



COLLEGE AND CAREER
LEADERSHIP INSTITUTE: YEAR 4
EVALUATION REPORT

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Community Center for Education Results
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EXECUTIVE SUMMARY

CCER launched CCLI with 12 schools (Cohort 1) in the 2017-2018 school year and added 8 schools (Cohort 2) in the 2019-2020 school year. Since then, the number of schools participating each year has varied depending on the schools' alignment to CCLIs program goals and commitment to focus on improving college and career readiness systemwide. The foundational support provided through CCLI has remained the same over the past few years, including a series of workshops, school-based technical assistance meetings, resource sharing, and student and staff meetings. Over time, however, the frequency of school-based technical assistance meetings increased, and staff and student surveys, which were originally optional, are now required. In this way, all schools receive similar supports, which are consistent and differentiated based on schools' needs and areas of focus. CCLI's program goal was to help college and career teams from high schools in South Seattle and South King County improve their college and career readiness systems of support 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 4, CCLI program leaders planned to focus on the following goals:

- Build school capacity to use college pathway and postsecondary enrollment data more effectively;
- Support increased integration of local community and technical college partners into the work;
- Pilot summer melt strategies;
- Grow team lead capacity and understanding of continuous improvement methodology so that school leads can better facilitate systems-change work in the long-term; and
- Add professional learning and practice sharing opportunities for CCLI participants on key topics outside of existing full-day workshops.

However, the focus had to shift a bit because of COVID-19. In response to the pandemic, schools shifted to remote learning and school-systems were overwhelmed with the changes. In response, CCLI's focus shifted as well. The focus narrowed, and there was an emphasis to support goals already in place and to support college and career readiness virtually.

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 aim, implementing a continuous improvement process, improving college access outcomes, building ownership of college and career readiness school wide, and supporting college and career readiness virtually.

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, access resources, conduct empathy interviews, and focus on racial equity using an anti-racist lens.

PROGRAM IMPACT

The results of this evaluation were quite positive, despite facing challenges from the pandemic. Across both cohorts, the majority of CCLI participants agree their college and career system has improved (91% Cohort 1; 82% Cohort 2) and their school wide college going culture has improvement (77% Cohort 1; 73% Cohort 2) since partnering with CCLI. CCLI teams noted that they are implementing the continuous

improvement approach and using data to create strategies for improvement. Some of the system-wide strategies include providing training for teachers, adding common lessons to advisory, implementing more financial aid support, requiring financial aid completion as part of the High School and Beyond Plan (HSBP), creating virtual events, systematizing outreach to seniors, and creating a career awareness class. While slower to change, participants also report more intentionality in working with school staffs. Because of these efforts, several schools have increased financial aid completion rates, and some schools reported showing small increases in college direct rates.

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, participants met the following outcomes:

- 100% of teams revised or created a college and career map overview in previous years and continued to update and use this information for planning.
- On average 91% of Cohort 1 participants and 86% of Cohort 2 participants agreed they have increased understanding of each professional development topic in 2020-21.
- Staff members reported that they understand the college and career readiness data and root causes of student outcomes; 95% agree the CCLI team understands the staff survey results; 95% agree the team understands students' college and career outcome data; 95% agree the team understands the student survey results; 84% agree the team used the school's college and career outcome data to identify root causes and inform strategies; 79% agree the College and Career team used the staff survey data to inform professional development for staff; and 72% agree the college and career team used student survey and empathy interview data to inform strategies and make adjustments if needed.
- Cohort 1 schools reported that HSPB improved; 84% agree the College and Career team understands the elements of a strong HSBP; 81% agree HSBP at their school has improved since participating in CCLI; 76% agree the staff understands more about what is involved in High School and Beyond Planning because of CCLI.
- 100% of 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, mindset and buy-in of staff members to focus on preparing students for college and career, school and district 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, and capacity building through the continuous improvement approach. 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, we provide the following recommendations: (1) update logic model; (2) focus on transforming adult mindset and support for college and career readiness; (3) develop district administrators' capacity to support college and career readiness systemwide; (4) provide more time for schools to collaborate and share best practices; (5) differentiate support for CCLI schools, and (6) consider structure and focus for next year.

COLLEGE AND CAREER LEADERSHIP INSTITUTE: YEAR 4 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 4 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 4 are included in Appendices A to C, respectively.

EVALUATION QUESTIONS

The evaluation questions, as identified in the proposal are listed below. The evaluation is designed to be fluid, and this year, student focus groups were included to provide more information on schoolwide implementation.

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, school meetings) 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 4, CCLI provided support to two cohorts, including 11 schools from Cohort 1 and 7 schools from Cohort 2. Exhibit 1 shows the districts and schools participating.

Exhibit 1.

Participating Schools and Districts – by Cohort

PARTICIPATING SCHOOLS AND DISTRICTS		
Cohort	District	School
Cohort 1	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	
Cohort 2	Auburn School District	Auburn Mountainview 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. Because of COVID-19, all evaluation activities were conducted remotely using Zoom.

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 a focus group with CCLI program leaders to learn about implementation, successes, and challenges. Furthermore, focus groups were conducted with CCLI teams at 7 school sites (see Exhibit 2), and student groups were conducted at four of the sites. In total, 49 people participated in focus groups. Two additional Cohort 2 schools were asked to participate, but at the time of this report, they had not agreed to the request. The Focus Group Protocol is included in Appendix D.

Exhibit 2.
Focus Group Sites

FOCUS GROUP SITES		
Cohort	District	School
Cohort 1	Federal Way Public Schools	Thomas Jefferson High School*
	Kent School District	Kentwood High School
	Renton School District	Lindbergh High School*
	Seattle Public Schools	Cleveland High School*
Cohort 2	Auburn School District	Auburn Mountainview High School
	Highline School District	Tyee High School
	Kent School District	Kentlake High School*

*Student focus groups were conducted at these schools.

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 exit tickets to determine the effectiveness of the professional development, sharing of best practices among schools, and facilitated team planning time. For Cohort 1, between 82 and 88 participants completed an exit ticket after each workshop, and for Cohort 2, between 33 and 41 participants completed an exit ticket. We also attended the reflective meeting, after each workshop, where a group of facilitators shared their reflections 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 designed to focus specifically on Postsecondary/Career, with additional questions around advisory and High School and Beyond Plan (HSBP) implementation. Two additional questions were included about remote learning. The survey was administered in November through December 2020. Federal Way and Highline Public Schools administered the survey on a different schedule and added some district specific questions.

Staff Survey. CCLI school staff also completed a College and Career staff survey in September and October 2020. The staff survey aligned with the student survey.

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 and included qualitative questions to get input on needs for Year 5. The survey was administered during the final technical assistance visit. In total, 77 participants from Cohort 1 and 35 participants from Cohort 2 completed the End-of-Year survey. Exhibit 3 shows the districts, schools, and positions of people completing the End-of-Year survey by Cohort.

Exhibit 3.
Districts, Schools, and Positions of Participants Completing the End-of-Year Survey

SURVEY COMPLETION	
COHORT 1	
District	% of Sample
Auburn School District	10.4%
Federal Way Public Schools	23.4%
Highline Public Schools	2.6%
Kent School District	18.2%

Renton School District	16.9%
Seattle Public Schools	20.8%
Tukwila School District	7.8%
School	% of Sample
Auburn High School	10.4%
Cleveland High School	10.4%
Evergreen High School	2.6%
Federal Way High School	13.0%
Foster High School	7.8%
Franklin High School	10.4%
Hazen High School	11.7%
Kent-Meridian High School	9.1%
Kentwood High School	9.1%
Lindbergh High School	5.2%
Thomas Jefferson High School	10.4%
Positions	% of Sample
District Administrator	0%
School Administrator/Dean of Students	14.3%
Counselor	27.3%
Teacher	24.7%
College/Career Specialist	10.4%
Community Based Organization Representative	6.5%
Other	16.9%
COHORT 2	
District	% of Sample
Auburn School District	14.3%
Federal Way Public Schools	31.4%
Highline Public Schools	11.4%
Kent School District	34.3%
Seattle Public Schools	8.6%
School	% of Sample
Auburn Mountainview High School	14.3%
Decatur High School	20.0%
Kentlake High School	20.0%
Kentridge High School	14.3%
Rainier Beach High School	8.6%
Todd Beamer High School	11.4%
Tyee High School	11.4%
Positions	% of Sample
District Administrator	0%
School Administrator/Dean of Students	17.1%
Counselor	22.9%
Teacher	25.7%
College/Career Specialist	17.1%
Community Based Organization Representative	5.71%
Other	11.4%

EVALUATION FINDINGS

Evaluation findings are included below. Findings are organized around the research questions.

EQ #1 – WHAT ARE THE INTENDED ACTIVITIES, GOALS, AND OUTCOMES FOR PROGRAM

CCER launched CCLI with 12 schools (Cohort 1) in the 2017-2018 school year and added 8 schools (Cohort 2) in the 2019-2020 school year. Since then, the number of schools participating each year has varied depending on the schools' alignment to CCLI's program goal and commitment to focus on improving college and career readiness systemwide. CCLI's program goal and aim are identified in the sidebar.

The foundational support provided through CCLI has remained the same over the past few years, including a series of workshops, school-based technical assistance meetings, resource sharing, and student and staff meetings. Overtime, however, the frequency of school-based technical assistance meetings increased, and staff and student surveys, which were originally optional, are now required. In this way, all schools receive similar supports, which are consistent and differentiated based on schools' needs and areas of focus. According to school personnel, the consistency helps to hold them accountable and stay focused on college and career readiness throughout the year.

The identified areas of focus have changed each year with the intent of deepening the work. The stated areas of focus by year are listed below. Logic models showing the progression of the work are available in Appendices A through C.

Year 1:

- Develop a common definition for “college” that could be messaged school-wide, and outline staff contributions to the college and career readiness of their students;
- Become familiar with their school's college readiness data and use it to guide improvements to the schools college and career supports;
- Make changes to their college and career practices and policies to increase equity;
- Understand apprenticeship and technical pathways to strengthen advising for these pathways; and
- Learn how to better integrate regional/state college and career initiatives and community supports.

PROGRAM GOAL AND AIM

CCLI Program Goal

Help college and career teams from high schools in South Seattle and South King County to improve their college and career planning supports so that more students have a meaningful, high-quality high school and beyond plan and directly enroll in a postsecondary training program that aligns with their career goals.

CCLI Program Aim

By September 2021, there will be a 5% increase of school staff that believe all Black, Indigenous, and Latinx students aspire to, expect to, and are capable of going to college, and should be supported by school staff on their path.

Years 2 and 3:

- Use data to understand student outcomes, explore root causes of college access barriers experienced by students, and set targets for their school;
- Learn to use a continuous improvement approach to identify strategies, implement them, evaluate their effectiveness and make changes;
- Focus on improving college access outcomes that are predictive of postsecondary enrollment and success. Examples of college access indicators include measures like knowledge of financial aid¹ and having a postsecondary plan in place; and
- Build ownership of college and career readiness in their school building.

Year 4:

- Build school capacity to use college pathway and postsecondary enrollment data more effectively;
- Support increased integration of local community and technical college partners into the work;
- Pilot summer melt strategies;
- Grow team lead capacity and understanding of continuous improvement methodology so that school leads can better facilitate systems-change work in the long-term; and
- Add professional learning and practice sharing opportunities for CCLI participants on key topics outside of existing full-day workshops.

In Year 4, however, the focus had to shift a bit because of the COVID-19 pandemic. In response to the pandemic, schools shifted to remote learning and school-systems were overwhelmed with the changes. CCLI’s focus shifted as well. The focus narrowed, and there was an emphasis to support goals already in place and to support college and career readiness virtually. A program leader shared, “I think we read what schools needed, and we shifted the goals to match their needs.” Another explained,

The goals stated in Year 4 were clear, but we were not able to do everything because of COVID-19. This year, I think the unspoken goal was how to maintain momentum with virtual learning of college and career work and continue with the goals we have in place, such as changing direct enrollment and financial aid, as a priority. We had to acknowledge we just couldn’t do summer melt work.

CCLI team members agreed with this focus, explaining that CCLI helped to keep them focused on students and accountable to their goals within the remote learning environment. A team member shared, “CCLI meets schools where they are to improve their college and career delivery. They tailor their program to improve schools and access.” Another commented, “They do a nice job holding us accountable to our goals. There is someone checking in to say where are you at and where are you going. The data is super helpful. Their main goal is helping us improve our college and career goals.”

