



COLLEGE AND CAREER LEADERSHIP INSTITUTE: YEAR 5 EVALUATION REPORT

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

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EXECUTIVE SUMMARY

CCER launched 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 participating schools has varied each year depending on the schools' alignment to CCLI's program goals and commitment to focus on improving college and career readiness systemwide. For 2021-2022, 16 schools participated, and the cohort model was eliminated.

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 surveys. Over time, 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, consistent support differentiated based on schools' needs and areas of focus.

CCLI's program goal is to help college and career teams from high schools in South Seattle and South King County improve their college and career readiness systems of support 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 5, 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.

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, improving college access outcomes, and shifting adult mindsets to build ownership of college and career readiness schoolwide.

To support these efforts, CCLI participants attended workshops and participated in onsite technical assistance meetings to further develop their system. Through facilitated meetings, participants developed schoolwide goals for college and career readiness around financial aid completion and postsecondary attendance, 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, and focus on racial equity.

PROGRAM IMPACT

The results of this evaluation were quite positive. Across CCLI, 88% of participants agree their college and career system has improved and 82% agree their schoolwide college going culture has improved since partnering with CCLI. CCLI teams are using data to create strategies for improvement, and some of

the system-wide strategies include increasing support for financial aid completions, improving advisory and the high school and beyond plan (HSBP), tracking seniors and providing targeted support, providing more in-school supports, and informing parents and students about their options. They are also trying to build staff capacity for this work, but that has been more difficult. Because of these efforts, CCLI team members identified specific datapoints that have improved, which varied by school, but included increasing financial aid completion rates, closing the gap between student and teacher beliefs on surveys, increasing the number of students reporting they are connected to an adult at school, increasing number of college applications submitted, and increasing the number of students signing up for apprenticeships.

CCLI participants met or made progress toward many of their short- and intermediate-term outcomes listed in the logic model. While some were still in progress, participants met the following outcomes:

- In 2021-22, 85% to 90% of participants agreed each workshop furthered their understanding of the components that contribute to student and college and career readiness. Furthermore, 100% of school teams agreed they understand the elements of a strong college and career system.
- 100% of school teams implemented a plan to increase a college readiness indicator based on student voice, data, and school context.
- CCLI participants reported that they understand the college and career readiness data and root causes of student outcomes; 93% agree the college and career team understands our students' college and career outcome data, such as postsecondary enrollment; 93% agree the college and career team understands our student survey results; 92% agree the college and career team understands our staff survey results; 91% agree the college and career team used student survey data to inform our strategies and make adjustments if needed; 79% agree the college and career team used the staff survey data to inform professional development for staff; 76% agree the team used our school's college and career outcome data to identify root causes and inform our strategies.
- 93% of school teams reported making an improvement on a college access indicator.

CONTEXTUAL FACTORS

Several contextual factors support and hinder implementation of CCLI at the school level. These include school and district leaders' commitment and support of CCLI, mindset and buy-in of staff members, and COVID-19.

BEST PRACTICES

CCLI was developed based on evidence-based practices of professional development. Program leaders support adult learning through 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.

SUSTAINABILITY

CCLI program leaders and team members acknowledged that more support is needed to build sustainability, and they believe the model for 2022-23 will help to develop their capacity. To increase

sustainability, CCLI team members noted that they need increased leadership support, a yearlong plan aligned with the school improvement plan, access to data, and funding/resources to support the work.

RECOMMENDATIONS

Based upon the findings of this evaluation, we provide the following recommendations: (1) develop a yearlong plan; (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) improve the college and career system based on students' input; (5) develop a repository to share resources and advisory lessons, and (6) consider structure and focus for next year.

COLLEGE AND CAREER LEADERSHIP INSTITUTE: YEAR 5 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 5 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 5 are included in Appendices A to D, 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. Furthermore, a question was added about sustainability, as CCLI program leaders made changes to the model to develop more school leadership.

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 are students' perspectives about college and career readiness at their school?
8. To what extent are college and career readiness activities sustainable?
9. What recommendations emerge based on evaluation findings?

PARTICIPATING SCHOOLS

In Year 5, CCLI provided support to 16 schools. While previously the schools were divided into cohorts based upon when they began CCLI, this year all schools were combined and received similar support. Exhibit 1 shows the participating districts and schools.

Exhibit 1.
Participating Schools and Districts

PARTICIPATING SCHOOLS AND DISTRICTS	
District	School
Auburn School District	Auburn High School
	Auburn Mountainview High School
Federal Way Public Schools	Federal Way High School
	Thomas Jefferson High School
	Decatur High School
Highline Public Schools	Tyee High School
Kent School District	Kent-Meridian High School
	Kentlake High School
	Kentridge High School
	Kentwood High School
Renton School District	Hazen High School
	Lindbergh High School
Seattle Public Schools	Chief Sealth High School
	Cleveland High School
	Franklin High School
Tukwila School District	Foster High School

DATA SOURCES

The following data sources and evaluation tools were used. Because of COVID-19 protocols, all technical assistance and workshops were conducted remotely. For the evaluation site visits, a combination of in-person and remote site visits occurred in alignment with school policies and procedures.

Program documents and data. We reviewed documents pertaining to CCLI, including program descriptions, agendas, materials, 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 eight school sites (see Exhibit 2), and student groups were conducted at six of the sites. In total, 84 people participated in focus groups. The Focus Group Protocol is included in Appendix E.

Exhibit 2.
Focus Group Sites

FOCUS GROUP SITES	
District	School
Auburn School District	Auburn High School*
Federal Way Public Schools	Decatur High School
	Federal Way High School*
Kent School District	Kent-Meridian High School*
	Kentridge High School*
Renton School District	Hazen High School*
Seattle Public Schools	Chief Sealth High School*
Tukwila School District	Foster 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. Between 79 to 105 participants completed an exit ticket after each workshop. We also attended the reflective meeting, after each workshop, where facilitators shared their reflections about the workshop. A separate meeting occurred with team leads, and we received written feedback from those meetings. Workshop surveys are included in Appendix F.

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. An additional question was included about student/staff relationships. The survey was administered in November through December 2021.

Staff Survey. CCLI school staff also completed a College and Career staff survey in September and October 2021. 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 6. The survey was administered during the final technical assistance visit. In total, 75 participants completed the End-of-Year survey. Exhibit 3 shows the districts, schools, and positions of people completing the End-of-Year survey by Cohort. All participating schools received the survey link and had an opportunity to complete the End-of-Year survey. Two schools did not complete the survey, opted out of the last meeting, and determined they would not be participating in CCLI in the next year. A copy of the survey is in Appendix F.

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

SURVEY COMPLETION	
District	% of Sample
Auburn School District	18.9%
Federal Way Public Schools	18.9%
Highline Public Schools	0%
Kent School District	31.1%
Renton School District	12.2%
Seattle Public Schools	14.9%
Tukwila School District	4.1%
School	% of Sample
Auburn High School	13.3%
Auburn Mountainview High School	5.3%
Chief Sealth High School	6.7%
Cleveland High School	8.0%
Decatur High School	8.0%
Federal Way High School	4.0%
Foster High School	5.3%
Franklin High School	0%
Hazen High School	4.0%
Kent-Meridian High School	6.7%
Kentlake High School	8.0%
Kentridge High School	8.0%
Kentwood High School	8.0%
Lindbergh High School	8.0%
Thomas Jefferson High School	6.7%
Tyee High School	0%
Positions	% of Sample
District Administrator	0%
School Administrator/Dean of Students	12.3%
Counselor	28.8%
Teacher	20.6%
College/Career Specialist	16.4%
Community Based Organization Representative	5.5%
Other	16.4%

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. For 2021-2022, 16 school participated, and they participated in the workshops together, eliminating the cohort model. CCLI's program and impact goals are included 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 surveys. The frequency of school-based technical assistance meetings increased after the first year, and CCLI teams received monthly support between workshops and meetings. Further, staff and student surveys, which were originally optional became required. In this way, all schools were offered similar supports, which are consistent and differentiated based on schools' needs and areas of focus. In Year 5, some CCLI teams opted to have fewer facilitated technical assistance meetings.

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 D.

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 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 AND IMPACT GOAL

CCLI Program Goal

CCLI helps college and career teams from high schools in South Seattle and South King County improve their college and career in-school supports so that all students, particularly students of color, directly enroll in a college program that aligns to their postsecondary aspirations.

CCLI Impact Goal

In South King County, 95% of all students attend college (technical, apprenticeship, 2-year, or 4-year) that aligns with their postsecondary aspirations.

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 and 5:

- 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.

Year 5 goals remained the same as Year 4 as CCLI program leaders acknowledged that they were unable to focus on some areas in Year 4, such as summer melt, due to the COVID 19 pandemic. This year, to continue to drive change, program leaders revised their logic model (see Appendix D) and their theory of change (called the flower) to ensure that the core of their work includes learning from students and that all strategies align with program and impact goals (see Exhibit 4). On the theory of change, each of the petals include a specific area of focus, and CCLI teams can choose to work on one or more areas, depending on their data and capacity to support the work. To support the work, CCLI program leaders and teams focus on change by leading with racial equity, shifting adult mindsets, and increasing in-school supports. A project leader explained, “Our goals continue to be the same. The ultimate goal is to increase post-secondary enrollment in the region, and we support educators to change the culture in the school. We focus on adult mindsets and learning what students want.”

