with program leaders. Because of this, it is difficult to identify best practices at the school level. However, as demonstrated in previous years, participants highlighted several components of CCLI as strengths.

CCLI was developed based on evidence-based practices of professional development. Program leaders support adult learning through a combination of having skilled and knowledgeable facilitators; site-based and regional workshops; opportunities for team time and reflection, capacity building through the continuous improvement approach, and integration of leadership opportunities for Cohort 1. Within this structure, program leaders include peer-to-peer support and the sharing of best practices across sites, the integration of student voice, and the use of an equity lens through discussion and data. This is consistent with the best practices for professional development.

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

CCER launched the College and Career Leadership Institute in the 2017-2018 school year, with 12 participating schools. In the 2018-2019 school year, 11 of the 12 agreed to participate. In the 2019-2020 school year, the same 11 schools agreed to participate for a third year (Cohort 1), and project leaders added a second cohort of 8 schools (Cohort 2). In Year 3, the support included a series of four workshops, monthly on-site technical assistance meetings, and resource sharing across schools and districts. Further, in Year 3, Cohort 1 schools no longer had a facilitator at workshops, and instead, an internal team lead provided facilitation. 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.

The results of this evaluation were quite positive. CCLI participants reported that participation in CCLI supported their team, helped them understand the continuous improvement approach, and helped them to deeply focus on their specific goals. They have found the professional development to be supportive, and they implemented several strategies to support improved outcomes, including providing financial aid training for teachers, adding lessons or time to the advisory period, incorporating information about financial aid into advisory lessons, adding school-day financial aid completion and college awareness events, requiring financial aid completion as a part of the HSBP, and systematizing outreach to seniors who have not completed a financial aid form and to provide assistance for the transition to postsecondary. Further, some CCLI schools are beginning to use a college application tracking system and other data platforms to inform their changes, and some schools have more teachers providing support. However, the latter is an area where they have requested more support. On the End-of-Year Survey, results show that more participants are seeing improvements, which they attribute to CCLI. For example, 78% of Cohort 1 and 40% of Cohort 2 agreed their schoolwide college going culture has improved since participating in CCLI, and 92% of Cohort 1 and 70% of Cohort 2 agreed their college and career system has improved since participating in CCLI.

While results were positive, participants 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 years.

#### FOCUS ON TRANSFORMING ADULT MINDSET

CCLI team members are motivated and engaged by the work. However, there continues to be struggles with sharing information across staff and garnering additional staff buy-in. While this exists for both cohorts, it is more predominate in Cohort 2. CCLI participants requested that CCLI leaders develop a more explicit focus at the workshops on how to share information with staff and develop buy-in to ultimately transform adult mindset. This includes specific strategies they can use to develop buy-in, time to develop presentations and share information with their staff, and opportunities to learn from other CCLI teams.

#### 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 believe this is the benefit of meeting regionally. However, on the survey, several participants requested more opportunities to share best practices among schools during the workshops. Several participants noted that when sharing practices across schools, they are able to learn from other school's experiences, think "outside the box," and adopt or adapt those strategies.

#### INCREASE ACCOUNTABILITY DURING SITE-BASED TECHNICAL ASSISTANCE

Participants appreciated the school-based meetings, noting that it helps to support the work throughout the year. However, as in previous years, they made some recommendations. First, they wanted increased commitment from team members to attend all meetings (workshops and school-based meetings). Second, they wanted more accountability across their team. They requested that program leaders help foster additional accountability by identifying action steps at the end of each meeting, holding people accountable to the action steps, and then following up on the steps at the next meeting.

#### BUILD CCLI TEAM MEMBERS CAPACITY

CCLI Cohort 1 teams have shown tremendous improvements over the course of three years, and this was evident during observations of the workshop and on their survey results. In addition, during Year 3, Cohort 1 team leads facilitated their teams at the workshop. According to program leaders, this increased buy-in and ownership, and it contributes to sustaining the work. To continue to build leadership, it may be helpful for more interaction between Cohort 1 and Cohort 2 schools. Some possibilities include having Cohort 1 schools mentor Cohort 2 schools, providing a shared workshop, or having Cohort 1 serve as facilitators for Cohort 2 during the workshops. This could help to strengthen Cohort 1's capacity and develop a network between the two cohorts.