CCLI Team Member Perspective

We are making certain we are directing students to post-secondary options. We are in the middle of a pandemic, and we had hurdles of not talking to them in person and check in like we normally would. CCLI has enabled us to continue to make those connections through empathy interviews, events, and opportunities to learn about college and career and to learn about [financial aid] and making certain they are prepared.

¹ Throughout the report, the term financial aid is used generally to refer to FAFSA and WASFA. However, data was only available related to FAFSA.

Moving forward, however, school personnel and CCLI leaders noted a desire to continue to deepen their work and move beyond financial aid. While program leaders are uncertain if the program will be in-person, virtual, or hybrid, they are committed to building out college application tracking and focusing on summer melt, while continuing to work on adult mindsets. School teams, particularly those that have exceeded their financial aid goals and worked on school culture agreed, indicating they would like to work on post-high school support and summer melt.

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 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. More broadly, the CCER staff is also expanding their capacity by using the same processes across different initiatives and with different schools.

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 4. The qualitative results include write-in information from the surveys as well as focus groups with CCLI teams. Summarizing the support, a participant explained, “They always help to bring this back to our focus. Having the set time is meaningful, even in a pandemic.”

CCLI TEAM

Each school developed a CCLI team, a multi-disciplinary group, which may include building administrators, counselors, teachers, college and career specialists, community-based organization representatives, and others, such as district representatives. The teams work collaboratively during workshops and onsite school-based technical assistance meetings to plan and lead the initiative and share information with the larger school staff. The multidisciplinary team helps to build awareness that supporting college and career readiness is everyone’s responsibility, and team members reported that there is more sharing of responsibility internally, as well. One person explained, “In years past, our college and career center and counseling center operated independently. Now we are more cooperative. Having teachers on the team helps teachers gain perspective and helps us tailor staff buy-in attempts to make this a whole school effort.”

CCLI Program Leader Perspective

This year, we were successful in building trust, and teams have spoken up and discussed tough topics. They are more specific in their needs, and they are creating their own agenda rather than us.

The CCLI teams have strengthened over time. There is more trust across teams, less reliance on CCLI program leaders to direct the conversation, and team leads build the agenda collaboratively with CCLI program leaders. While previously some teams were meeting between school-based technical assistance meetings, since the pandemic, many teams created subcommittees to support different initiatives while managing time. A team member shared, “What I appreciate about this group is that we build off the strengths and we work on

student needs. In the pandemic, we have had to be creative. Meeting monthly, we stay on the same page, and we reevaluate what we need to do and what the students need.” A CCLI program leader

noted, “We are seeing amazing people who are doing amazing things. They are prioritizing the work and students’ needs. There is a commitment.”

Although teams continue to improve, concerns remain. For example, when team members, particularly administrators, miss workshops or school-based technical assistance meetings or when membership changes, teams have more difficulty making progress.

USING DATA TO UNDERSTAND STUDENT OUTCOMES

CCLI teams use a variety of data points to understand needs, to set aims, to develop initiatives, to address staff knowledge gaps, and to develop an urgency across the staff. Perception data, such as the College and Career Climate Surveys for students and staff, as well as empathy interviews have driven some of the professional development efforts. One person shared,

Having the data and meeting as a team with different people that see different things helps us see a bigger picture as educators, and we are able to work with students that need the resources. We know people need more resources and some people aren’t confident doing this work. This has helped us to identify the weak spots and address those needs.

Outcome data, such as post-secondary enrollment and financial aid completion rates have been useful to teams to help them set targets and monitor progress. In addition, this data combined with perception data, has been useful in shifting adult mindsets. One person shared,

Since we began, we have shifted into a college and career going school that has showed positive data. That has strengthened and led our educators to have a shift in focus. That has helped to build the school culture of college going and how educators in our building help students attain the goals.

IDENTIFICATION OF A SCHOOL AIM

During the first workshop, teams reviewed data and developed their aim for the school year. Teams used this aim to develop plans and priorities for the year. This was a focus for the school-based technical assistance meetings, and time was provided during additional workshops for planning. Teams had real time data for financial aid completions, and they became more adept at using this data. Some examples of strategies implemented this year, included financial aid nights where students could complete the form onsite, homeroom lessons by grade level, parent and student sessions led in Spanish, and tracking and connecting seniors to colleges. One person shared, “CCLI helped us to organize, develop a goal, use and track data to form interventions and processes put in place, and to make adjustments when things worked and when things did not.”

Exhibit 4 shows the aims for each school. The first two columns relate to direct post-secondary enrollment, while the last column relates to financial aid completion. The first percentage within each cell is where schools currently are (the direct post-secondary enrollment rate is for 2019 and the financial aid completion rate is for the 2019-2020 school year), and the second number is their aim for 2020-2021. Only a few schools changed their aim from the previous school year. Bolded numbers represent an increase in the direct enrollment rate and completion rate from 2018 (direct enrollment) and 2018-2019 (FAFSA completion rate) though most did not meet the aim.

Exhibit 4.
School Level Aims

SCHOOL AIMS			
	Direct Post-Secondary Enrollment		Financial Aid
	Aim (Overall)	Aim (Latinx)	Aim Completion
COHORT 1 SCHOOLS			
Auburn High School	45% to 50%	35% to 41%	53% to 59%
Cleveland High School	82% to 85%	53% to 75%	94% to 90% (min)
Evergreen High School	54% to 80%	42% to 65%	61% to 80%
Federal Way High School	55% to 62%	55% to 62%	83% to 84%
Foster High School	64% to 60% (min)	48% to 56%	80% to 75% (min)
Franklin High School	68% to 60%	79% to 80%	86% to 85% (min)
Hazen High School	72% to 75%	49% to 60%	68% to 70%
Kent-Meridian High School	57% to 64%	49% to 56%	61% to 68%
Kentwood High School	64% to 80%	59% to 69%	62% to 70%
Lindbergh High School	54% to 73%	56% to 81%	57% to 70%
Thomas Jefferson High School	54% to 63%	42% to 52%	81% to 74% (min)
COHORT 2 SCHOOLS			
Auburn Mountainview High School	63% to 86%	N/A	66% to 67%
Decatur High School	54% to 63%	41% to 56%	77% to 80%
Kentlake High School	61% to 73%	50% to 62%	61% to 65%
Kentridge High School	74% to 82%	N/A	67% to 90%
Rainier Beach High School	57% to 75%	N/A	78% to 75% (min)
Todd Beamer High School	56% to 65%	40% to 50%	72% to 75%
Tyee High School	54% to 64%	51% to 66%	59% to 80%

IMPLEMENTING A CONTINUOUS IMPROVEMENT APPROACH

CCLI program leaders continued to support teams using the continuous improvement goals and frameworks they have adapted in their work with the Community Design Partners consultant. The general approach involves the following steps:



During focus groups, CCLI teams talked about using data to understand a problem and to develop strategies to address root causes; however, fewer teams talked about implementing a “quick win.” This is consistent with survey data. On the End-of-Year Survey, 88% of Cohort 1 and 75% of Cohort 2 team members agreed they used the school’s college and career outcome data to identify root causes, 88% of Cohort 1 and 77% of Cohort 2 team members agreed they developed strategies to address root causes, and 69% of Cohort 1 and 72% of Cohort 2 team members reported implementing a quick win. This suggests, while teams are not describing the continuous improvement approach as part of the work, it is becoming more embedded in the system as part of the way they function. However, teams may continue needing support in identifying quick wins.

IMPROVING COLLEGE ACCESS OUTCOMES

All CCLI teams focused on improving their college access outcomes, particularly around financial aid completion, as well as other areas (e.g., direct postsecondary enrollment, Latinx enrollment). During workshops and onsite school meetings, teams set their aims and worked through the continuous improvement cycle implementing and testing strategies. CCLI teams also provided training for teachers, added common lessons to advisory, implemented more financial aid support, created virtual events, and systematized outreach to seniors. Staff members also reported that there were plans to build staff capacity, but there were difficulties due to the pandemic and less access to staff. One person commented, “We are getting support schoolwide, not just the small team but with all staff. We have been sharing and asking for their support at staff meetings, and we did a bit on the August professional development days. We started that, and we want to continue to work and improve on that.” Another said, “Financial aid has become more of a group task. We have given educational opportunities to the staff. The career center isn’t only doing it; now more staff are talking about financial aid. Our staff encourages and supports this.” Because of these changes and because teams have the tools to support the change, many CCLI team members look forward to broadening their focus beyond financial aid next year.

CCLI Team Member Perspective (School Site Made Improvements)

Something we have been talking about is that we have exceeded goals in financial aid, and we strengthened our culture. We have been successful. We need to maintain that system, and we would like to focus on another area, such as finding ways to support people after high school. That takes trust, but we would like to shift to post-high school planning.

BUILDING OWNERSHIP OF COLLEGE AND CAREER READINESS SCHOOLWIDE

CCLI Team Member Perspective

CCLI had given staff outside of the college and career office ownership over the work, shared responsibility and an envisioning of how it’s part of the work that everyone does – not just the College Access staff.

As stated in *Evaluation Question #1*, an area of focus for the year was on building staff’s capacity to use pathway and postsecondary data, and ultimately to support college and career readiness schoolwide. To this end, 97% of Cohort 1 and 88% of Cohort 2 CCLI participants reported sharing student survey data and 88% of Cohort 1 and 81% of Cohort 2 participants reported sharing staff survey data during staff meetings. Additionally, 74% of Cohort 1 and 77% of Cohort 2 participants reported that they used the data to inform

professional development, and several teams were given time during professional development days to increase staff awareness about financial aid, HSBP, and college and career readiness. In addition, some staffs received more support for implementing advisory lessons. They noted that gaps between student and staff expectations for postsecondary education is very powerful. During focus groups, participants reported that there is a growing understanding of the role each person plays in supporting college and career readiness. and in at least one school, some teachers are now pushing college and career readiness efforts into the general classroom. However, they also noted that execution of the work, and ongoing professional development, was hindered somewhat because of COVID across most schools. A CCLI program leader commented,

I think there is a very incremental creep towards getting it that all staff play a role. This is the first time I’m beginning to see this. They all have a plan to share information with their staff. We

haven't had that before. That doesn't directly serve the students but given what we are seeing in the staff and student survey, this needs to happen to get the movement we are asking for.

Teams are looking forward to continuing this focus next year, and several people suggested that additional time be dedicated during workshops and school-based meetings to focus on changing the adult mindset. Team members also suggested providing time in the March and August workshops on this effort, so school teams can adequately plan for August professional development days. One person commented, "We have done a bit of professional development last August. We started it, but we really want to continue. Every time you can get in front of staff, that helps to keep this work at the forefront, and it helps to continue the postsecondary conversation."

SUPPORTING COLLEGE AND CAREER READINESS VIRTUALLY

Because of the pandemic, CCLI program leaders as well as CCLI teams had to pivot to provide support virtually. In support of this change, CCLI program leaders also provided support through workshops and site-based meetings via zoom, and they modeled best practices for remote learning, using chat box, breakout rooms, and tools such as the Jamboard. They also provided time for school personnel to share virtual learning strategies that support college and career readiness.

CCLI teams also made several adaptations in response to this. For example, they held virtual college assemblies, with question-and-answer sessions, as well as virtual online sessions. These worked well because sessions were able to be recorded, and families and students could watch the event at another time. Another school was able to bring in student alumni panels using technology, and because it was conducted online, students attending colleges outside the greater Seattle Area, as well as community partners, were able to participate. Additionally, teachers used their asynchronous time for individual and small group check-ins. Since there were fewer issues with classroom management, these meetings were more efficient. Summarizing the benefits of virtual support, one person explained, "Recording events! Being able to record our presentations and provide to students and/or families that were not able to make the actual event has been great!"

EQ #3: WHAT COMPONENTS OF THE LEADERSHIP INSTITUTE (E.G. WORKSHOPS, TECHNICAL ASSISTANCE) HELPED TO SUPPORT THE DEVELOPMENT OF COLLEGE AND CAREER SYSTEMS?

According to CCLI participants, the CCLI structure, which includes a combination of data, large workshops, and school-based meetings, helps schools maintain focus in developing the college and career system and holds them accountable to their commitments. Additionally, the knowledge of the program leaders, relationships developed, and opportunities to collaborate with other schools helps to bring new ideas and resources to the school. A CCLI program leader explained, "We have been able to move the work forward by showing up and helping schools maintain their focus. It was about building the relationships and focusing on the task. We have collaboration and trust." CCLI participants summarized the support:

They help us to fine tune what we are trying to achieve. When we want to move from the target, it helps us to stay focused. When we need immediate tangible ideas, they bring in the information from other schools they are working with that had worked. They redirect and provide resources that has worked from other buildings.