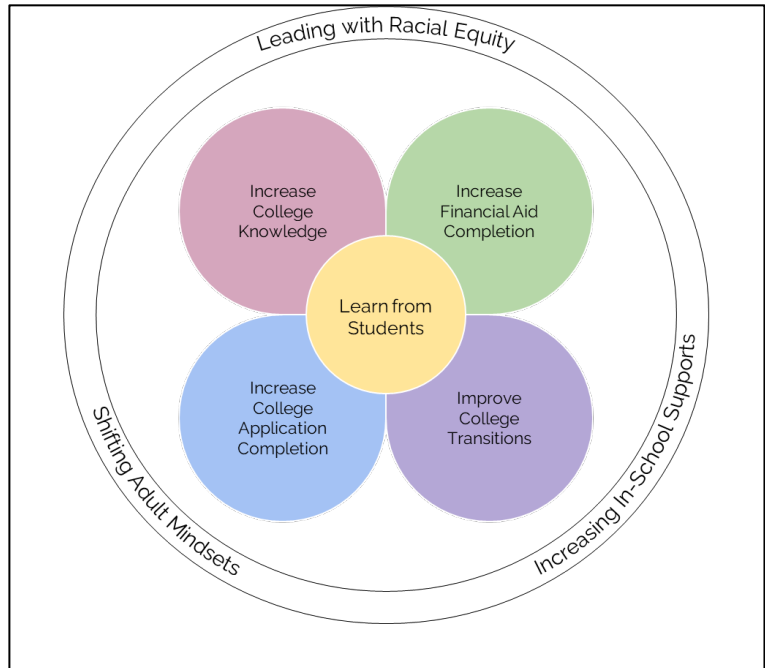


Exhibit 4. CCLI Theory of Change

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.

CCLI team members are aware of the focus and goals of CCLI. Additionally, they believe the support provided through CCLI helps keep their team committed and accountable to the goal, and that they have multiple ways to learn from students. One person commented, “CCLI is about promoting a college going culture and supporting students in those pursuits. We are removing barriers, particularly systemic and racist barriers.” Another elaborated,

CCLI Team Leader Perspective

I think what is different from CCLI compared to other efforts is to make it around what students want rather than an arbitrary goal adults set. Our team and the way we work with our teams, we have real talk. It makes it different. We want to support them as professionals.

It is about the collaboration piece, and I think CCLI allowed us to have a round table and come together and develop a plan that best supports our students. We are all on the same page, and we can come together and have the focus on the goal, have tunnel vision towards the focus, and develop strategies to achieve our goals and build the college and career [awareness] on our campus to provide the most optimal pathway. It is giving awareness to the community and teachers.

Additionally, program leaders are continuing to build capacity of the CCLI team by providing training and support to CCLI team leads through Year 5. Moving to Year 6, there will be a greater focus on sustainability, with team leads planning and facilitating more of the monthly meetings.

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 5. The qualitative results include write-in information from the surveys as well as information from focus groups with CCLI teams. Summarizing the support, a participant described,

Participating in CCLI has given us focus and guidance for advancing our college and career system. The resources shared gave us data to support our goals and action planning. Having a CCLI staff member as our school "advisor" has helped us stay on track with our actions to support student need in a way that would have been more challenging to do on our own.

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. Each team works collaboratively during workshops and onsite school-based technical assistance meetings to plan and lead the initiative and share information with the larger school staff. CCLI teams noted that the multidisciplinary team helps to build awareness that supporting college and career readiness is everyone’s responsibility and helps to distribute responsibility across the school. They noted that having teachers on the team is critical to increase staff buy-in and to understand ways to fold college and career support into the school day. However, a few teams did not have as much participation this year, largely because of the pandemic.

For example, team members at one school shared, “We don’t have teacher participation this year, and we got more done last year when they were available. ... It is hard to focus on what we can actually accomplish without teachers.” They noted that it was difficult to make changes to the HSBP without teachers contributing to the changes.

CCLI teams have continued to strengthen over time and are less reliant on CCLI program leaders. Initially, most teams only met when CCLI program leaders were facilitating a meeting. Now teams are developing their own schedules and functioning more independently. For example, one team continues to meet monthly, but CCLI program leaders do not attend each meeting. The CCLI team decided to back off on having a facilitator attend each meeting, in part because they could meet in person, and it was difficult with the facilitator being remote. They noted that because they mapped out the work at the beginning of the year, they did not need as much ongoing support. Other teams have added meetings without CCLI program leaders involved. One CCLI team meets twice a month, once with facilitation and once without. Other teams meet as a full group when CCLI program leaders facilitate and then have smaller subgroups meeting outside of the larger team. CCLI team members noted that having administrative support, a designated team lead, and trust across the team has contributed to their success. One person said, “We have a stable team, we have a clear lead, and our meetings are more meaty.”

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, have driven some of the professional development efforts and has been useful in shifting adult mindsets. One person shared,

The data we collect on surveys help us understand the needs of our students. We have shown our survey data to staff, and the most powerful thing is how many staff thinks students should go to college and the student results. We are closing the gap, and it is powerful.

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. Because this data has been useful, one district has created a data dashboard that is updated bi-weekly with financial aid data. Other CCLI team leaders discussed building in mechanisms to continue to collect and analyze this data when CCLI sunsets.

Anecdotally, CCLI program leaders noted that CCLI teams that spent more time sharing data with their respective staffs were able to “gain momentum and buy-in.” CCLI teams agreed that when they have been able to share the data, they are able to make more progress. One person shared, “I feel that even if our data isn’t where we wanted [it to be], it feels there is more staff buy-in, and they are more aware of the work because of the data.”

IDENTIFICATION OF A SCHOOL AIM

During the first workshop, teams reviewed data and developed their aim for the school year. Exhibit 5 shows the aims for each school. The first two columns relate to direct post-secondary enrollment, while the last two columns relate 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 2020-2021 school year), and the second number is their aim for 2021-2022. Only a few schools changed their aims from the previous school year. Bolded numbers represent schools that are using the same aim from the previous year. Creating an aim for financial aid submission by racial group was new, and some schools did not set an aim.

Teams used their aims 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 used their data and aims to develop strategies to support college and career readiness, such as providing financial aid workshops and supports during the school day and in the evenings, revising advisory and HSBP lessons, offering evening events for families, and providing professional development at the school.

Moving forward, CCLI participants noted that it would be helpful to spend more time developing a yearlong strategic plan to support the aims. Teams that had developed a yearlong plan believed it helped them maintain focus during their monthly meetings, and they were able to more fully focus on their goal. In contrast, teams that did not make a yearlong plan noted that they developed strategies to support their aims, but there was less cohesion, and it was more difficult to share the unified focus with staff. One person shared, “I think we need to be more coordinated and strategic. We really need to plan the year in advance and be more transparent. That would help with teacher buy-in.” Another commented, “I think we need to spend more time in August developing a plan for the year. Sometimes it feels that we are just doing activities rather than implementing a full system.”

Exhibit 5.
School Level Aims

SCHOOL AIMS				
	Direct Post-Secondary Enrollment		Financial Aid Submission	
High School	Aim (Overall)	Aim (Racial Group)	Aim (Overall)	Aim (Racial Group)
Auburn	45% to 50%	% TBD (Native American/ Pacific Islander)	41% to 48%	% TBD (Native American/ Pacific Islander)
Auburn Mountainview	60% to 66%	53% to 69% (Latinx)	54% to 60%	38% to 54% (Latinx)
Cleveland	82% to 85%	53% to 75% (Latinx)	94% to 90% (min)	N/A
Chief Sealth	73% to 85%	66% to 86% (Latinx)	55% to 75%	38% to 54% (Latinx)
Decatur	54% to 63%	41% to 56% (Latinx)	77% to 80%	N/A
Federal Way	55% to 62%	55% to 62% (Latinx)	83% to 84%	N/A
Foster	64% to 72%	% TBD (Multilingual Learners)	83% to 88%	% TBD (Multilingual Learners)
Franklin	69% to 75%	79% to 80% (Latinx)	88% to 91%	N/A
Hazen	72% to 75%	49% to 60% (Latinx)	68% to 70%	N/A
Kent-Meridian	57% to 59%	25% to 54% (Pacific Islander)	47% to 50%	13% to 54% (Pacific Islander)
Kentlake	61% to 70%	50% to 62% (Latinx)	46% to 64%	N/A
Kentridge	64% to 71%	N/A	55% to 80%	N/A
Kentwood	64% to 71%	31% to 68% (Latinx)	51% to 75%	29% to 66% (Latinx)
Lindbergh	54% to 75%	43% to 94% (Latinx)	53% to 75%	50% to 100% (Latinx)
Thomas Jefferson	54% to 63%	42% to 52% (Latinx)	81% to 74% (min)	N/A
Tyee	54% to 64%	51% to 66% (Latinx)	59% to 80%	N/A

IMPROVING COLLEGE ACCESS OUTCOMES

At the heart of the work, CCLI teams are focusing on improving college access outcomes. Financial aid completion was the initial focus, but CCLI program leaders support four areas in the framework: Increasing college knowledge, increasing financial aid completions, increasing college application completions, and supporting college transitions. Program leaders noted that they want to differentiate support depending on schools' needs, while building a comprehensive system. A CCLI program leader shared, "We have a goal of meeting schools where they are at and being flexible with the goals in the moment. We are swaying away from all schools working on the same things, having them tell us what they need, and focusing in that area."