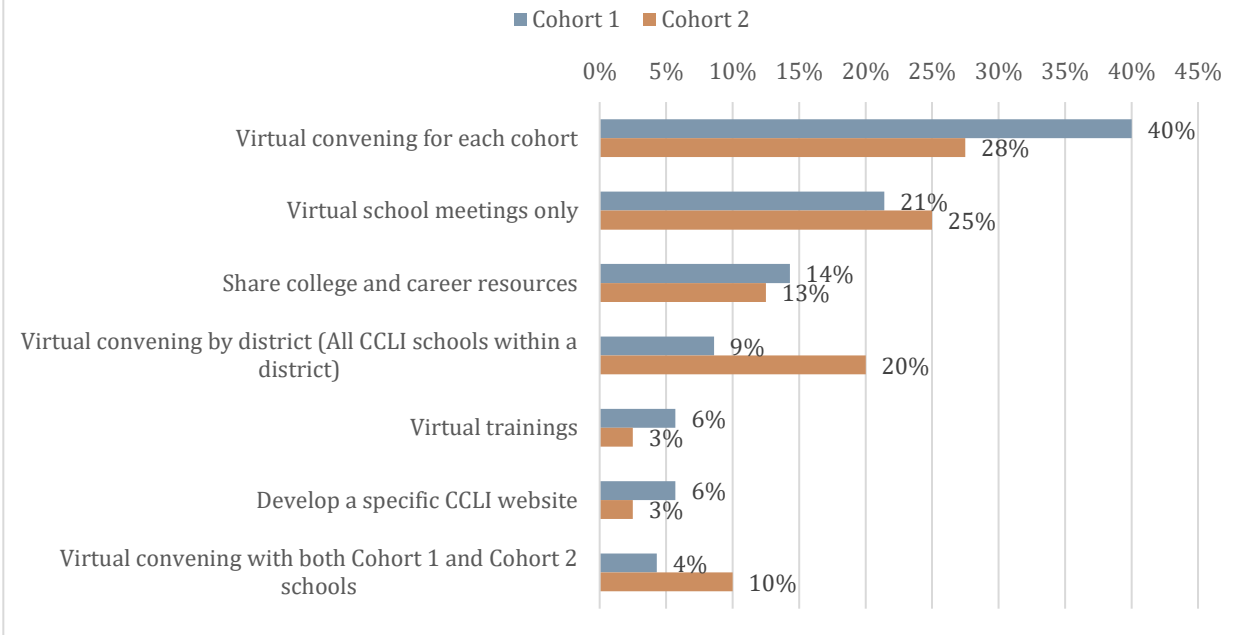
## DIFFERENTIATE SUPPORT FOR COHORT 1 AND COHORT 2

Moving forward, it will remain important to differentiate support for Cohort 1 and Cohort 2. Survey results show that Cohort 2 results are generally lower than Cohort 1 in their rating of the helpfulness of the support. In addition, a comparison of Year 1 results for both Cohorts show that Cohort 2 was lower than Cohort 1. While this evaluation did not provide information on the differences, it could be that the two cohorts initially had a different level of understanding around college and career readiness or Cohort 2 may need some additional background knowledge. Additional exploration may be warranted.

## PREPARE FOR ALTERNATIVE MODELS OF PROFESSIONAL DEVELOPMENT

As identified in the contextual factors, COVID 19 and school closures resulted in substantial barriers in completing the CCLI work and in supporting students. Despite this complication, CCLI schools are planning on participating for another year. As part of the survey, CCLI participants were asked, if schools remain closed, in what way can CCLI program leaders support your team. The results show, generally, teams requested virtual convenings by cohort, as well as virtual school meetings and resource sharing (see Exhibit 12). Qualitative comments suggested participants wanted the format to stay the same but provided virtually. For example, one person said, "Continue to do what you have been doing." Another wrote, "Help us continue to support students from afar." In addition, some participants suggested that if learning is online, meetings may need to be shortened. They also suggested that more resources could be pushed out virtually." Finally, while CCER has been providing support during the shut down, if this continues in the next year, CCLI may consider providing information on how staff may need to adjust their support and outreach. Program leaders may also want to share data on how colleges are eliminating some of the entrance requirements and on how post-secondary enrollment changed/or did not change, as examples.