I think their strategy and the resources they provide, is that when we have the big meeting with the big group, we are talking about our school. There are schools that have the same issues, and they can help give us ideas. We wouldn't get that information elsewhere. When we have just our team meetings, we spitball ideas, and they will align it to the data. They bring us back to the data.

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, except empathy interviews, scoring above an 8.0 (see Exhibit 5). Participants noted that empathy interviews were difficult this year because of the pandemic. On the survey, participants made comments about these components, and provided some suggestions for improvement, which are described below.

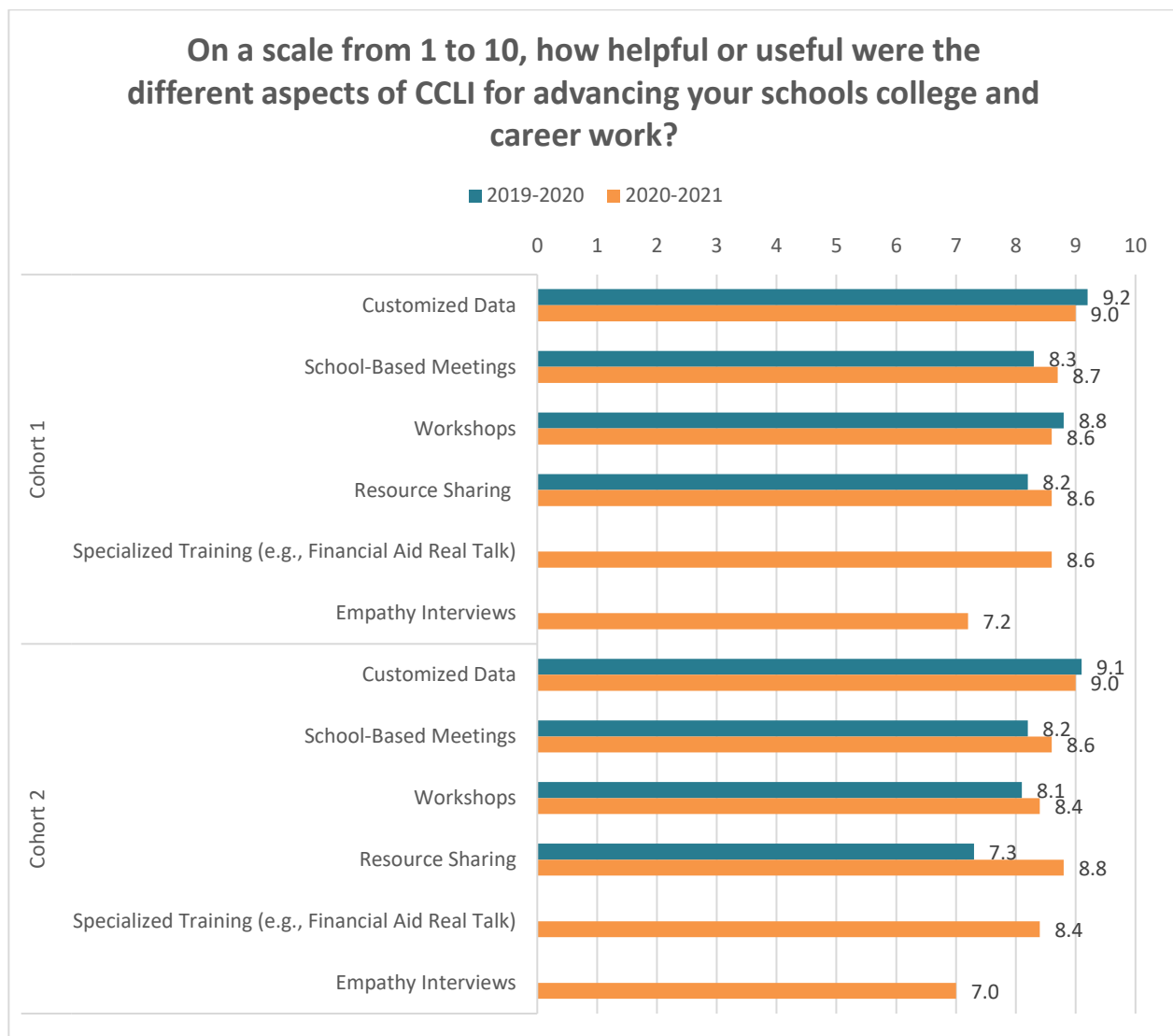


Exhibit 5. CCLI Components – Scale of 1 to 10

Data. On the End-of-Year, both cohorts identified the data as the most useful component of CCLI. This year, CCLI program leaders transitioned to Tableau, increasing access to participants. The data can be disaggregated by gender, race/ethnicity, grade, first generation college student, and Running Start participation, and can be analyzed over time. Additionally, CCER built out run charts, using real time financial aid completion data over time, and shared additional data resources as well. The ease of use and access helped teams become more data savvy. A CCLI program leader commented, “I believe CCLI brings teams reliable, easy to read data. Teams believe the data and are willing to learn and make changes based on it. Seeing the data and building relationships, they trust it, and can digest it.”

According to CCLI team members, they have used the data to develop interventions and to help change the mindset of staff members. They reported that the data, combined with CCLI facilitation, helps to them keep them focused. One person shared, “We aren’t just picking out what we need to do. We analyze data we receive from students and use it to make decisions.” Another shared, “Data gave us a focus and helped us pivot to the higher needs, especially when there were gaps. That helped us to refocus and have a direction.”

Moving forward, CCLI participants requested that they would like to have more training on how to use Tableau. While some found it easy, others noted they were struggling. Further, while they appreciate the presentations at the large workshops, they also noted that they need more team time to really understand and analyze the data during those sessions. Finally, participants from all schools requested more post-secondary data to demonstrate participation in careers or apprenticeships. If that data are not available, they suggested putting together panels to learn about that experience.

Workshops. Staff members participated in one day regional workshops in August (two-days for Cohort 2), December, and March. The regional workshops were designed to build foundational knowledge sequentially, providing time for participants to use data, set their aims, and plan as a team with a focus on financial aid planning, college application tracking, and adult mindset. Additional opportunities were provided, such as connecting with students virtually and learning about technical and work-based pathways. To build capacity, Cohort 1 schools originally did not have facilitators; however, by December, there was a shift and facilitators worked with Cohort 1 schools, as well. The facilitators help guide difficult conversations around race and equity and had a deep knowledge of the data. Finally, there is time to collaborate and learn from other schools. On the End-of-Year Survey, 56% of Cohort 1 and 61% of Cohort 2 participants reported that they identified a best practice they learned from another school, which they plan to implement. Describing the workshops, one person said, “Hearing and receiving shared experiences and resources helps with morale - knowing we're not alone in specific struggles at our schools. It brings our team together to work collectively and utilize our resources when creating plans on how to address those struggles.”

CCLI Team Member Perspective

I love the big school meetings, so we can learn from all the other schools. For me, that is tangible, and we know we can do it, and I don't have to think it up. CCLI provides that framework. Then we follow-up with our school meetings, and [person's name] is great at keeping us on the path. In previous years, we got to go to the colleges and learn about their program. I miss those opportunities.

Because of the pandemic, workshops were held remotely over Zoom and meetings were shortened to half a day. As a result, attendance increased, and administrators and teachers were able to participate more consistently, which was a benefit. However, participants reported that they missed having in-person meetings, as that gave them an opportunity to learn more about programming at two-year colleges. Further, they noted that there were fewer opportunities for cross-school sharing and building “genuine” relationships. While, as demonstrated above, school personnel shared and implemented best practices from other schools, this represents a 5 percentage-point decrease from last year and is likely because of the virtual environment. In addition, while some participants reported that the virtual workshops were engaging, others noted that they struggled maintaining focus and missed the in-person interaction. When asked for their preference for workshops next year, several suggested a hybrid model, where they can take advantage of the benefits of a virtual workshop (increased attendance), but also have opportunities to have greater collaboration across schools and learn more about the two-year college environment.

Focus group participants also made other recommendations for the workshops. Notably, they suggested the following topics: (1) changing adult mindsets; (2) decreasing summer melt; (3) focusing more on apprenticeships, community colleges, and other technical programs; and (4) learning from alumni. In addition, during the March workshop, participants suggested focus on planning for next year, as they can use that time to discuss August professional development days. Doing this in August is often too late. Finally, participants suggested less of a focus on financial aid completion, as many people reported competence in that area and pushing college tracking and summer melt.

[School-Based Meetings/Onsite Technical Assistance](#). School based meetings occur in months between workshops, and CCLI teams work with CCLI program leaders for more focused, in-depth planning. Over time, program leaders have developed strong relationships with CCLI teams, which helps them push the conversation and provide the accountability needed. A program leader shared,

They are asking us to push them, and because of the relationship we have built, we can push them to the next steps. We help to guide them towards an answer. If we didn't have that relationship with them, I'm assuming they wouldn't be as far along at the moment.

CCLI Team Member Perspective

I felt an improvement this year in the school meetings. Previously, meetings were very scripted, and we didn't have as much say. This was a definite shift, and there was freedom in planning. They have helped us shape the agenda and focus. They brought insight into our meetings because at times we could think about how we do it and not think outside the box. They keep us on time, stay in focus, and bring in ideas of what other districts are doing. However, it is customized to our school.

In previous years, CCLI teams relied on program leaders to build an agenda, facilitate the meetings, and hold them accountable. However, this year, there was a shift in responses, with school teams taking more ownership and responsibility for the site-based meetings, noting that it was a collaborative effort. One person said, “I love that they reach out to us to build an agenda. It is based on our needs. They make it fun and keep us on track. They keep us organized, moving, and motivated.” Participants also agreed that it was helpful having all documents and notes available on Google Drive, which they used frequently. Because of this, there were no suggestions for improvement.

[Resource Sharing](#). CCLI school teams noted that they have access to more resources because of their participation. Some of the resources include ideas from other schools, templates and materials, as well

as lessons, such as the College Knowledge lessons. On the End-of-Year Survey, 49% of Cohort 1 participants and 59% of Cohort 2 participants reported that they had used the College Knowledge lessons. One person shared, “The College Knowledge materials are so valuable. They are research-based, and we can use them to build out advisory lessons.” Summarizing the value of the resources, one person shared, “When we need immediate tangible ideas, they bring in information from other schools they are working with. They redirect us and provide resources to help us build on our ideas. We don’t have to spend time looking for it.”

Specialized Training. CCLI program leaders provided specialized training, such as Financial Aid Real Talk and White Caucuses. While focus group participants did not discuss these trainings, it is evident from survey responses that participants from both cohorts found these to be valuable.

Empathy Interviews. CCLI has focused on student voice, listening to what students need and connecting with and supporting students based on these needs. Previously CCLI program leaders held listening sessions, and this year both cohorts conducted empathy interviews. Last year, this was a focus for Cohort 1. The empathy interviews targeted students of color, with a grade point average of 2.5 to 3.0. According to team members, the empathy interviews helped them connect with students, develop relationships, learn about students’ needs, and use student voice to develop strategies. One person shared, “I love the empathy interviews. I can connect with students and get more context on their needs.” Students who participated enjoyed the empathy interviews and found them interesting, but they also noted they would like more youth involved, as they sometimes felt singled out. One empathy interview participant commented, “I like having a conversation about what needs to happen. I would just like more check-ins with more students involved.”

CCLI participants noted that conducting empathy interviews was challenging this year because of the virtual environment, and this may be the reason that participants ratings of empathy interviews fell below a mean score of 8. CCLI team members reported that it was more difficult connecting with students, and some students did not participate this year. In some cases, participants emailed students questions, rather than conducting the interviews. In addition, some CCLI team members felt that the questions were repetitive, which stilted the conversation, and participants were not certain if they could go off-script. Because of the limited data, they also raised concerns about spending too much time during school-based meetings on the empathy interviews. Overall, while participants felt empathy interviews were valuable, they had some questions about the value given the challenges and time commitment. One person summarized, “When we have been able to do them, it is good to have a consistent adult asking for their needs and making space for the voice, concerns, and perspectives. When they came, they were productive. It was difficult because of everything they are balancing.”