CCLI Team Member Perspective

This is about helping schools and teams educate staff and students on opportunities available to scholars – trades, careers, college – and help them reach those options. From an equity standpoint, we are making certain to reach the ones historically underserved.

All CCLI teams continued to focus on financial aid completion because they were already building the structure, and the data was accessible and updated regularly. This included financial aid workshops, lessons in advisory, one-on-one support, and events to make financial aid more visible around the school (e.g., money tree, incentives for completing). Additionally, teams worked on increasing college knowledge by adding lessons in advisory through College Knowledge or newly developed lessons, providing more information to families, systematizing outreach and support to seniors, tracking a cohort of students (e.g., Latinx) to study what supports work, improving the HSBP, and signing students up for Seattle Promise. To support this work, they are beginning to build staff capacity by providing professional learning and providing additional support to help staff implement advisory lessons. One person commented, "A success is that we are building in more support for teachers. We have broken up the tasks, and we don't want to overwhelm them."

SHIFTING ADULT MINDSETS TO BUILD OWNERSHIP OF COLLEGE AND CAREER READINESS SCHOOLWIDE

The goal of CCLI is to increase post-secondary enrollment throughout the region, by providing in-school supports accessible to all, while supporting educators to change the culture in the school. Teams want to shift the work from separate strategies to a comprehensive system. To this end, CCLI teams are sharing data with school staffs and providing professional learning to build staff capacity and understanding of the need for this work. For example, 97% of CCLI team members reported sharing student survey data with the staff, and 90% shared staff survey data.

Schools that have shown some success at shifting mindsets have invested substantial time in reviewing the data. For example, one school did a deep dive of their survey results and college outcomes indicators to begin building staff will and knowledge to change. In addition, some schools have leadership that communicates college and career readiness is a priority, demonstrates this by providing time for the CCLI team to meet more than monthly, and provides opportunities for the team to work with the staff.

CCLI Team Member Perspective

What is most exciting is that staff beliefs are changing. We have worked so hard to support FAFSA, but we have also changed our staff's beliefs about who can go to college. This messaging has to be maintained. We can't say, 'Good, we fixed that,' because we are always onboarding new teachers.

Despite some successes, this has been one of the more difficult tasks, as some teachers do not believe it is their responsibility to provide college and career readiness information in the classroom or that it is possible for their students to attend college. Others do not have the background knowledge to provide information to their students. Further, some schools have contracts where teachers must provide time for HSBP but do not have to review it and/or do not have time to plan for advisory. In addition, CCLI teams may be given 15 minutes on an agenda to provide information but very little additional support. Finally, some districts have sent mixed messages on the priorities of college and career readiness.

To address this issue, CCLI teams recommended making this a clear focus next year, providing dedicated time during workshops and school-based meetings to focus on changing the adult mindset. For example, they wanted to hear from schools that have been successful at shifting adult mindset and wanted time to plan for professional learning. Additionally, they were hoping that additional support could be provided to school and district leaders. As one team member shared,

To sustain this work, we need our full staff to support this. We need to build content knowledge and embed the critical pieces in all the work we do. We need to lead with college and career readiness in our professional development plan and our school improvement plan. Moving this forward with our leadership is important.

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, "I think we are unique in that we have built trust with our teams that we can push them. We are also strong facilitators, so we can push the teams because we have trust and are flexible." A CCLI participant shared, "We have made gains because they provide the knowledge and support we need, we carve out time to meet, and they hold us accountable."

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. All components scored above an 8.0, an indicator of a high rating (see Exhibit 6). While some areas

scored slightly lower than last year, CCLI participants noted this was primarily related to the pandemic, which resulted in workshops and school-based meetings being held online. This will be described in more detail below.

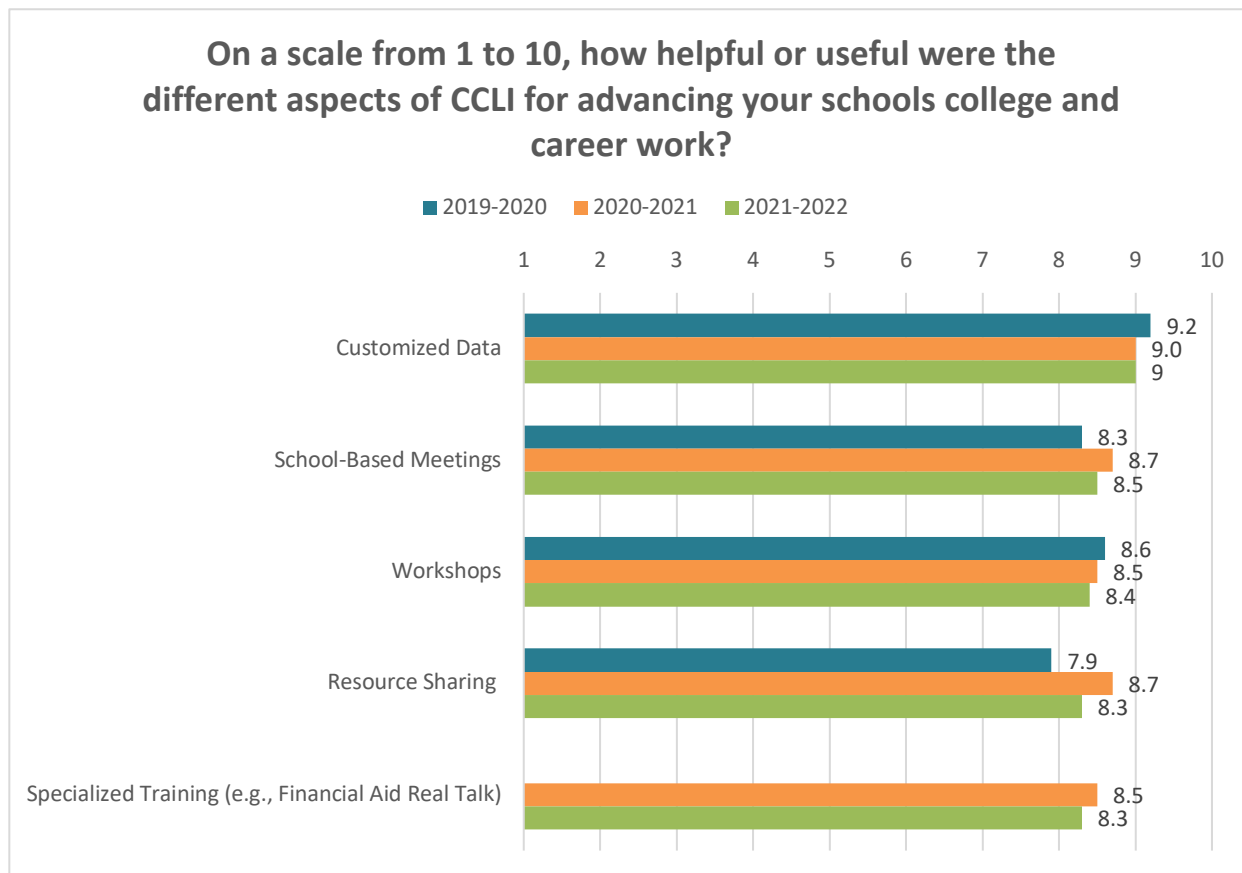


Exhibit 6. CCLI Components – Scale of 1 to 10

Data. CCLI participants continue to identify data as the most useful component of CCLI. They appreciated that the data is easy-to-read, accessible, aligned with their outcomes, can be disaggregated in meaningful ways (e.g., gender, race/ethnicity, first generation college students), and is longitudinal. One person shared, “The data is easy to track and visualize. It is good to do the breakdown of ethnicity. I am concerned about moving forward when we don’t have this data.” Another person shared, “The biggest thing moving us forward is the data and breaking it down by race.”

CCLI teams appreciate having access to the data through Tableau, and they have become more adept at using the system. They use the data to develop strategies and to target students. They also believe that data helps teachers support this work. One person said, “When we share the data, teachers respond. We can look at it and figure out what we need to do. Data is actionable as a teacher. We all want our students to succeed.”