## If schools remained closed next year, in what way can CCLI program leaders support your team?



**Exhibit 12. Format of Support Next Year if Schools are Closed**

## 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)

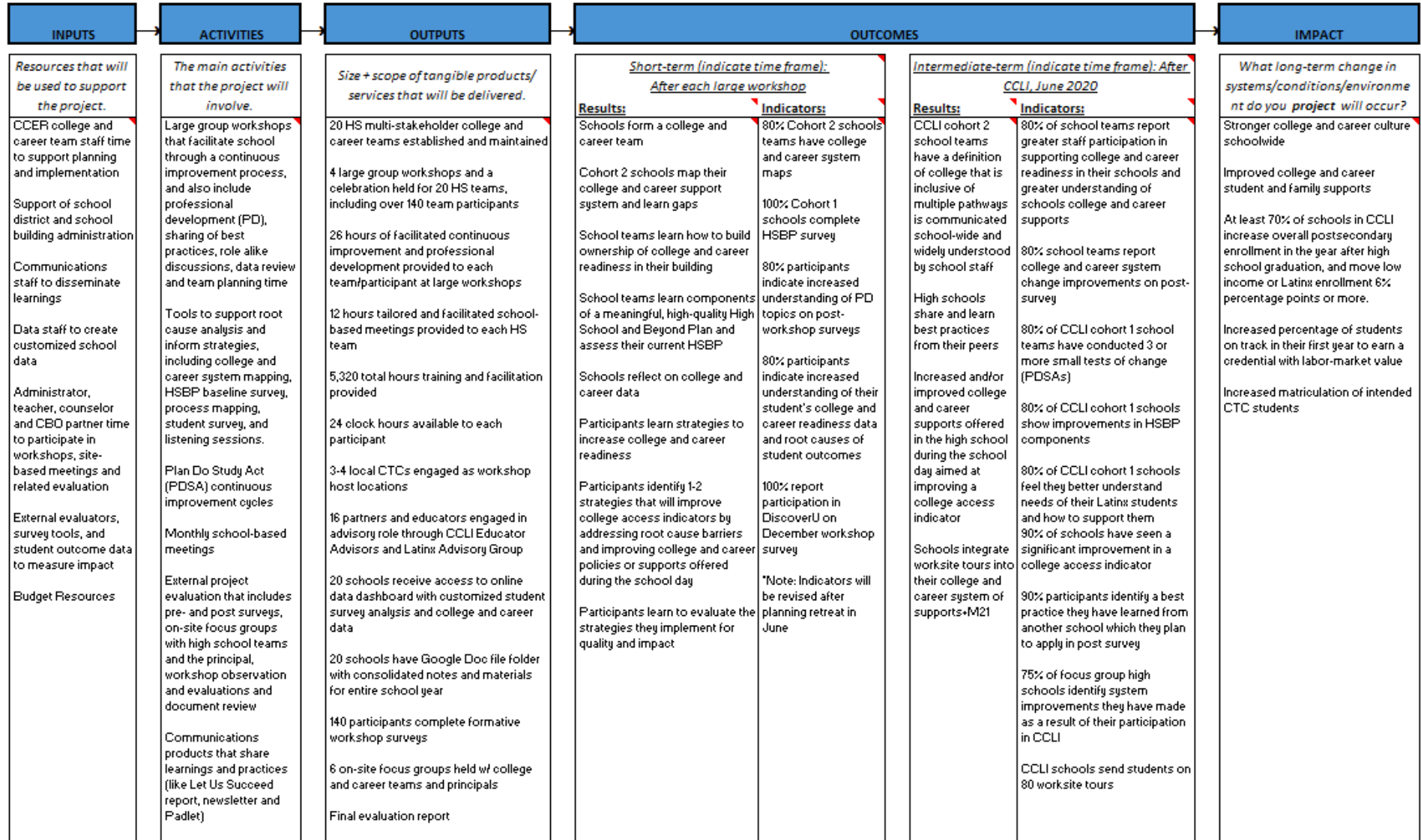
REVISED LOGIC MODEL (YEAR 2)

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 system surveys and 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"> <li>• 9-11th graders demonstrating knowledge of financial aid</li> <li>• Completion of the FAFSA or WASFA</li> <li>• Students understanding the different college and career options available (Apprenticeship, 2-year and 4-year college)</li> <li>• Students knowledgeable about the requirements they must complete in high school to pursue their post-high school plan</li> <li>• Students who indicate an adult at school has explored post-high school career and education paths with me</li> <li>• 12th graders with a step-by-step plan for getting into a postsecondary program</li> </ul>	<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: REVISED LOGIC MODEL (YEAR 3)

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REVISED LOGIC MODEL (YEAR 3)



## APPENDIX D: FOCUS GROUP PROTOCOL

# College and Career Leadership Institute Program Evaluation – Interview/Focus Group Protocols 2019-2020

## 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? How did the strategies (e.g., monthly technical assistance meetings, workshops, data, continuous improvement focus) contribute to the successes?
3. How have you responded to COVID 19? In what way, if any, has this changed the way you work with schools in the future?
4. How has your team developed capacity to support this work?
5. Please provide some specific examples of changes in practice or policy you have observed within the CCLI Schools?
6. What do you believe contributed to those changes?
7. For schools that have had difficulties making improvements, what have been the barriers?
8. What do you believe are the strengths of CCLI?
9. What changes or improvements do you anticipate making next year?
10. Please describe any differences for Cohort 1 and Cohort 2.
11. In what ways do you plan to work with school or district leadership?
12. What do you hop that schools will get out of the experience next year?
  - a. Cohort 1
  - b. Cohort 2