Racial Equity. Across all components of CCLI, program leaders maintained a focus on racial equity, using an anti-racist lens. They modeled this by doing Land Acknowledgements, sharing Black Lives Matter and Black Futures Matter statements, offering a White Caucus Group, and focusing conversations on race. CCLI team members appreciated this deep focus, noting that they were able to have difficult conversations because of the deep relationships developed amongst their team and program leaders. In addition, because of this

CCLI Program Leader Perspective

I think it is a gift that this team brings. We say school does not work for students of color, and we name racism, and we say this is real. We do not have an answer, but we are naming it and working on it.

work, CCLI teams are setting Aims for Latinx students, who had the lowest direct postsecondary enrollment rates, and are focusing empathy interviews on students of color.

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, COVID-19 presented the biggest challenge for the 2020-2021 school year. Throughout most of the year, students participated in remote learning, but by March 2021, schools were beginning to transition to a hybrid model. Because of the pandemic, CCLI leaders changed the areas of focus. For example, application tracking and summer melt work were set aside, while time was allotted for schools to share and understand best practices for remote learning. There were other issues related to the pandemic, as well. CCLI participants noted they had less access to other staff, and had more difficulty communicating with students and parents. This impacted participants' ability to conduct

CCLI Team Member Perspective
Our community is such an "in-person" community. Face-to-face interactions are much more powerful and effective, and it has been tough to find ways to reach out, support, educate without that.

empathy interviews. Additionally, per staff reports, attendance for advisory decreased, particularly in schools where students do not receive credit for participation. Furthermore, participants from several schools noted that students were planning on taking a "gap year" to ensure colleges were back to in-person instruction. Ultimately, they believe this will impact their college direct rate. One participant summarized, "Reaching students who need to complete [financial aid] or even to do empathy interviews was a huge challenge this year." Another said, "So many kids plan to join the work force. They put off applying for FAFSA/WASFA. They put off college itself for at least a year. The pandemic makes reaching kids more difficult, too."

Across both cohorts, district and school leadership was identified as either a support or hindrance to progress. CCLI team members identified supportive leaders as leadership who commits to the work, values innovation, attends meetings, provides time for team members to talk with the whole staff, and builds capacity and empowers the CCLI team. One person shared, "Our admin team is supportive, and it has allowed us to do what we want to do, which has helped us create a college going culture. No one team owns it, and we as a school take on the responsibilities." Another commented, "Our admin team thinks outside of the box, allows us to be flexible, and supports our decisions." Teams have had more difficulty when school leaders do not participate in CCLI, when there is substantial administrative change, or there is no clear commitment to the work. One person commented, "I feel that having an administrative shift was a hindrance. It takes time to get momentum." Another person shared,

It depends on the priority. If the admin isn't at the meetings, the work stalls out. They can help coordinate things. It gives us the permissions. As far as giving us time with the whole staff to emphasize anything and talk about what we are trying to get staff to know and work with the students, we still aren't getting that.

Participants noted that district leadership was also important to their success. CCLI teams feel supported when districts have a clear focus on college and career readiness, when students receive

credit for advisory, and when there is a platform for the HSBP. In districts where these are not in place, CCLI team members reported that their staff considers advisory to be an extra prep, and there is a greater challenge in being intentional and consistent in the information students receive. Because of these concerns, several participants requested that CCLI focus on developing district capacity and knowledge.

Staff buy-in continues to be a challenge. While there are examples in both cohorts, this is particularly true for Cohort 2. During focus groups, some participants reported that staff members do not believe postsecondary education is possible for their students. This is evident on the staff survey. 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 77% of students aspire to go to college (e.g., technical training/apprenticeship, 2-year, or 4-year program). This pattern has been consistent for the past two years. In addition, according to reports, teachers in some schools believe college and career readiness work should be handled by counselors or the career center. One person commented, “Next year, we really need to be intentional on building staff capacity. Our staff needs to understand that this is important. They don’t see the benefit and question if the kids will benefit.”

Finally, across both cohorts, CCLI teams with consistent membership, who equally take responsibility, and who have a climate of trust have generally made more progress. In contrast, when there is reliance on one person to implement the strategies, they make less progress. One person noted, “At [school name], there is a lack of team and no consistency in who shows up.” In addition, teams that believe they have “tried everything” and “it is out of their hands” made less progress as well.

EQ #5: WHAT KEY OUTCOMES WERE ACHIEVED THROUGH PROGRAM IMPLEMENTATION?

Across both cohorts, the majority of CCLI participants agree their college and career system has improved (91% Cohort 1; 82% Cohort 2) and their school wide college going culture has improved (77% Cohort 1; 73% Cohort 2) since partnering with CCLI. CCLI teams noted that they are implementing the continuous improvement approach and using data to create strategies for improvement. A team member shared, “We have data that shows, when we did a quick win, we had a bump in financial aid rates. We also created a postsecondary packet, and when we distributed the data on the quick win, it was significant. We use the work to get the bumps in our data.” Some of the system-wide strategies include providing training for teachers, adding common lessons to advisory, implementing more financial aid support, requiring financial aid completion as part of HSBP, creating virtual events, systematizing outreach to seniors, and creating a career awareness class. While slower to change, participants also report more intentionality in working with school staffs. One person commented, “While there is room for improvement, I think there has been an improvement in how staff view college and career readiness. It is more widely talked about, and staff are

CCLI Team Member Perspective

I feel that the entire school is become well versed in college and career readiness, and we are building staff capacity. We have consistent lessons, and we are implementing more support. By the time students are seniors, this will be in their brain and our data will improve.

aware of the requirements. It isn't great but it has gotten better." Because of these efforts, staffs across most schools reported increasing financial aid completion rates, and some schools reported showing small increases in college direct rates.

COLLEGE AND CAREER CLIMATE SURVEY (STUDENT AND STAFF)

The College and Career Climate Survey is administered each year, in November and December, to students in CCLI Schools. Over the past four years, different schools have completed the survey, and there have been some revisions, and this affects Cohort 1 results. 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, Year 3, and Year 4 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 and with items included in the staff survey.

In Year 4, 95% of students reported they wanted to go to college (e.g., technical training/apprenticeship, 2-year, or 4-year program), and this finding has remained consistent each year. Results from the survey show that fewer students have a step-by-step plan for achieving their goals or information about the requirements to apply, to be admitted, or to pay for college (see Exhibit 6 and Exhibit 7). The results are similar across both cohorts. Results have fluctuated each year, with both cohorts demonstrating a decline in the 2020-2021 school year (Year 4 for Cohort 1; Year 2 for Cohort 2). The decline is small, and may be attributed to the pandemic, as students were participating in remote instruction, and staff members reported attendance in advisory declined).

Cohort 1: Students Experience and Knowledge around College and Career Readiness

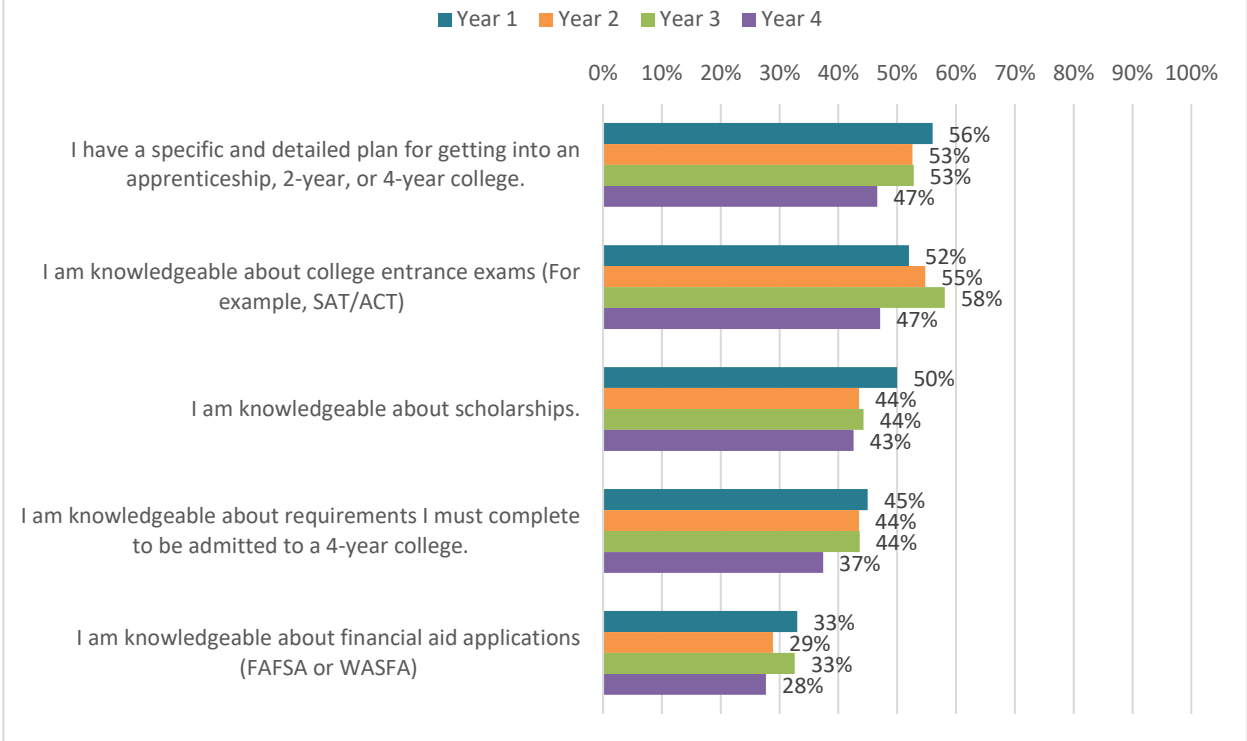


Exhibit 6. College and Career Climate Survey – Cohort 1 Students

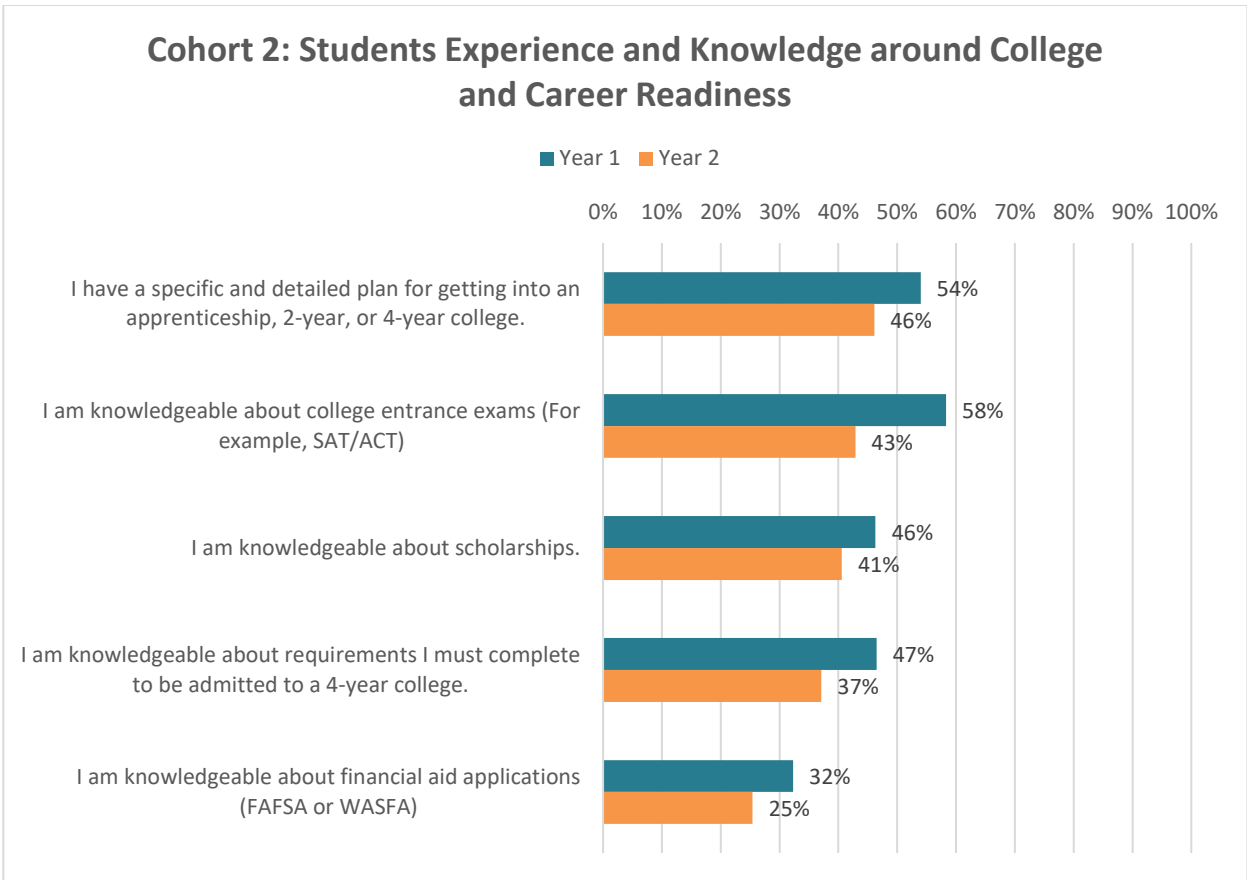


Exhibit 7. College and Career Climate Survey – Cohort 2 Students

Results from the Staff Survey, which was administered in 2019-2020 to seven schools and all schools in 2020-2021, provide more context. In 2020-2021, 67% of staff members reported they spoke to their students about college entrance requirements and 60% spoke to their students about the availability of financial aid to pay for college. These results are similar to the previous year. This provides support when only 46% 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 to their students around scholarships and financial aid applications (FAFSA or WASFA) (see Exhibit 8). The results do show that a greater percentage of staff report they are knowledgeable about FAFSA and WASFA this year compared to last year, and this may be a direct result of the CCLI focus. However, these results also show that staff members continue to need training and support around college and career readiness indicators.