On the End-of-Year survey, CCLI participants reported a high level of understanding and use of data. For example, 93% of CCLI team members understand their students’ college and career outcomes data, such as post-secondary enrollment, 93% understand their student survey results, 92% understand their

staff survey results, and 91% used their student survey data to inform their strategies and make adjustments. Furthermore, 79% used the staff survey data to inform professional development for staff.

Workshops. CCLI team members participated in one day regional workshops in August, December, and March. The regional workshops were designed to build foundational knowledge by sharing common data, providing times for teams to plan, and sharing strategies across the network. Exhibit 7 shows the goals for each workshop.

Exhibit 7.
Workshop Goals

WORKSHOP GOALS	
Workshop	Goals
August	<ul style="list-style-type: none"> • Understand scope of CCLI work for the year • Review updated financial aid and postsecondary enrollment data and update individual school goals, overall and by specific racial groups • Identify specific virtual practices to use during in-person learning as well • Develop action plan for staff professional development, financial aid work, and/or pathway tracking
December	<ul style="list-style-type: none"> • Share, celebrate and learn about what’s working across the network • Understand staff survey data and how it can inform plans • Make progress on team priorities (financial aid, college application tracking, and/or sharing staff survey data)
March	<ul style="list-style-type: none"> • Share, celebrate and learn about what’s working across the network • Understand student survey data and how it can inform our plans • Make progress on specific team priorities

CCLI participants appreciate the opportunities to work with other schools, noting that the large meetings “are valuable and spark ingenuity.” They also appreciate opportunities to learn from other schools, problem solve, and share ideas. Participants noted that CCLI program leaders modeled best practices for virtual learning and that teams had access to knowledgeable and trained facilitators.

Although these were valuable, CCLI team members requested that workshops return to in-person. Many participants continued to work in their school building on workshop days and were distracted by traditional school activities. Additionally, participants noted that opportunities to learn from others were “hit and miss.” Because participants were randomly placed in breakout rooms, some groupings worked where they were able to share best practices, whereas others had very little to share. One person shared, “They need to be more strategic for cross district sharing. Sometimes it is not valuable. In the last one, I was in a bad mix, with all administrators, and it wasn’t helpful and we all left.” Another said, “Having a random groups talk doesn’t work. Someone needs to be identified as the leader with something valuable to share.” Focus group results are consistent with End-of-Year survey results where 51% of participants reported that they identified a best practice they learned from another school. This indicator has decreased by approximately 5 percentage points each year of virtual workshops. One person summarized some of the difficulties with virtual workshops:

The workshops, I have struggled with being virtual. There are parts where we are together as a team, and we have the opportunity to look at new data, but some parts haven’t felt as relevant.

I think I miss the energy of the large groups, and side conversations are always helpful. When you are on Zoom, you are coming and going, and less invested.

Participants also noted, that with virtual workshops, they have not had opportunities to bring in students, to visit and learn about other technical and two-year colleges, and to hear from leaders in the field. If virtual workshops continue, they would like to integrate more of these opportunities. One person shared, “Bring the workshops back to in-person. I liked visiting campuses, meeting with others. I liked the special options, like the economy and apprenticeships. We don’t get that anymore.”

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. Further, CCLI team members noted that these meetings help to keep them accountable by keeping it on the calendar, and that it is helpful to have a knowledgeable facilitator, who takes notes and co-creates the agenda. One person shared, “The structure really works. We have the time set aside, a facilitator to keep us on topic, and they [CCLI program leaders] can provide insight and clarification based on what they have learned from other schools. Participants noted that this provides them time to fill in gaps in knowledge, to make and implement plans, and focus solely on college and career readiness. Further, program leaders help to center the discussion on data and racial equity.

CCLI team leads also noted that they are developing their capacity to run these meetings, as well. They reported that by co-creating the agendas and co-facilitating the meetings the team leaders are developing more confidence in their role. One person said, “We loved our facilitators. They are interesting and helpful. They made us better, and we are trying to facilitate in the same way.” Furthermore, team leads are beginning to hold additional meetings and/or have subcommittees working between meetings, which should contribute to sustainability.

Moving forward, CCLI team members have requested in-person attendance. This year, school teams met in-person, the CCLI program leaders joined virtually. While this structure worked well, team members recognized there is more fluidity with the meetings when everyone is in-person.

Resource Sharing. CCLI school teams continue to identify the resources they receive from program leaders and other school teams as a valuable component. 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, 61% of participants noted that they used College Knowledge materials with families and students. School teams appreciate all the resources, and noted in the past, they had access to Padlet to share lessons and resources. However, several teams were not certain that these resources were still available, and they suggested creating an online repository where all potential resources could be stored.

Specialized Training. CCLI program leaders provided specialized training, such as Financial Aid Real Talk. 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.

Learning from Students. Central to this work is learning from students and connecting supports based on student need. In previous years, CCLI program leaders held listening sessions, and CCLI team

members conducted empathy interviews targeting students of color, with a grade point average of 2.5 to 3.0. However, because of COVID protocols, this did not occur, and most of the information from students came from surveys.

CCLI team members recognized this shift. While they believe the survey information was valuable, they miss the deep contextual information they gain while working with students. Moving forward, CCLI team members noted that they wanted to find more ways to increase student voice, centering every meeting around those needs. Several also suggested that it may be helpful to have students join their team and help build some of the strategies they are implementing.

Racial Equity. Surrounding all the work is a focus on racial equity. CCLI team members noted that program leaders are skilled at having conversations about race and racism, and they also appreciate setting specific aims for specific racial groups. For example, one participant shared, “Our meetings are fun and challenging. We have had great talks about racism.”

CCLI Team Member Perspective
CCL helps us maintain a focus on college and career. It provides a framework to dismantle inequities in high school and postsecondary.

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.

District and school leadership was identified as one of the greatest supports or hindrances to progress. Supportive leaders commit to the work, set a vision, allocate resources (time and money), attend meetings, provide time for CCLI team members to talk with the staff, and build capacity and empower the CCLI team. A team member reflected, “We have been able to move this work forward because we have an administrator that is supportive and understanding of the work.” Another said, “We have a principal who is committed to college and career readiness, and he is excited and goes out of his way to make things happen.” In contrast, teams that struggle have had inconsistent leadership at meetings, substantial administrative changes, and limited time to meet with staff. One person shared, “We have just had a lot of things happen this year, and our admin can’t seem to make it to meetings. It is hard to update them on what we are doing. We can’t get any traction.”

CCLI Team Member Perspective
The principal says this is important, says we aren’t going to leave students behind, and that gives us leverage to do stuff. Having admin is key, cause the staff knows this is a priority.

District leadership is also an important contributor to success. Some districts have messaged a clear focus on college and career readiness, and there is additional support to implement a strong, credit-bearing advisory program. In one example, a district created their own dashboard for financial aid that is updated bi-weekly ensuring that financial aid completion remains a focus at all district schools. In contrast, some districts are more “top-down” and have not allowed changes to be made to the HSBP, and policies around funding have limited school teams’ flexibility to fund some improvement strategies.

Further, some school teams perceive all high schools must be on board for a cultural shift. A team member commented,

We need a district focus. Right now, this feels separate, and this needs to be more connected, universally, across the district. We need to educate them. They need to know the outcomes and measures of success and hold everyone to those outcomes. This needs to be more systematic.

Staff buy-in also continues to be a challenge. While most schools have acknowledged improvements, it continues to pose some difficulties, particularly if CCLI teams do not have many opportunities to meet with the staff. In some cases, teachers continue to believe this work should be supported by school counselors or college and career specialists. One team member shared, “Teachers are a challenge. I know that we are getting better, but it is hard. We are excited about this work, but it is hard to translate and get them on the same page.” Another said, “We are having trouble with teachers acknowledging their role. We keep telling them they don’t need to know everything, but they need to know where the resources are. Some just aren’t interested.” Further, as evident on the student and staff surveys, while 95% of students report they want to go to college, staff members perceive about 81% of students aspire to attend college. This difference reflects beliefs about whether students can and should attend college, and CCLI team members report that they need time to work with school staffs to address these belief systems.

Finally, COVID continues to present challenges to the work, as well. As described previously, most of the work has been conducted remotely. While participants believe this is a strong model, they also acknowledge that collaboration and resource sharing has been more difficult. Schools have been in a state of flux moving back to in-person learning, then reverting to online learning when outbreaks occurred, followed again by in-person learning. Furthermore, staff and student attendance has been low, there have been restrictions on assemblies and events, and there have been staffing shortages. Addressing these challenges has impacted CCLI team meeting attendance. Some administrators are not attending meetings because they are responsible for contact tracing, and some teachers have been excused from meetings so they can focus on the classroom. A CCLI program leader shared, “Although they are back to in-person, they had to figure out a model for a pandemic, and the tools they were using virtually had to be retrofitted in-person. This has been a chaotic year.” Consequently, teams have been reticent in developing a yearlong plan and adding more responsibilities for teachers.