## APPENDIX E: WORKSHOP AND END-OF-YEAR SURVEYS (COHORT 1)

**College and Career Leadership Institute 2019-2020 (Cohort 1)**  
**August 13 and 14, 2019 Workshop**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Participant Position: \_\_\_\_\_

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. During this workshop, our team developed a post-secondary aim for this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 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"/>
4. Our team identified our High School and Beyond Plan focus for this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Our team developed initial plans to help improve our financial aid completion rates this fall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I developed a better understanding of our Latinx students' experiences within this region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Our team developed a plan to conduct empathy interviews with our Latinx students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 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"/>
9. 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"/>
10. 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"/>
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 2019-2020 (Cohort 1)**  
**December 5, 2019 Workshop**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Participant Position: \_\_\_\_\_

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. I improved my skills to advise students on technical and work-based pathways including trade, apprenticeship, military, and on-the-job training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I increased my awareness of racial bias and how it can impact student pathway advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I learned ideas for improving Financial Aid completion from other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Our team developed a plan to target students who have not completed financial aid.	<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. The facilitator contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The time working with our team supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. 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"/>
12. 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"/>
13. 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"/>

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

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

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

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

**College and Career Leadership Institute 2019-2020 (Cohort 1)**  
**March 5, 2019 Workshop**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Participant Position: \_\_\_\_\_

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. I developed an understanding of the most common barriers students face to enrolling in postsecondary through student survey and empathy interview data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Our team developed a plan to support graduating seniors with their transition to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our team developed empathy interviews questions to use for the remainder of the year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 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"/>
6. 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"/>
7. 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"/>
8. The facilitator contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The time working with our team supported 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 (2019-2020) Cohort 1

### 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 to 10 minutes to complete. This survey is anonymous, and individual answers will not be shared. If you have any questions about this survey, please feel free to contact Candace Gratama (candace@illuminateevaluation.com) from Illuminate Evaluation Services, the external research team. Thank you for participating in this survey about CCLI.

1. District Name:

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

2. School Name:

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

3. Position of person completing questionnaire:

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

4. Overall, on a scale from 1 to 10, how helpful or useful were the different aspects of CCLI for advancing your school's college and career work?

	1 (Not at all Helpful/Useful)	2	3	4	5	6	7	8	9	10 (Very Helpful/Useful)
Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-based meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource sharing (email, Padlet, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Customized school data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. I have used the CCLI Padlet (online collection of college and career advisory lessons).

- Yes
- No

6. Our team shared our student survey data with staff at some point during the school year.

- Yes
- No

7. 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:

8. Our school implemented a college and career system change this year. (e.g., added to the curriculum, changed school-wide policies, etc)

Yes

No

If yes, please describe the change you implemented:

9. 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 improvement and indicator:

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Our college and career team 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/student barriers and inform our strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through empathy interviews, our college and career team understands how our students navigate the college and career process and supports.	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Our college and career team used our student survey and empathy interview 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"/>
Our team developed strategies to address our root causes/student barriers (e.g., reasons students are not enrolling in postsecondary; reason students did not complete financial aid or college applications).	<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, (e.g. curriculum, programs and events) offered at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our 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"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
High School and Beyond Planning at our school 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 team understands the elements of a strong High School and Beyond Plan.	<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 CCLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our college and career team implemented plans to support seniors' transition to postsecondary education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our schoolwide college going culture has improved since participating in CCLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our college and career system has improved since participating in CCLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. What recommendations do you have for improving CCLI (e.g., school-based team meetings, quarterly workshops)?					
<input type="text"/>					
12. In what way(s) did participating in CCLI strengthen your college and career system?					
<input type="text"/>					
13. What barriers did you face in implementing CCLI strategies this year?					
<input type="text"/>					
14. Please describe how COVID 19 has affected the end of the school year, particularly how it relates to your college and career work?					
<input type="text"/>					

15. If schools remain closed next year, in what way can CCLI program leaders support your team?

- Virtual convening with each cohort
- Virtual convening with both Cohort 1 and Cohort 2 schools
- Virtual convening by district (ALL CCLI schools within a district)
- Virtual school meetings only
- Virtual trainings
- Share college and career resources
- Develop a CCLI-specific website