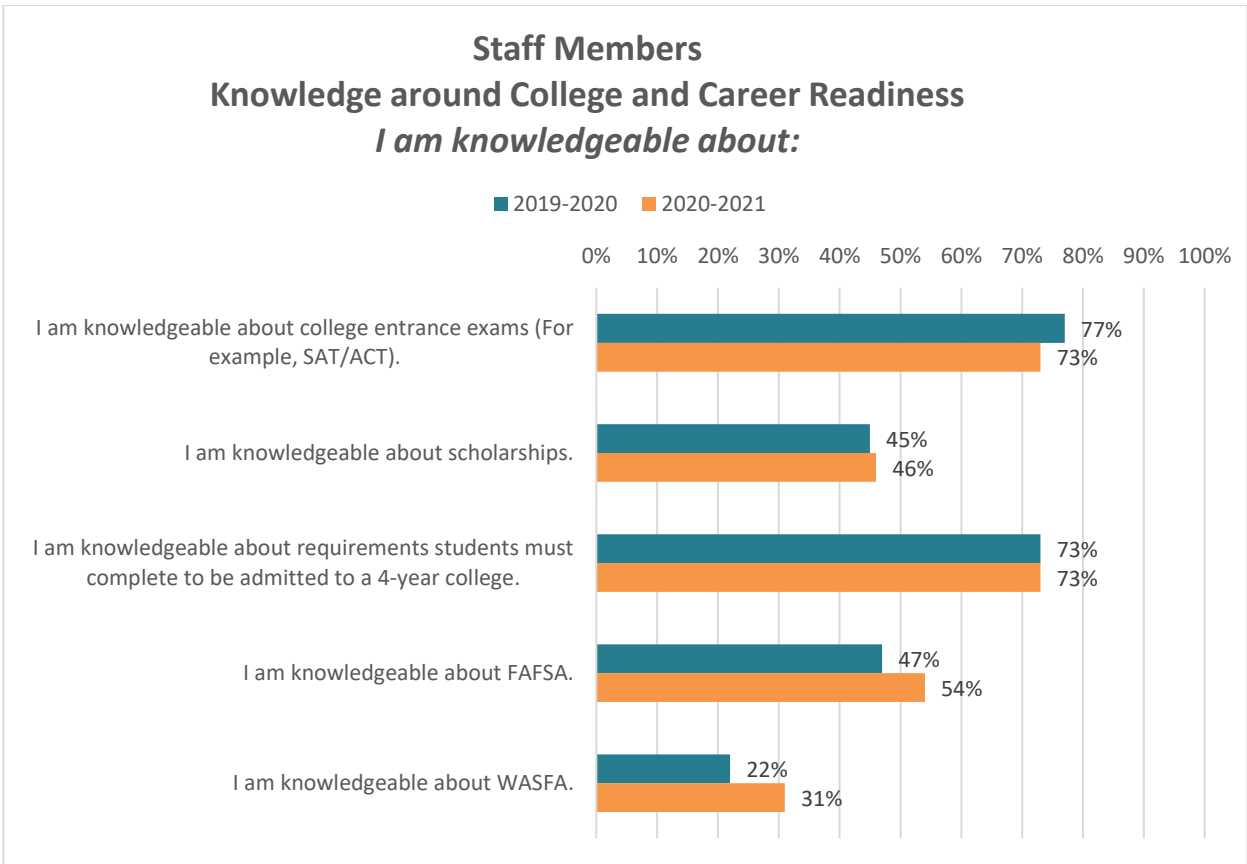




Exhibit 8. College and Career Climate Survey - Staff





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
Short Term Outcomes (After each large workshop.)	Progress Update	Target Met
80% Cohort 2 school teams have college and career system maps	In the 2019-20 school year, Cohort 1 revised and Cohort 2 developed their college and career system map. Exit tickets from both cohorts showed that greater than 80% of school teams believe the exercise helped them understand their current system. While not an explicit focus in the 2020-21 school year, both cohorts had access to this information for planning.	

100% of Cohort 1 schools complete a HSBP survey	All Cohort 1 schools completed the HSBP survey in 2019-20, which helped them develop strategies for improvement.	
80% participants indicate increased understanding of professional development topics on post-workshop surveys	<p>On average, 91% of Cohort 1 participants and 86% of Cohort 2 participants agree they have increased understanding of each professional development topic in 2020-21. Generally, level of understanding has increased over time (<i>Cohort 1 mean range 2017-18 to 2019-20: 86-91%; Cohort 2 previous mean in 2019-20: 81%</i>). There is some variation across the different workshop topics, as demonstrated below.</p> <p>COHORT 1</p> <ul style="list-style-type: none"> • 93% agree during this workshop, our team recommitted to our focus (Workshop #1) • 85% agree our team developed a plan for financial aid planning, empathy interviews, scope and sequence for the year, or application tracking (Workshop #1) • 85% agree this workshop helped me learn practices to connect with students virtually (Workshop #1) • 94% agree our team made progress developing plans around our priorities (e.g., financial aid, college application tracking, sharing staff survey data) (Workshop #2) • 97% agree our team understands our staff survey data (Workshop #2) • 94% agree our team used our staff survey data to inform and adjust our strategies, if needed (Workshop #2) • 88% agree our team developed a plan to shift adult mindsets (Workshop #3) • 95% agree our team understands our student survey data (Workshop #3) <p>COHORT 2</p> <ul style="list-style-type: none"> • 95% agree during this workshop, our team recommitted to our focus (Workshop #1) • 90% agree I improved my skills to advise students on technical and work-based pathways including trade, apprenticeship, military, and on-the-job training (Workshop #1) • 87% agree I increased my awareness of how race can impact student pathway advising (Workshop #1) • 69% agree our team developed a plan for financial aid planning, empathy interviews, scope and sequence for the year, or application tracking (Workshop #1) • 77% agree this workshop helped me learn practices to connect with students virtually (Workshop #1) • 85% agree our team made progress developing plans around our priorities (e.g., financial aid, college application tracking, sharing staff survey data) (Workshop #2) • 95% agree our team understands our staff survey data (Workshop #2) • 82% agree our team used our staff survey data to inform and adjust our strategies, if needed (Workshop #2) 	

	<ul style="list-style-type: none"> 90% agree our team developed a plan to shift adult mindsets (Workshop #3) 95% agree our team understands our student survey data (Workshop #3) 	
80% participants indicate increased understanding of their student's college and career readiness data and root causes of student outcomes	<p>Across cohorts, participants reported that they understand the college and career readiness data and root causes of student outcomes. There are some differences by the types of data.</p> <ul style="list-style-type: none"> 96% agree the college and career team understands our staff survey results (96% Cohort 1; 97% Cohort 2) 95% agree the college and career team understands our students' college and career outcome data, such as postsecondary enrollment (96% Cohort 1; 91% Cohort 2) 95% agree the college and career team understands our student survey results (99% Cohort 1; 88% Cohort 2) 84% agree the team used our school's college and career outcome data to identify root causes and inform our strategies (88% Cohort 1; 75% Cohort 2) 79% agree the college and career team used the staff survey data to inform professional development for staff (78% Cohort 1; 82% Cohort 2) 72% agree the college and career team used student survey and empathy interview data to inform our strategies and make adjustments if needed (75% Cohort 1; 64% Cohort 2) 	
100% report participation in DiscoverU on December workshop survey	On the December workshop survey, 100% of Cohort 1 school teams and 86% of Cohort 2 school teams reported participating in DiscoverU in the 2020-21 school year. Participation may have been impacted by the pandemic.	
Intermediate-Term Outcomes (After CCLI finished - June 2021)	Progress Update	
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. This continues to be one of the lowest outcomes, and two of the three indicators decreased this year.</p> <ul style="list-style-type: none"> 53% agree staff understands the importance of providing college and career supports during the school day (53% Cohort 1; 53% Cohort 2) 50% agree staff understand the college and career supports offered at their school (51% Cohort 1; 49% Cohort 2) 49% agree staff participation in supporting college and career readiness has increased this year (51% Cohort 1; 46% Cohort 2) 	
80% school teams report college and career system change improvements on post-survey	<p>100% of school teams reported implementing a system change in 2020-21. This is an improvement from the previous years. Examples include:</p> <ul style="list-style-type: none"> Provided training for teachers Added lessons (district adopted or College Knowledge) to advisory Implemented financial aid lessons into advisory Required financial aid completion as part of HSBP Added financial aid completion and college and career awareness events 	

	<ul style="list-style-type: none"> Created virtual events Systematized outreach to seniors 	
80% of CCLI Cohort 1 school teams have conducted 3 or more quick wins	69% of Cohort 1 and 72% of Cohort 2 participants agreed they implemented a quick win 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"> 84% agree the College and Career team understands the elements of a strong HSBP 81% agree HSBP at their school has improved since participating in CCLI 76% agree the staff understands more about what is involved in High School and Beyond Planning because of CCLI 	
80% of CCLI Cohort 1 schools feel they better understand the needs of their Latinx students	In 2020-21, 55% of Cohort 1 and 56% of Cohort 2 participants agree that through empathy interviews, our college and career team better understands how students navigate the college and career process and supports. This is lower than in 2019-20, and many CCLI team members reported that communication and follow-through was difficult within the remote learning environment. <i>NOTE: Empathy interviews focused on Latinx students to understand their needs.</i>	
90% of schools have seen a significant improvement in a college access indicator	100% of school teams reported making an improvement on a college access indicator in 2020-21. This is an improvement from 2019-20 when 89% of school teams reported making an improvement. Examples of improvements include: <ol style="list-style-type: none"> Financial aid completion rates Post-secondary student enrollment rates Advisory participation rates 	
90% participants identify a best practice they have learned from another school which they plan to apply	58% of participants in 2020-21 reported they identified a best practice they learned from another school, which they plan to implement. (56% Cohort 1; 61% Cohort 2). This is a decrease from the previous year, and participants noted that there were fewer opportunities within workshops to learn from other schools. Some of the practices implemented in 2020-2021 include: <ol style="list-style-type: none"> Implementing financial aid completion strategies (e.g., Money Tree, day events) Adopting a senior (Senior Launch) Providing college and career readiness information over social media Implementing new advisory lessons Conducting “You talk, we listen” groups Implementing family engagement strategies 	
75% of focus group high schools identify system improvements they have made as a result of their participation in CCLI	During focus groups, all participants identified a system improvement they made as a result of their participation in CCLI. This is consistent with survey data, as noted above. This is also an increase from previous years.	

80% of CCLI schools participate in worksite tours	Worksite tours were cancelled this year because of COVID-19. However, school personnel and students who previously participated indicated the importance of continuing worksite tours, and they hope they can continue next year. For example, a student explained, “Last year, I was able to go on a worksite tour. That helped me more than anything in identifying what I want to do in the future.”	
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A review of disaggregated survey results shows substantial differences by cohort and over time. This is discussed below. There were differences by school as well. Schools with lower results generally had less engagement in CCLI and less staff buy-in.