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

Most CCLI participants agree their college and career system has improved (88%) and their school wide college going culture has improved (82%) since partnering with CCLI, and this is an improvement from previous years. CCLI team members noted that they use data to create strategies for improvement. Some of the improvements include increasing support for financial aid completions, improving advisory and HSBP, tracking seniors and providing targeted support, providing more in-school supports, and informing parents and students about their options. They are also trying to build staff capacity for this work, but that has been more difficult. Reflecting on progress, one person shared, “We have kept college and career talk, verbiage, and data at the forefront. It is put in emails and communication is ongoing. It is becoming part of our norm. I’m not saying this didn’t exist before, but we are more consistent.”

Because of this work, CCLI team members were able to identify specific datapoints that have improved, and these vary by school. Some of the improvements include increasing financial aid completion rates, closing the gap between student and teacher beliefs on the surveys, increasing the number of students reporting that they are connected to an adult at the school, increasing the number of college applications completed, and increasing the number of students signing up for apprenticeship programs.

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 five years, different schools have completed the survey. In Year 1, five Cohort 1 schools piloted the survey, Year 2 includes only Cohort 1 schools, while Years 3 through 5 include all schools. The differences in schools taking the survey should be considered. 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 5, 93% of students reported they wanted postsecondary education (e.g., technical training/apprenticeship, 2-year, or 4-year program), and 91% expect to attend post-secondary education. This result was approximately 2 percentage points lower than previous years, which had been consistent. During focus groups, some students noted that they were holding off attending a post-secondary program due to the pandemic. For example, one senior explained, “I have decided to take a gap year next year so I can go to college after COVID ends.” Other results around college access indicators also showed small decreases (see Exhibit 8). This may be attributed to the pandemic, as students were participating in remote instruction in Year 4, and staff members reported attendance in advisory declined. Similarly, in Year 5, staff members were still responding to concerns with the pandemic, such as increased absenteeism, temporary closures, and staff overload, which may have influenced these results.

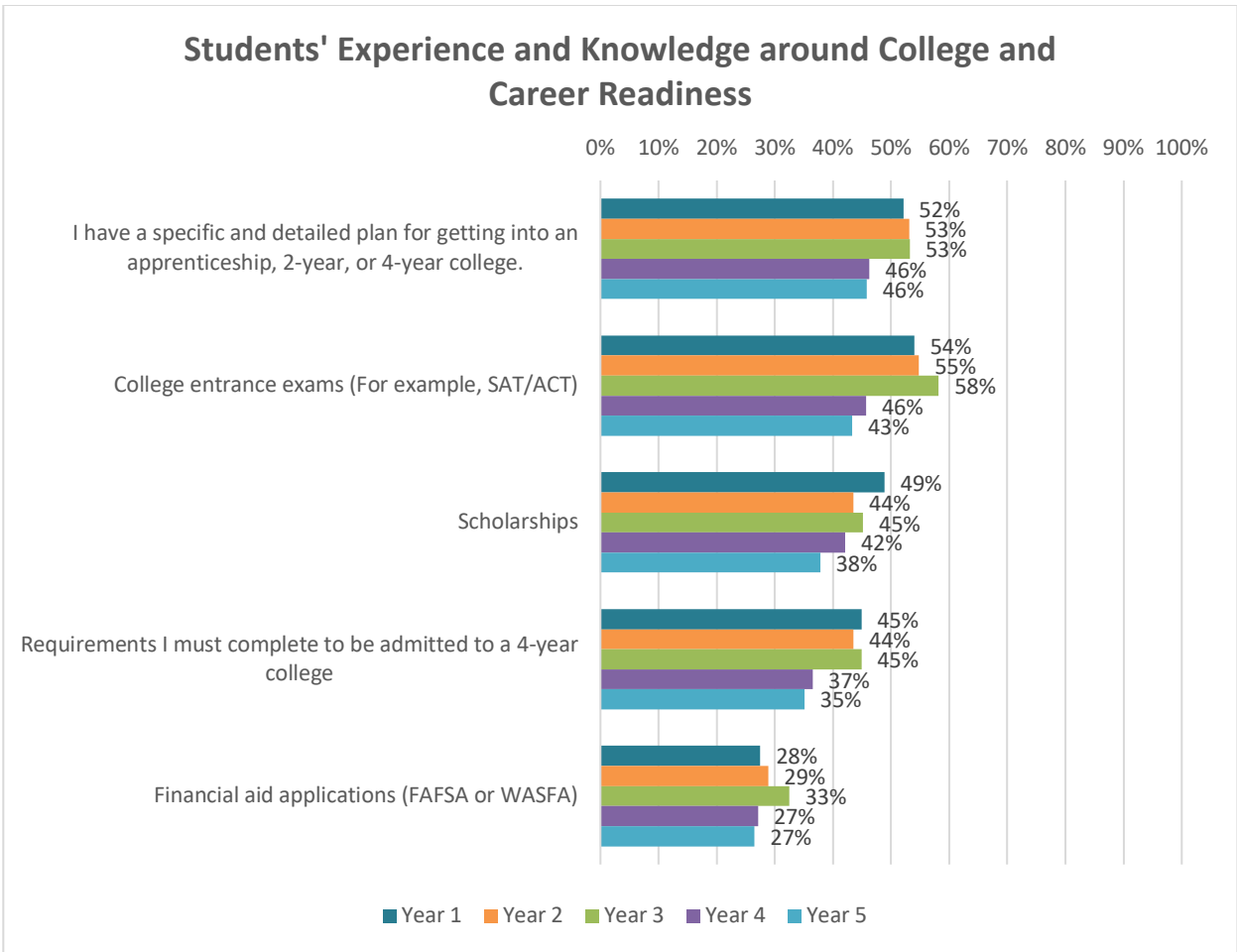


Exhibit 8. College and Career Climate Survey

Results from the Staff Survey, which was administered in 2019-2020 (Year 3) to seven schools and all schools in 2020-2021 (Year 4) and 2021-2022 (Year 5), provide more context. In 2021-2022, 81% of staff members perceive students aspire to attend college. This is an improvement, but still far below students’ desires to attend college. In addition, 62% 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 show a slight decline in the percent of staff reporting they talked to their students about college entrance requirements, while the percent who talked to students about financial aid remained the same.

Staff knowledge around the college access indicators varies somewhat compared to students (see Exhibit 9). For example, staff members are more knowledgeable in all areas, except scholarships. This may be, in part, because of their lived experiences. The results do show that a greater percentage of staff report they are knowledgeable about FAFSA and WASFA compared to the baseline year (Year 3). This may be a direct result of the CCLI focus, and is notable, because the improvements occurred while staff were working remotely. While these results are encouraging, they also show that staff members continue to need training and support around college and career readiness indicators.

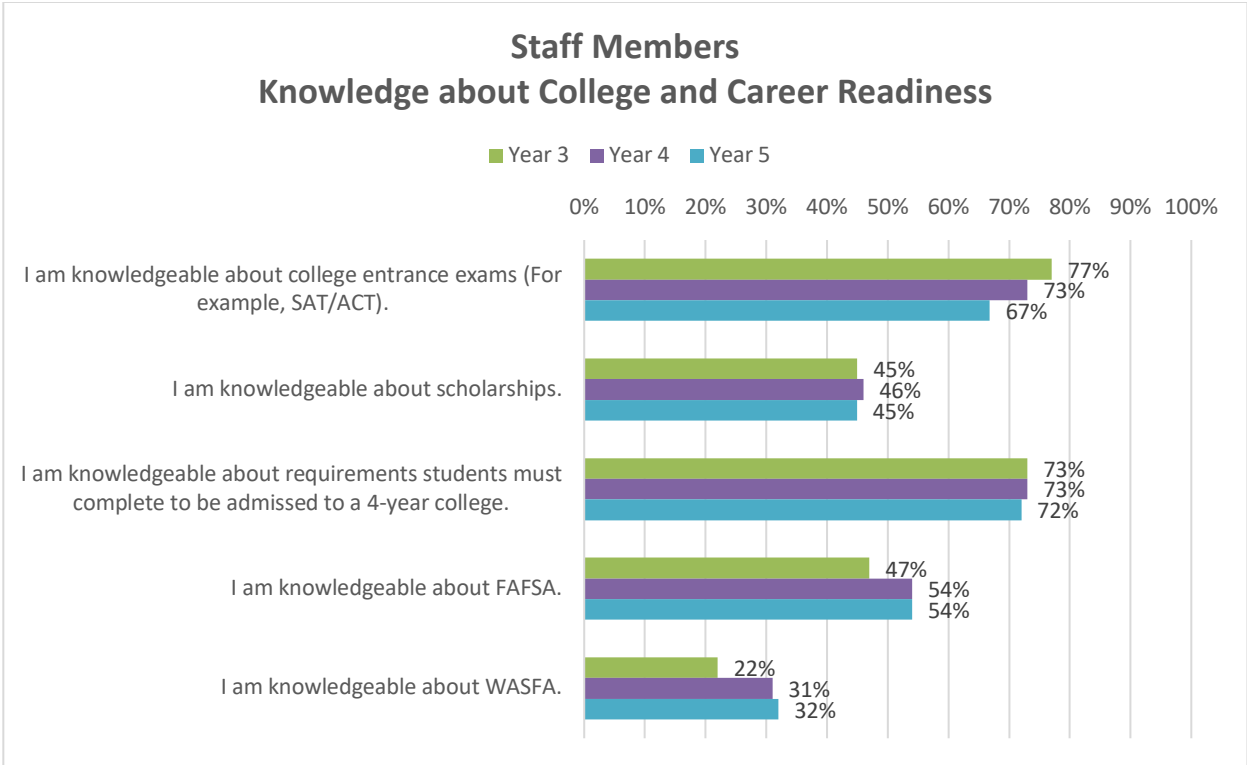






Exhibit 9. College and Career Climate Survey - Staff




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 5 (see Exhibit 10). When indicators refer to school teams, greater than 50% of participants have to agree with a particular statement. Please note: Two schools did not participate in the End-of-Year survey.