16. In what way can CCLI program leaders help support you next year?

## APPENDIX F: WORKSHOP AND END-OF-YEAR SURVEYS (COHORT 2)

**College and Career Leadership Institute 2019-2020 (Cohort 2)**  
**August 15 and 16, 2019 Workshop**

District Name: \_\_\_\_\_ School Name: \_\_\_\_\_

Participant Position: \_\_\_\_\_

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. During this workshop, our team developed a post-secondary aim for this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. This workshop helped me understand King County's labor market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The College and Career Mapping exercise helped me understand my school's current college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 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"/>
6. 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"/>
7. Our team developed initial plans to help improve our financial aid completion rates this fall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 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"/>
9. 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"/>
10. 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"/>
11. 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"/>
12. The facilitator contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The time working with our team supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. 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"/>
15. 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"/>
16. 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"/>

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

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

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

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

**College and Career Leadership Institute 2019-2020 (Cohort 2)**  
**December 3, 2019 Workshop**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Participant Position: \_\_\_\_\_

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. I developed a better understanding of alumni of color and how their high school experience shaped their path.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I improved my skills to better understand how to identify, respond to and disrupt inequitable practices that are contributing to patterns of disengagement and missed postsecondary opportunities based on race.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I learned ideas for improving Financial Aid completion from other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Our team developed a plan to target students who have not completed financial aid.	<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. The facilitator contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The time working with our team supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. 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"/>
12. 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"/>
13. 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"/>

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

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

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

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

**College and Career Leadership Institute 2019-2020 (Cohort 2)**  
**March 3, 2019 Workshop**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Participant Position: \_\_\_\_\_

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. I developed an understanding of the most common barriers students face to enrolling in postsecondary through student survey and empathy interview data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Our team revised our college and career system goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our team has an initial plan for starting work on our college and career system goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Our team developed empathy interviews questions to use for the remainder of the year.	<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. The facilitator contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The time working with our team supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. 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"/>
12. 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"/>
13. 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"/>

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

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

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

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

|

## College and Career Leadership Institute (2019-2020) Cohort 2

### 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 to 10 minutes to complete. This survey is anonymous, and individual answers will not be shared. If you have any questions about this survey, please feel free to contact Candace Gratama (candace@illuminateevaluation.com) from Illuminate Evaluation Services, the external research team. Thank you for participating in this survey about CCLI.**

**1. District Name:**

- Auburn
- Federal Way
- Highline
- Kent
- Seattle

**2. School Name:**

- Auburn Mountainview
- Auburn Riverside
- Decatur
- Kentlake
- Kentridge
- Rainier Beach
- Todd Beamer
- Tyee

**3. Position of person completing questionnaire:**

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

4. I have used the CCLI Padlet (online collection of college and career advisory lessons).

- Yes
- No

5. Overall, on a scale from 1 to 10, how helpful or useful were the different aspects of CCLI for advancing your school's college and career work?

	1 (Not at all Helpful/Useful)	2	3	4	5	6	7	8	9	10 (Very Helpful/Useful)
Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-based meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource sharing (email, Padlet, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Customized school data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. 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:

7. Our school implemented a college and career system change this year. (e.g., added to the curriculum, changed school-wide policies, etc)

- Yes
- No

If yes, please describe the system change:

8. 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:

9. 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/student barriers and inform our strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through empathy interviews, our college and career team better understands how our students navigate the college and career process and supports.	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our college and career team used our student survey and empathy interview 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"/>
Our team developed strategies to address our root causes (e.g., reasons students are not enrolling in postsecondary; reason students did not complete financial aid or college applications).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our team has implemented a quick win 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"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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, (e.g. curriculum, programs and events) offered at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our 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"/>
Our staff understands more about what is involved in building a college and career system because of our participation in CCLI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our schoolwide college going culture has improved since participating in CCLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our college and career system has improved since participating in CCLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. What recommendations do you have for improving CCLI (e.g., school-based team meetings, quarterly workshops)?					
<input type="text"/>					
11. In what way(s) did participating in CCLI strengthen your college and career system?					
<input type="text"/>					
12. What barriers did you face in implementing CCLI strategies this year?					
<input type="text"/>					

13. Please describe how COVID 19 has affected the end of the school year, particularly as it relates to your college and career work?

14. If schools remain closed next year, in what way can CCLI program leaders support your team?

- Virtual convening with each cohort
- Virtual convening with both Cohort 1 and Cohort 2 schools
- Virtual convening by district (ALL CCLI schools within a district)
- Virtual school meetings only
- Virtual trainings
- Share college and career resources
- Develop a CCLI-specific website

15. In what way can CCLI program leaders help support you next year?