END-OF-YEAR SURVEY RESULTS

Exhibit 10 shows 2020-2021 End-of-Year Survey results from participating CCLI staff members for both Cohort 1 and Cohort 2. Please note, some survey items were only asked of one cohort because that component was not a focus for the other 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. Cohort 1 results are more positive on most items compared to Cohort 2. This may be because of the developmental nature of the work.

CCLI team members from both cohorts report having a high level of understanding of their data, and they use this data to improve their college and career system. There is also evidence that school teams are supporting various initiatives, such as improving the High School and Beyond Plan and supporting seniors through the transition. However, across both cohorts, fewer 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, these efforts have not permeated the full staff.

The End-of-Year Survey has changed somewhat each year. Exhibits 11 and 12 show results over time for the questions that remain the same for Cohort 1 and Cohort 2, respectively. For Cohort 1, results have generally improved since Year 1. Over time, CCLI team members agree their college and career system and schoolwide culture has improved since participating in CCLI and their college definition is communicated schoolwide. Staff members also agree they have become more proficient in understanding data and using data to identify root causes and inform strategies. However, there has been a decline in staff’s understanding of the college and career supports offered at the school, and in the staff’s messaging all postsecondary options. This decline may be attributed to COVID-19, as CCLI team members noted that communication was difficult. This also points to the need to support CCLI team members in building their staff’s capacity.

For Cohort 2, results also show important improvements over time. Like Cohort 1, there have been increases in team members agreement that their college and career system and schoolwide culture has improved since participating in CCLI and their college definition is communicated schoolwide, and these represent some of the largest gains. Cohort 2 CCLI team members also report having a strong understanding of their data and using the data to develop strategies. While there has been an increase in staff members messaging postsecondary options and understanding the importance of providing college and career supports during the day, these results remain relatively low, and may have been impacted by COVID-19. During focus groups, this was also identified as the area team members would like additional support.

2020-2021: % Agree/Strongly Agree with Each Statement

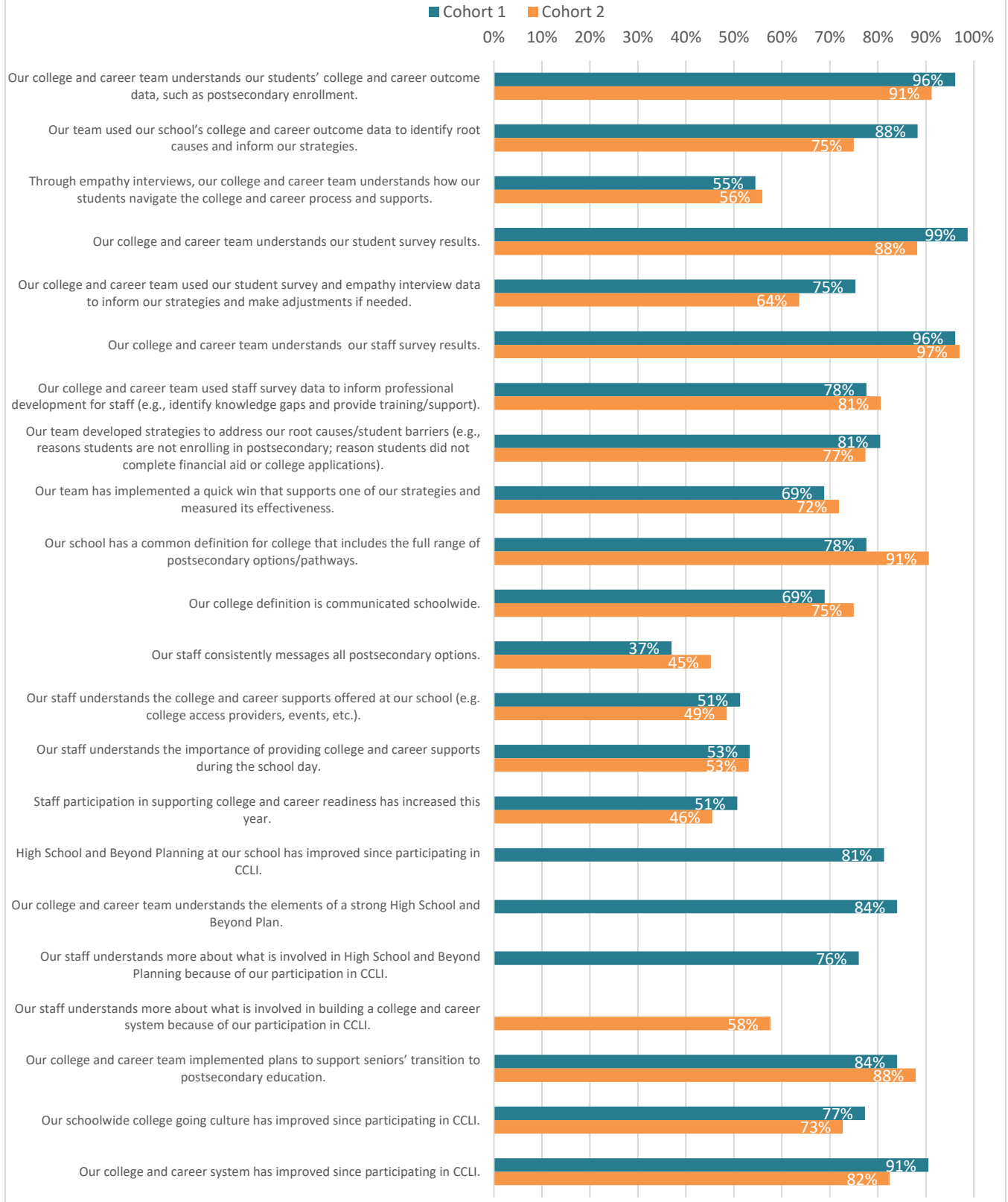


Exhibit 10. End-of-Year Survey Results

Cohort 1: % Agreed on Questions from Year 1 to Year 4

■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4

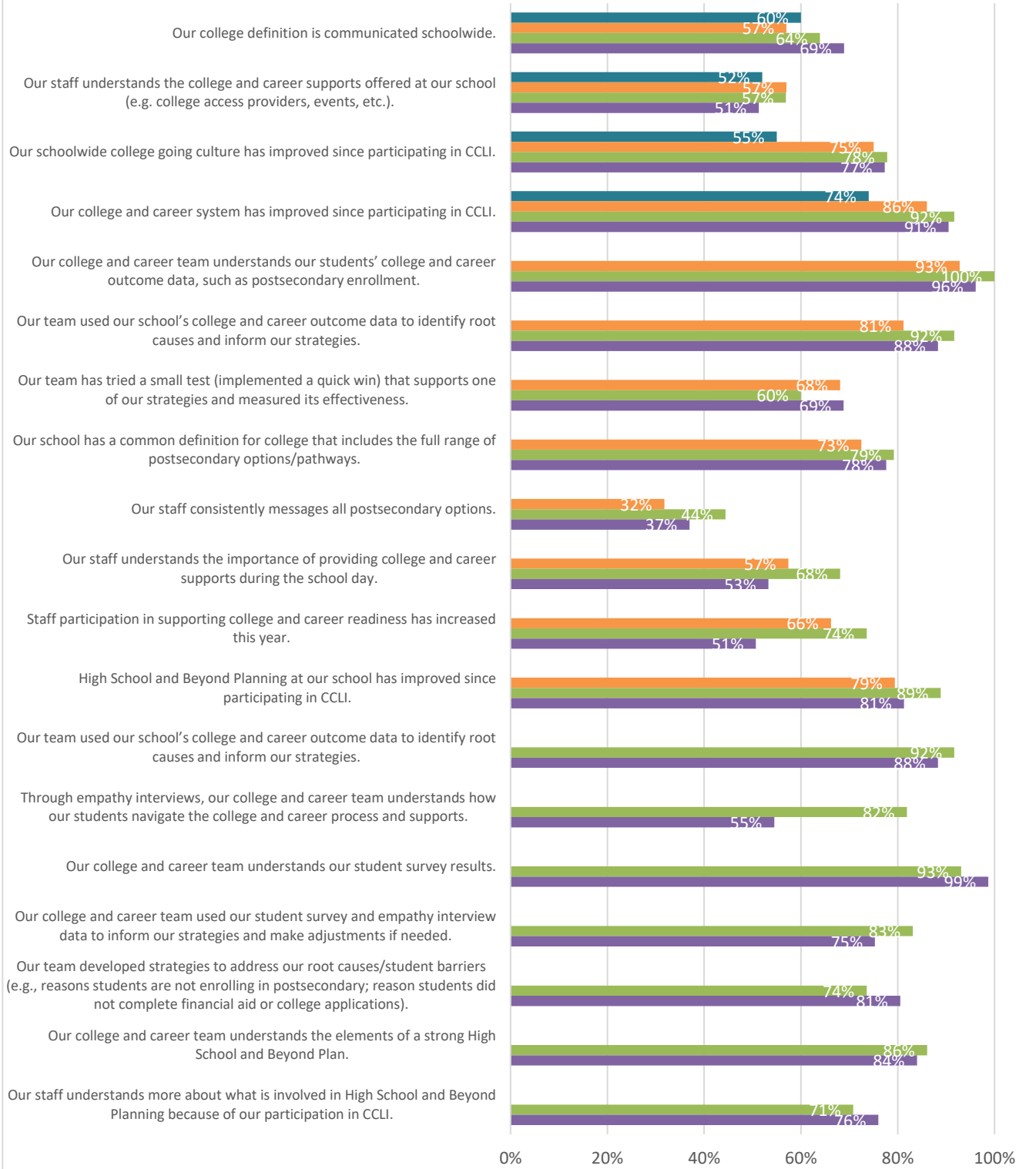


Exhibit 11. Cohort 1: Percent Agreed on End-of-Year Survey, Year 1 to Year 4

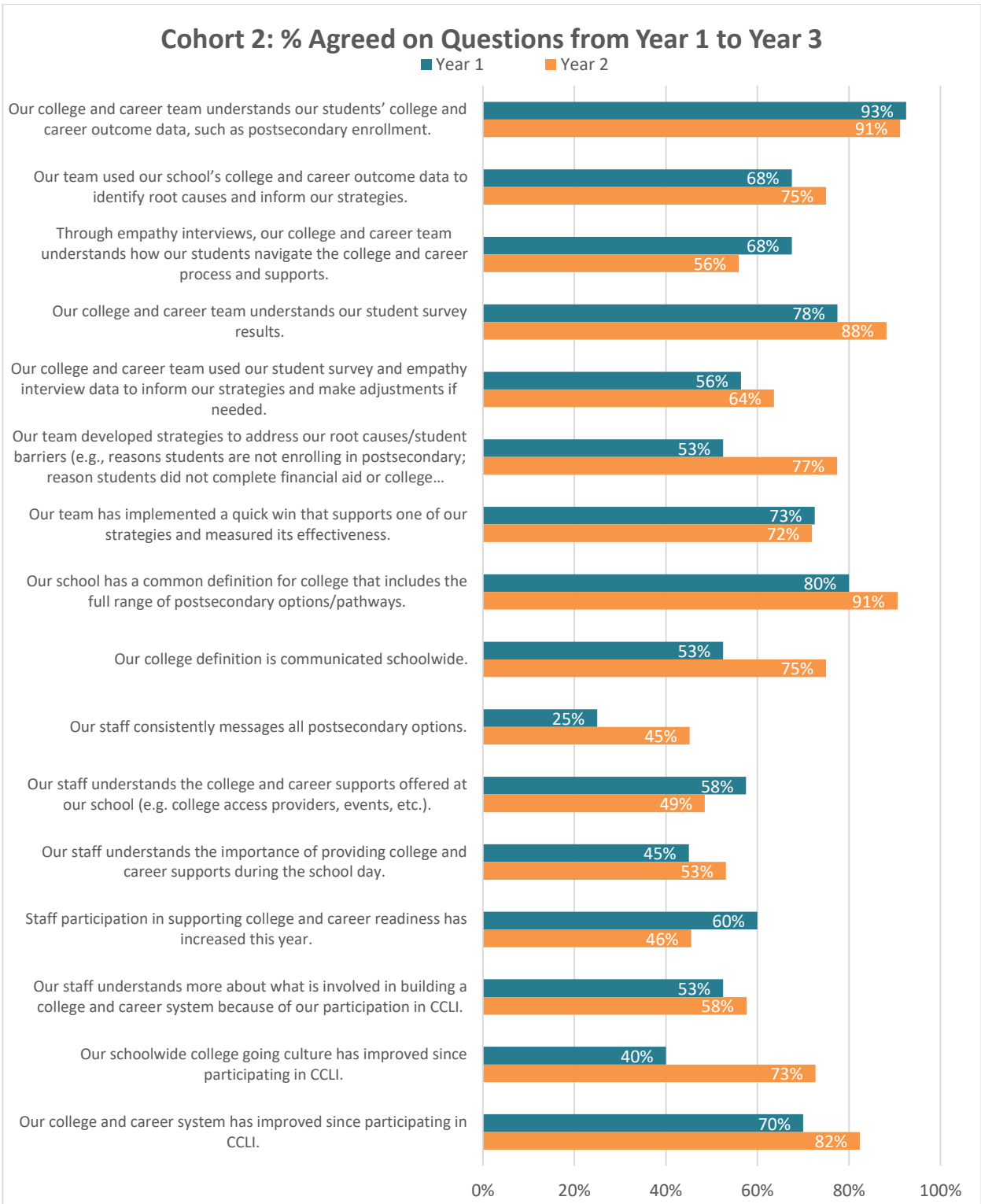


Exhibit 12. Cohort 2: Percent Agreed on End-of-Year Survey, Year 1 to Year 2

EQ #6: WHAT ARE THE EMERGING BEST PRACTICES?