**Exhibit 10.
Progress Towards Short- and Intermediate-Term Outcomes**

LOGIC MODEL: SHORT- AND INTERMEDIATE-TERM OUTCOMES		Target Met
Short Term Outcomes (During 2021-2022 school year)	Progress Update	
100% of school teams understand the elements of a strong college and career system	In 2021-22, 85% to 90% of participants agreed each workshop furthered their understanding of the components that that contribute to student and college and career readiness. Furthermore, 100% of school teams agreed they understand the elements of a strong college and career system.	✓
100% of school teams implement a plan to increase one college readiness indicator	100% of school teams implemented a plan to increase a college readiness indicator based on student voice, data, and school context.	✓

based on student voice, data, and school context		
90% of participants identify a best practice they have learned from another school, which they plan to implement	<p>50% of school teams reported they identified a best practice they learned from another school, which they plan to implement. This is a decrease from previous years. Participants noted that with online workshops, collaborative opportunities posed some difficulties. They are hopeful this will improve if workshops go back to being in person. Some examples of practices that were implemented included:</p> <ol style="list-style-type: none"> 1. Implementing financial aid completion strategies (e.g., Money Tree, tip of the day, incentives for completion) 2. Advisory lessons and structure 3. Pushing-in college and career supports 4. "You talk, we listen" groups 	
80% of participants indicate increased understanding of the college and career readiness data and root causes of student outcomes	<p>CCLI 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"> • 93% agree the college and career team understands our students' college and career outcome data, such as postsecondary enrollment (95% in 2020-21) • 93% agree the college and career team understands our student survey results (95% in 2020-21) • 92% agree the college and career team understands our staff survey results (96% in 2020-21) • 91% agree the college and career team used student survey data to inform our strategies and make adjustments if needed (72% in 2020-21) • 79% agree the college and career team used the staff survey data to inform professional development for staff (79% in 2020-21) • 76% agree the team used our school's college and career outcome data to identify root causes and inform our strategies (84% in 2020-21) 	
Intermediate-Term Outcomes (After CCLI finished - June 2022)	Progress Update	
100% of school teams increase college-going supports during the school day, based on student need	Overall, 79% (11/14) of school teams reported their school has a greater understanding of the importance of providing college and career supports during the school day (67%; 12/18 in 2020-21)	
80% of school teams report greater staff participation in supporting college and career readiness and greater understanding of college and career supports	<p>Participants reported greater participation in supporting college and career readiness in their schools; however, there was a decrease in understanding the college and career supports available. This continues to be one of the lowest outcomes.</p> <ul style="list-style-type: none"> • 79% (11/14) of school teams reported greater participation in supporting college and career readiness (44%; 8/18 in 2020-21) • 50% (7/14) of school teams reported that staff understand the college and career supports offered at their school (67%; 12/18 in 2020-21) 	

<p>80% of school teams report an increase in staff knowledge of college-going elements (related to question #6 on staff survey)</p>	<p>Staff knowledge of the college-going elements varies greatly, and in only a few areas is above 80%. Comparing results from 2020-21 to 2021-22 of schools that completed the survey both years, no element had 80% of school teams increase their knowledge.</p> <ul style="list-style-type: none"> • 93% were knowledgeable of the importance/benefits of college (56%; 9/16 schools increased knowledge) • 78% were knowledgeable about the courses and requirements students must complete to graduate high school (56%; 9/16 schools increased knowledge) • 76% were knowledgeable of resume writing (31%; 5/16 schools increased knowledge) • 72% were knowledgeable of the requirements students must complete to be admitted to a 4-year college (56%; 9/16 schools increased knowledge) • 70% were knowledgeable of the courses students must complete in high school to pursue their post-high school plan (75%; 12/16 schools increased knowledge) • 68% were knowledgeable of college applications (38%; 6/16 schools increased knowledge) • 67% were knowledgeable of college entrance exams (25%; 4/16 schools increased knowledge) • 59% were knowledgeable of the requirements students must complete to be admitted to a 2-year college (50%; 8/16 schools increased knowledge) • 54% were knowledgeable of FAFSA (44%; 7/16 schools increased knowledge) • 45% were knowledgeable of scholarships (50%; 8/16 schools increased knowledge) • 32% were knowledgeable of WASFA (50%; 8/16 schools increased knowledge) • 24% were knowledgeable of the requirements students must complete to be admitted to an apprenticeship program (50%; 8/16 schools increased knowledge) 	
<p>80% of school teams report a college and career system change improvement</p>	<p>71% of schools (10/14) agreed they implemented a plan to increase one college readiness indicator in 2021-22. This is a decrease from the previous year. During focus groups, CCLI teams reported that they were maintaining and focusing on previous changes, rather than adding new changes, as they are coming back from COVID. Examples of some of the changes made this year include:</p> <ul style="list-style-type: none"> • Changes to financial aid support (push-in support, additional workshops) • Changes to advisory (added new lessons, new platform) • Providing more information about two-year college attendance • Using data to better track applications and financial aid completion 	
<p>90% of school teams have seen an improvement on a college access indicator (e.g., financial aid)</p>	<p>93% of school teams (13/14) reported making an improvement on a college access indicator in 2021-22. This is a decrease from 2020-21 when 100% of school teams reported an improvement, but an increase from 2019-20 when 89% of school teams reported making an improvement. Examples of improvements include:</p> <ol style="list-style-type: none"> 1. Financial aid completion rates 	

completion, application completion)	2. College application rates	
On average, School staff estimate that 90% of students aspire, expect, and are capable of attending post-secondary training	In 2021-22, 81% of staff believe students aspired to attend postsecondary training, 72% believe students expect to attend postsecondary training, and 84% agree students are capable of attending postsecondary training. While these indicators are below the 90% threshold, the results have generally improved from the 2020-21 school year (77%, 67%, and 83%, respectively).	

END-OF-YEAR SURVEY RESULTS

Exhibit 11 shows 2021-2022 End-of-Year survey results from participating CCLI staff members. The results show CCLI participants understand their data (college and career outcome data, staff and student surveys) and are using the information to make improvements to their college and career system. The majority of participants also agree their college and career system and schoolwide college going culture has improved since participating in CCLI, and the college and career team has implemented plans to improve the collect and career system and understands the elements of a strong HSBP.

However, this is not occurring school-wide, and survey questions related to staff understanding and participation have the lowest level of agreement. In particular, less than half of CCLI participants agree the staff consistently messages all postsecondary options and that the staff understand the supports offered at the school. This data provides evidence that while the CCLI school-teams are supporting changes to improve college and career readiness, these efforts have not permeated the full staff.

Exhibit 12 shows End-of-Year survey results for the past five years combining all participants. Each year, the participating schools changed substantially. For example, in Year 3, a second Cohort of schools joined. In addition, Years 3 through 5 have been hindered by the COVID-19 pandemic. Furthermore, questions changed each year, so this table only shows questions that were the same based on the Year 5 survey.

Generally, results show that 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. CCLI team members also have consistently had a high level of understanding of their data, identify root causes and inform strategies. However, there has been fluctuation in staff's understanding of the college and career supports offered at the school, and in the staff's messaging all postsecondary options. This 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. During focus groups, this was also identified as the area team members would like additional support.