CCLI was developed based on evidence-based best practices research for professional development, and program leaders continue to build their capacity by working with consultants and collaborating with a network of organizations supporting improvement through a continuous improvement cycle. Some of the key elements include a focus on adult learning; skilled and knowledgeable facilitators; regional workshops and site-based meetings with sequential support; and opportunities for team time and reflection and capacity building through the continuous improvement approach. 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. Describing this approach, one person commented,

CCLI provides just the amount of support we need. They are so knowledgeable and positive. They push our thinking, and they worked with our school with similar demographics. It is nice to have the ideas that we don't have to come up with on our own. We collaborate, and they help us think systemically. This is some of the best professional development I have ever participated in.

School teams are continuing to focus on and improve their college and career system and using the continuous improvement approach. However, because of challenges with COVID-19, it is difficult to identify school level best practices.

STUDENTS' PERSPECTIVES

Evaluators conducted focus groups over Zoom, with students representing all grade levels, from four school sites. The purpose of the focus groups was to identify current supports in place to help students become college and career ready, what they perceive as their biggest challenge as they transition to college and career, and what additional supports students need to be college and career ready. Students reported that they enjoyed participating in the focus groups. One student shared, "This is the first time we had a deep discussion, and I like having a conversation about what needs to happen."

STRENGTHS OF COLLEGE AND CAREER PREPARATION

Students identified several strengths that have helped them with college and career preparation, as well as areas for improvement. These are described below.

Focused classes and programs. Students reported that they participated in a focused class or program, such as Advancement Via Individual Determination (AVID), Life on Your Own, Freshmen Seminar, HERO, and Achievers, as examples. Across the different classes, students learned about college and career options, developed a plan to achieve their future goals, and learned important life skills (e.g., applying or jobs, building a resume, and budgeting). Students appreciated these classes because they built knowledge over a focused time and provided information relevant to their future. Students not involved in these classes reported that they had more fragmented information and were often required to do their own research. They suggested that these classes be available to all students.

College visits, worksite field trips, and college recruiters. College visits and worksites field tours, as well as visits from college recruiters, which occurred in previous years, were critical for students' college and career preparation. Students reported that opportunities to go to a college or worksite was informative and inspirational, and those experiences help students see themselves in those future roles and define their college and career goals. Similarly, being able to talk with college recruiters at the high school helped students learn about the nuances of the different colleges. Students reported that they do have opportunities to explore colleges through Zoom meetings, but they are not as helpful, as getting a first-hand experience. Students reflected: "I remember when you would get opportunities to go to a college. You would get resources and ask questions. I like having that as an option." and "I was able to go to Boeing, and I learned there was so much more you could do. We need to do more of that."

Advisory. Because of the pandemic, students shared that advisory is their primary source of college and career information this year. Students noted that the assignments help them to explore different college and career options, and some of the platforms (e.g., MaiaLearning and Naviance) help with goal setting. They described advisory as "exploratory," noting that they do not get in-depth information. However, they believe advisory provides initial direction, and they can find supplementary resources.

During focus groups, students made several suggestions to improve advisory. Students felt that their teachers should have more background knowledge of college and career readiness. For example, students from several schools commented that their teachers simply read the PowerPoint and provide limited additional information when answering questions. One student shared, "The advisory we do is pretty good, but I feel our teachers just go through the slideshow and don't know what they are teaching. They read the information, but they can't provide more information when we ask questions." Other students explained that their teachers use terms they do not understand or speak from their experience rather than talking about all options. A student commented, "They explain it in a way that they understand because they know what they are talking about. They use words I don't know. They try, but since they have done this, they don't explain it in simple terms, and they only talk about their experience." Finally, students expressed frustration at the over-reliance on using platforms such as MaiaLearning and Naviance for assignments and information noting that they are not as interesting and do not provide enough background information. A student shared,

I did Naviance, and it never really made sense to me. It taught me to make a portfolio, but I don't know why I'm making a portfolio. We have phenomenal teachers, and I think that things like learning to make a portfolio, writing essays, getting recommendations, and learning to apply for the college should be taught by our teachers. I want more communication. Those resources aren't enough, and it is overwhelming and scary to apply for college.

Support from counselors/career center. Students reported that they have access to the counseling staff and career center for additional support. They indicated that the counseling and career staff is knowledgeable and willing to help them. One student explained, "The counselors are great at our school. They are always willing to help when I have a question." However, they noted that it is difficult to get an appointment and that they would like to spend more time with them. A student shared, "It is great when we can meet with the counselors, but we need more one-on-one meetings." Several 9th grade students shared that they had not met with the counselors yet and were not familiar with this resource.

CHALLENGES OF TRANSITIONING TO COLLEGE

During the focus groups, students were also asked to describe their biggest challenge in attending college. Students identified concerns with being a first-generation college student, limited knowledge, and self-doubt.

First-Generation College Student. Students described the pressure and challenges they feel being a first-generation college student. They explained that while their parents were supportive of their desire to go to college, their parents do not have information on the steps necessary to apply for college or information about financial aid, which limited their belief that their students could go to college. A student shared, “You know and feel you have a big responsibility being the first in the family to go to college. It is overwhelming.”

Student Perspective

Knowing how to go to college is the most difficult thing. Both of my parents haven't gone. They aren't confident about applying for college or financial aid.

Limited information. Students reported that they needed more information in terms of how to get into college, and during focus groups, students shared some misunderstandings. For example, a senior shared that she wanted to attend her local two-year college; however, she thought she missed the deadline and had resigned to taking a year off. In another instance, a younger student who wants to study zoology at a four-year college, raised concerns that the high school does not offer a zoology class and wondered if she should enroll in a Skills Center.

In addition, other students felt that there was too much emphasis on college, and they wanted more information on career, apprenticeship, or other training programs. A student commented, “I would like to learn about different options. Not everyone has to go to college; it isn't for everyone. I want to graduate and get a good job. I want to know what options are out there to get a good paying job.” For example, students noted that they were interested in jobs such as a sterile processing technician, firefighter, or paramedic, which require additional training but not necessarily a college degree. However, students reported they did not understand the path to the profession.

Self-doubt. Students explained that self-doubt also contributes to some of their challenges. A student explained, “I have ideas in my head, and I know college is a lot of work. The fear is that maybe I'm not doing enough to get there.” They also indicated that sometimes teachers' comments contribute to their self-doubt, such as when teachers try to steer them to another career option or tell them to “relax” on career planning.

EQ #7: WHAT RECOMMENDATIONS EMERGE BASED ON EVALUATION FINDINGS?

CCER launched CCLI with 12 schools (Cohort 1) in the 2017-2018 school year and added 8 schools (Cohort 2) in the 2019-2020 school year. Since then, the number of schools participating each year has varied depending on the schools' alignment to CCLI's program goal and commitment to focus on improving college and career readiness systemwide. The foundational support provided through CCLI has remained the same over the past few years, including a series of workshops, school-based technical assistance meetings, resource sharing, and student and staff meetings. Over time, however, the frequency of school-based technical assistance meetings increased, and staff and student surveys,

which were originally optional, are now required. In this way, all schools receive similar supports, which are consistent and differentiated based on schools' needs and areas of focus. CCLI's program goal 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 aim by September 2021 is a 5% increase of school staff that believe all Black, Indigenous, and Latinx students aspire to, expect to, and are capable of going to college, and should be supported by school staff on their path.

The results of this evaluation were quite positive, despite facing challenges from the pandemic. Across both cohorts, the majority of CCLI participants agree their college and career system has improved (91% Cohort 1; 82% Cohort 2) and their school wide college going culture has improvement (77% Cohort 1; 73% Cohort 2) since partnering with CCLI. CCLI teams noted that they are implementing the continuous improvement approach and using data to create strategies for improvement. Some of the system-wide strategies include providing training for teachers, adding common lessons to advisory, implementing more financial aid support, requiring financial aid completion as part of HSBP, creating virtual events, systematizing outreach to seniors, and creating a career awareness class. While slower to change, participants also report more intentionality in working with school staffs. Because of these efforts, several schools have increased FAFSA completion rates, and some schools reported showing small increases in college direct rates.

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. We have also provided participants' suggestions for the 2021-2022 school year.

RECOMMENDATIONS

Update Logic Model. Because of the pandemic, combined with staffing changes, CCLI program leaders did not update the logic model. This was not a concern, given the program goals largely remained the same from last year. However, moving forward, we suggest that CCLI program leaders revisit the logic model, align it with the focus for the 2021-2022 school year, and set short-term and intermediate-term goals, in alignment with the areas of focus.

Focus on Transforming Adult Mindset and Support for College and Career Readiness. Results from surveys and focus groups show that CCLI teams continue to struggle with staff buy-in and support. While CCLI participants appreciated having more opportunities to talk about this concern at the workshop, and they reported some improvements in attitudes, they also noted that because of COVID-19, they had fewer opportunities to talk with staff. Subsequently, while beliefs may be changing, they continue to have difficulties with schoolwide support and execution of the work. To this end, participants requested more inform on how to transform adult mindset, opportunities to discuss this with schools that have been successful, and time to plan and develop professional development sessions to increase staff buy-in and support.

Furthermore, during student focus groups, students from multiple schools reported that while advisory lessons are helpful, they reported that in some cases, advisors are reading the PowerPoints, cannot

answer questions or provide more information beyond the PowerPoints, and use terms they do not understand. Because of this issue, professional development opportunities should also include capacity building for advisors.

Develop District Administrators Capacity to Support College and Career Readiness Systemwide.

Some CCLI teams reported that district leadership also hindered their improvement efforts. CCLI teams feel supported when districts have a clear focus on college and career readiness, when students receive credit for advisory, and when there is a platform for the HSBP. In districts where these are not in place, CCLI team members reported that their staff considers advisory to be an extra prep, and there is a greater challenge in being intentional and consistent in the information students receive. CCLI program leaders should consider identifying ways to build district capacity by sharing data and best practices to help districts build a college and career system.

Provide More Time for Schools to Collaborate and Share Best Practices. This year, all regional workshops were conducted over Zoom and were shortened to half-days. While program leaders used break-out rooms to provide time for sharing, this did not happen consistently across all workshops. On the End-of-Year Survey, there was a five percentage-point decrease in the number of participants who reported that they shared and implemented a best practice from another school. In the next year, consider building in opportunities during each workshop for collaboration and sharing across schools.

Differentiate Support for CCLI Schools. As schools progress through CCLI, some have made substantial changes in school culture while others continue to struggle with issues, such as leadership support, staff buy-in, and consistent implementation. Because of this issue, some CCLI teams reported that they are ready to “move to the next level,” while others noted that they need to continue their focus on financial aid completion. Because of this, CCLI program leaders should discuss ways to differentiate support across schools, particularly during large school workshops.

Consider Structure and Focus for Next Year. Planning ahead to next year, CCLI teams made some suggestions regarding the structure of CCLI and focus. While virtual learning posed some difficulties, they also noted that attendance improved, with more teachers and administrators able to engage in the workshops and school-based meetings. At the same time, team members missed face-to-face meetings. Because of this, teams suggested that CCLI program leaders develop a hybrid model that incorporates opportunities for in-person learning, while still providing some virtual learning opportunities.

CCLI team members made other recommendations for the workshops. Notably, they suggested the following topics: (1) changing adult mindsets; (2) decreasing summer melt; (3) focusing more on apprenticeships, community colleges, and other technical programs; and (4) learning from alumni. In addition, during the March workshop, participants suggested focusing on planning for next year, as they can use that time to discuss August professional development days. Doing this in August is often too late to implement the training. Finally, as mentioned above, they wanted more differentiation, as some teams reported competence in financial aid tracking, and they wanted to move the focus to college tracking or summer melt.

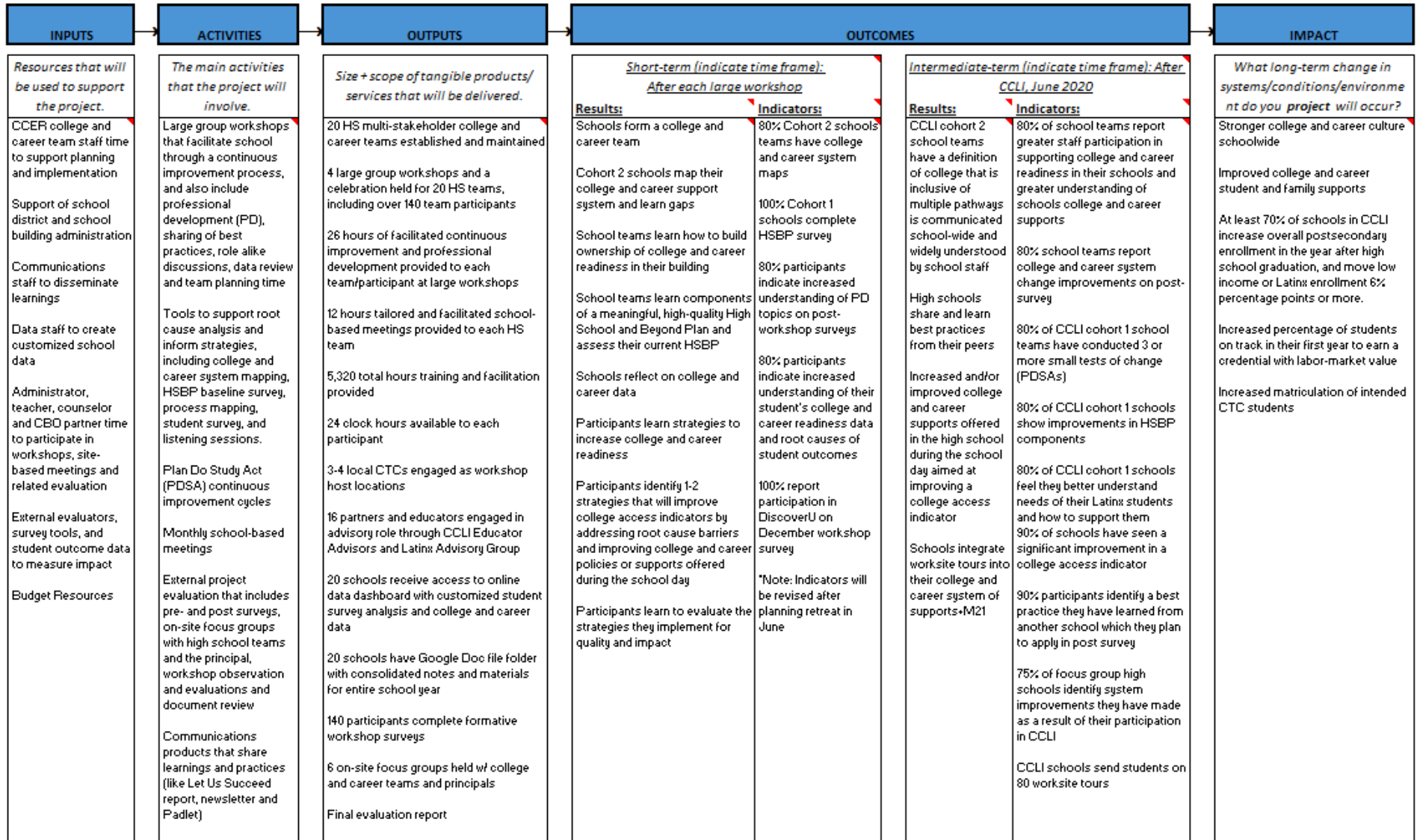
APPENDIX A: INITIAL LOGIC MODEL (YEAR 1)

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)

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"> • 9-11th graders demonstrating knowledge of financial aid • Completion of the FAFSA or WASFA • Students understanding the different college and career options available (Apprenticeship, 2-year and 4-year college) • Students knowledgeable about the requirements they must complete in high school to pursue their post-high school plan • Students who indicate an adult at school has explored post-high school career and education paths with me • 12th graders with a step-by-step plan for getting into a postsecondary program 	<p>Stronger college and career culture schoolwide</p> <p>Improved college and career student and family supports</p> <p>Increased postsecondary enrollment, particularly among students of color and low-income students</p> <p>Increased percentage of students on track in their first year to earn a credential with labor-market value</p> <p>Increased matriculation of intended CTC students</p>

APPENDIX C: REVISED LOGIC MODEL (YEAR 3 AND YEAR 4)



APPENDIX D: FOCUS GROUP PROTOCOL

COLLEGE AND CAREER LEADERSHIP INSTITUTE
PROGRAM EVALUATION – INTERVIEW/FOCUS GROUP PROTOCOLS
2020-2021

Focus group questions for the three participating groups are listed below.

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

CCLI TEAMS

1. Please describe the goals of CCLI.
2. Please describe how your CCLI works together? (e.g., meeting frequency, purpose of meetings)
3. What changes in practice or policy have you implemented to strengthen your college and career system as a result of CCLI?
4. What contextual factors have helped or hindered the improvement of your college and career system?
5. In what ways did participating in CCLI help to strengthen the development of your college and career system?
 - a. Workshops
 - b. Site-based technical assistance
 - c. Data
 - d. Empathy interviews
 - e. Other
6. What additional supports could help strengthen your college and career system?
7. In what ways is your work with CCLI helping students (specific examples)? What evidence is there that this work is contributing to students' college and career readiness?
8. What is working well within the CCLI (promising practices)? What challenges have emerged?
9. What are your plans for next year in developing your college and career system? What do you want to be different related to your college and career supports one year from now?
10. What recommendations would you make to further improve CCLI?

STUDENTS

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

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

College and Career Leadership Institute 2020-2021 (Cohort 1)

Tuesday, August 11, 2020

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 recommitted to our focus through CCLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. This workshop helped me learn practices to connect with students virtually.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our team developed a plan for financial aid planning, empathy interviews, scope and sequence for the year, or college application tracking. (Only required to complete one)	<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 time working with our team supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Cross-school knowledge sharing during this workshop contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. After participating in this workshop, I can directly apply the information I learned into my school setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I believe the information I learned from the workshop will improve our school's college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

15. Do you have any specific suggestions or feedback about the virtual components/delivery of this workshop?

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

College and Career Leadership Institute 2020-2021 (Cohort 1)
Thursday, December 3, 2020

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. Our team understands our staff survey data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Our team used our staff survey data to inform and adjust our strategies, if needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our team made progress developing plans around our priorities (e.g., financial aid, college application tracking, sharing staff survey data).	<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 time working with our team supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Cross-school knowledge sharing during this workshop contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. After participating in this workshop, I can directly apply the information I learned into my school setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I believe the information I learned from the workshop will improve our school's college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The technical assistance/coaching our team received in school-based meetings between workshops helped to advance our continuous improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Did your school implement DiscoverU activities this fall?

Yes

No

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 additional suggestions for improving future Workshops?

College and Career Leadership Institute 2020-2021 (Cohort 1)
Thursday, March 4, 2021

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. Our team understands our student survey data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Our team developed a plan to shift adult mindsets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This workshop helped further my understanding of components that contribute to student college and career readiness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I understand my role within my school's college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Our team understands our role in supporting a college and career system at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The time working with our team supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 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"/>
9. After participating in this workshop, I can directly apply the information I learned into my school setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I believe the information I learned from the workshop will improve our school's college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. 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"/>

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

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

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

15. Do you have any additional suggestions for improving future Workshops?

College and Career Leadership Institute (2020-2021) Cohort 1: End-of-Year Survey

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
- Kentwood
- 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	<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 on Tableau	<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"/>
Specialized trainings (e.g., Financial Aid Real Talk)	<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"/>
Empathy interviews	<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 College Knowledge lessons.

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

Yes

No

If yes, please describe the best practice:

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

Yes

No

If yes, please describe the change you implemented:

10. 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:

11. 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"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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"/>
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 college and career team understands our staff survey results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our college and career team used our staff survey data to inform professional development for staff (e.g., identify knowledge gaps and provide training/support).	<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 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"/>
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"/>

Strongly Disagree Disagree Neutral Agree Strongly Agree

Our college and career system has improved since participating in CCLI.



12. What recommendations do you have for improving CCLI (e.g., school-based team meetings, quarterly workshops, other relevant data)?

13. In what way(s) did participating in CCLI strengthen your college and career system?

14. What barriers did you face in implementing CCLI strategies this year?

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

16. What worked well during virtual learning that you would like to implement during in-person learning?

17. 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 2020-2021 (Cohort 2) August 12 and 13, 2020

District Name: _____ School Name: _____

Participant Position: _____

Workshop Attendance (Circle One): Attended Day 1 Only Attended Day 2 Only Attended Both Days

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 recommitted to our focus through CCLI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. This workshop helped me learn practices to connect with students virtually.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our team developed a plan for financial aid planning, empathy interviews, scope and sequence for the year, or college application tracking. (Only required to complete one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 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"/>
6. I increased my awareness of race can impact student pathway advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 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"/>
8. 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"/>
9. 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"/>
10. The facilitator contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The time working with our team supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. 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"/>
13. 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"/>
14. 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"/>

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

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

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

18. Do you have any specific suggestions or feedback about the virtual components/delivery of this workshop?

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

College and Career Leadership Institute 2020-2021 (Cohort 2)

December 1, 2020

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. Our team understands our staff survey data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Our team used our staff survey data to inform and adjust our strategies, if needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our team made progress developing plans around our priorities (e.g., financial aid, college application tracking, sharing staff survey data).	<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. 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"/>
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. Did your school implement DiscoverU activities this fall?

Yes

No

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

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

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

18. Do you have any additional suggestions for improving future Workshops?

College and Career Leadership Institute 2020-2021 (Cohort 2)
March 4, 2021

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
19. 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"/>
20. Our team understands our student survey data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Our team developed a plan to shift adult mindsets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. 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"/>
23. 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"/>
24. 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"/>
25. The facilitator contributed to our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The time working with our team supported our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. 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"/>
28. 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"/>
29. 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"/>
30. 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"/>

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

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

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

34. Do you have any additional suggestions for improving future Workshops?

College and Career Leadership Institute (2020-2021) Cohort 2: End of Year Survey

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
- 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. 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	<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 on Tableau	<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"/>
Specialize trainings (e.g., Financial Aid Real Talk)	<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"/>
Empathy Interviews	<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 College Knowledge lessons.

- Yes
 No

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

- Yes
 No

7. Our team shared staff survey data with staff at some point during the school year.

- Yes
 No

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

- Yes
 No

If yes, please describe the best practice:

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

Yes

No

If yes, please describe the system change:

10. 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:

11. 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"/>

	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 college and career team understands our staff survey results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our college and career team used our staff survey data to inform professional development for staff (e.g., identify knowledge gaps and provide training/support).	<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"/>
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"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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 checked="" 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 college and career team implemented plans to support seniors' transition to postsecondary education.	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. What recommendations do you have for improving CCLI (e.g., school-based team meetings, quarterly workshops, other relevant data)?					
<input type="text"/>					
13. In what way(s) did participating in CCLI strengthen your college and career system?					
<input type="text"/>					
14. What barriers did you face in implementing CCLI strategies this year?					
<input type="text"/>					
15. Please describe how COVID 19 has affected the school year, particularly as it relates to your college and career work?					
<input type="text"/>					

16. What worked well during virtual learning that you would like to implement during in-person learning?

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