2021-2022: % Agree/Strongly Agree with each Statement

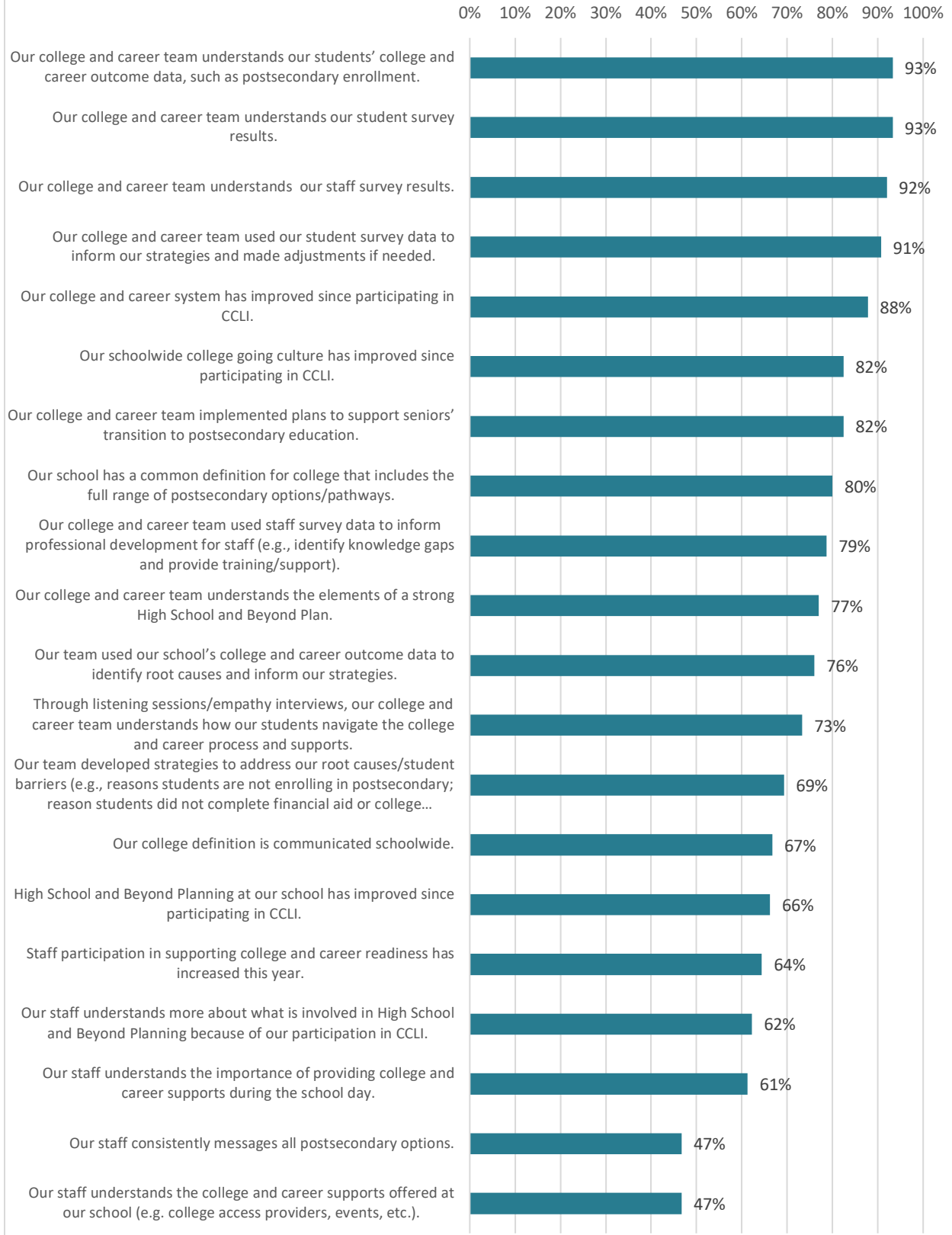


Exhibit 11. End-of-Year Survey Results

% Agreed on Questions from Year 1 to Year 5

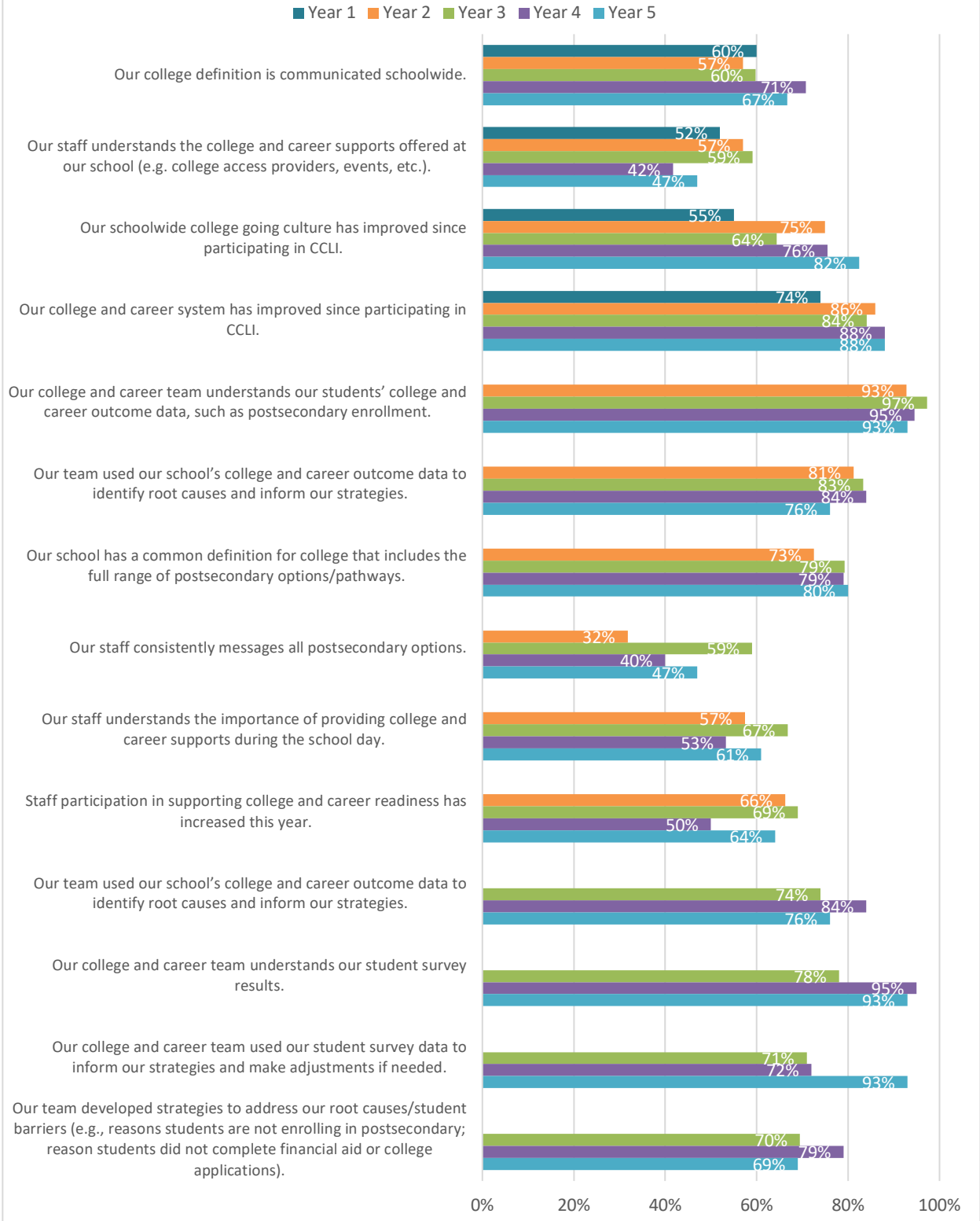


Exhibit 12. Percent Agreed on End-of-Year Survey, Year 1 to Year 5

EQ #6: WHAT ARE THE EMERGING BEST PRACTICES?

CCLI was developed based on evidence-based best practices research for professional development. In past years, program leaders worked with consultants and collaborated with a network of organizations to learn to support improvement through a continuous improvement cycle. Some key elements of the current model include developing engaging virtual learning; focusing on adult learning; using skilled and knowledgeable facilitators; offering workshops and site-based meetings with sequential and differentiated support; and providing opportunities for team time, reflection, 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. One person commented,

The CCLI is top notch. Even though this has been a challenging year, we have continued to improve because of their skill as facilitators. They are willing to push us, and the consistent support helps to maintain the focus. Even though it has been challenging, I have never been disappointed attending any of the meetings.

EQ #7: WHAT ARE STUDENTS' PERSPECTIVES ABOUT COLLEGE AND CAREER READINESS AT THEIR SCHOOL?

Evaluators conducted focus groups, through a combination of in-person and Zoom focus groups, with students representing all grade levels, from six 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 group and hoped there would be more opportunities for students to participate. One student shared, "I like doing this. I wish we could have something where we are able to get more students' opinions out. This should be more accessible to students, and there should be multiple sessions." Across schools, student noted that they are often asked to provide feedback through surveys, but that feedback is not as in-depth and often does not feel meaningful (e.g., a survey on vending machines).

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.

Significant person. Across schools, students identified at least one significant person in their high school they connected with who has helped them with their college and career plans. The role of the person varied considerably, and included counselors, college and career specialists, teachers, and advisors. Students noted that they developed a relationship with the significant person, and they could ask questions to assist with their planning. Additionally, this person listened to their ideas and provided guidance and resources, such as information about clubs, field trips, or presentations, that aligned with their interests. One student shared, “[Name] is great, and he will guide you on the right path. He is great for questions about after high school and does a great job setting us up with extra-curricular work. Every teacher doesn’t do that.” Another said, “[Name] treats me like an adult and will talk with me about my plans.”

Student Perspective

[Name] is understanding and not judgmental. If all teachers were like that, it would be better. We are often asked to figure things out on our own. Having a role model at school is so helpful.

Focused classes and programs. Students reported that participating in focused classes or programs also were helpful, such as Advancement Via Individual Determination (AVID), a career exploration class, College Success Foundation, College Possible, Upward Bound, and UW STEM. Across the different classes, students learned about college and career options, developed a plan to achieve their future goals, learned important life skills (e.g., applying for jobs, building a resume, and budgeting), and had opportunities for field trips and/or meeting representatives in the field. They 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 and lamented that they did not have similar access to information. “They will help us. They will recommend programs or field trips toward our interest to help us figure out a career after high school. The programs come here, provide college help, and ask about our interests.” Another shared, “In our Career Connect class, they are always bringing in visitors to help us figure out a career.” Still another commented,

UW STEM is amazing. They are with you throughout to help you figure out college. They track your progress, and they reach out to you. They have workshops that are mandatory where you learn about FAFSA and financial aid. They see that you are more than a student and not only about grades. They have a summer program for classes, and they help me find a college that fits me. You get to find out about careers.

College visits and college recruiters. College visits and visits from college recruiters were also critical for students’ college and career preparation. Students reported that college field trips were informative and inspirational, and helped students to see themselves on a college campus. A student said, “Just being there, I can feel the vibe.” Students reported they benefited more when the college visit was organized, with a representative conducting an official tour and opportunities for questions. Students also appreciated having opportunities to meet with college recruiters, such as during a college fair or lunch, to learn about colleges in a smaller group and to access resources. One student commented, “After I talked with the college recruiter, I was no longer afraid to apply for college.”

Support from counselors/career center. Students 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. A student commented, “Without [college/career specialist] I wouldn’t know where

I would be. With her, I have looked at different majors. She takes the abstract, helps to make it more realistic, and makes recommendations.” Although students perceived their counselors and college/career specialists to be helpful, they also noted that it is difficult to get an appointment and that juniors and seniors have more access. They recommended adding more positions, offering one-on-one meetings quarterly for all students, and having counselors and college career specialists providing more presentations during class time, so all students can benefit.

Advisory. The benefits of advisory varied greatly both across schools and within schools. Some students noted that they had very helpful and engaged advisors, who provided information on college and career, shared their own personal experiences, and created high expectations for graduating. Students appreciated when advisory maintained a clear focus on college and career, provided consistent information through PowerPoints and videos, and advisors could answer questions or provide resources to supplement the videos and PowerPoints. One student shared, “It really depends on the advisory. The assignments don’t help but, my homeroom teacher is on top of things. If I didn’t have her, I wouldn’t graduate.”

Workshops. Students also noted that they had several opportunities to attend workshops to support their college application process, including financial aid and college application workshops. Students reported that the workshops supported them with specific needs and helped them to complete the process. One student described, “We have workshops, and they have times we can to get help for what to do next.”

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 finances.

First-Generation college student. Students identified several challenges of being a first-generation college student. Because their family did not attend college, students reported that their parents did not understand that it was an option or understand the process. For example, one student said, “I’m the oldest and my parents never went to college. Unless you have older friends talking, understanding college is difficult.” Another said, “I don’t have parents who can help me. School is the only place I can learn about college.”

Limited information. Students also needed more information about college. Across focus groups, students reported they need more information on figuring out finances, deciding on a major, and learning about technical, two-year, and four-year colleges, as well as high paying career options. There were some misunderstandings as well. For example, one student reported that he did not know about the common application and had started to fill out different applications for several colleges.

Students also believed there was too much emphasis on college, and they wanted more information on careers, apprenticeships, and other training programs. One senior shared, “Why do they only talk about college? I didn’t even know about apprenticeships. I just learned about it from [name], and now I joined the career/apprenticeship club, and I met with people from the trades. I have an interview for an apprenticeship next week.”

Finances. Paying for college was also a concern. Generally, younger students did not fully understand financial aid and the opportunities that exist while, seniors reported that they were disillusioned with their financial aid packages. For example, one student shared that he had to turn down his first-choice college because he did not get the financial aid package he had anticipated. An underclassman reported, “Money is my biggest issue. I don’t know if I could afford college. A senior shared, “The school has a lot of programs for low-income students, but we have a lot of barely making it middle class students. I can’t pay for four years of school. I want to go, but my family makes too much.”

RECOMMENDATIONS TO IMPROVE COLLEGE AND CAREER READINESS

When discussing college and career readiness, students made the following recommendations: Improve HSBP and advisory, integrate college information throughout the school, and improve communication.

Improve HSBP. At every participating school, students reported a need to improve the HSBP. Students said that working on a computer was impersonal, repetitive, and boring. Many reported they just “clicked through” to complete it as their requirement. One student shared, “We do stuff on our computers. I think the teachers think we will find information there. I will take it more to heart if you talk with me.” Still another commented, “This is to prepare you for life, and real life is a conversation.” Other comments included:

Student Perspective

I find it funny that a computer is supposed to tell you what you are interested in, and they don't know you as a person. I want that conversation in person. I don't look forward to [working on HSBP]. It is just an assignment.

- We have Naviance, but it is useless. It is a graduation requirement, it isn't helpful. It causes resentment, it is so useless.
- I personally think the HSBP is stressful because I am being put in a box. It isn't life. I only do it because it is a graduation requirement.
- HSBP is stressful, pointless, and not engaging. It is just pushing buttons. It is something we do but we don't learn.
- We can't do it on a computer screen. We need to talk with someone. I find conversations very helpful, about how you are feeling, what you want to do, and the steps to starting a career.
- It is too vague. It just gives you basic information. It isn't connected. I stop reading the questions, and just start clicking.

Improve advisory. At a few schools, students found Advisory to be beneficial; in others, students made several suggestions to improve advisory. Students felt that their advisors should have more background knowledge of college and career readiness. For example, students from several schools commented that their teachers simply read the PowerPoint, provided limited additional information when answering questions, and did not share personal experiences. Another shared, “They didn't go into teaching to teach this, and they don't know what they are talking about. They show a PowerPoint, and when we ask questions, they tell us to go see a counselor.” In some schools, students shared that too much time was spent on team-building activities, which did not seem as meaningful. A student reflected, “We get lessons about empathy. We should be talking about our future.” Another student commented, “Advisory is a blow-off class, because we just play games or do homework. They should

make it more meaningful.” Finally, students reported frustration spending so much time on a computer, using platforms such as Naviance and Xello, to develop a HSBP.

Integrate college and career information throughout the school. Students suggested that information pertaining to college and career readiness should be integrated throughout the school. They recommended that teachers should discuss college in the classroom and make connections between the content discussed in class and future careers. A student shared, “I love music. Why doesn’t my music teacher talk about careers we can pursue in that area?” Another said, “We need every class to highlight college. Don’t just save it for mentorship. Integrate it in all classes.” Other suggestions included having teachers talk about their college experience, bringing in guest speakers, offering field trips to explore careers and college, and requiring one-on-one appointments with the counselors for planning.

Improve communication. In several schools, students reported that communication about college and career events is poor. They noted that with COVID, communication channels may be disrupted, and upperclassmen reported that they do not fully understand all the opportunities that are available for them to learn about college. One student shared, “Make it very clear. My first year here was online, and I did not learn about all the programs available. I’m now just finding out about different things. Why don’t they make announcements or have posters?” Another said, “We need reminders. They say they post it in the bulletin, but it isn’t read. It needs to be promoted and advertised, and we need to know where to get the information.”

EQ #8: TO WHAT EXTENT ARE COLLEGE AND CAREER READINESS ACTIVITIES SUSTAINABLE?

Looking ahead to the 2022-23 school year, the CCLI model is changing with a focus on developing CCLI team capacity and sustainability across schools and districts. To that end, there will be fewer workshops and facilitated school-based team meetings. However, there will be increased support for team leads where they will work on calendaring and developing an agenda for monthly meetings, collaborating with other team leads, and preparing for CCLI workshops. Team leaders appreciate this support, noting that they have increased capacity this year, and they believe this will contribute to sustainability.

CCLI program leaders estimated that currently only two or three schools would likely continue this work without the ongoing support. They believe school teams need the data as well as accountability to continue with the meetings. A program leader shared, “I think if we drop off suddenly, this won’t sustain. They need the surveys, data, and time to plan. They won’t do it all on their own.”

CCLI team members agreed that they need more support to sustain the work. They believe some of the strategies will sustain around financial aid support and advisory/HSBP lessons, but they need to do more work to culturally embed the critical pieces into the school system. They identified four areas that would help them sustain. First, several schools have not had leadership support or are anticipating leadership changes in the next year, and they need more ways to build leadership knowledge. One person acknowledged, “Moving this forward with new leadership will be important.” Second, they noted that they have to be more systematic in their planning by developing a yearlong plan that can be integrated into the school improvement plan. Third, while one district has developed a data dashboard to support financial aid completions, this is not happening across all districts. Several participants wanted to identify ways to collect and analyze important data, systematically, to continue to drive the

work. One person commented, “If CCLI were to phase away, having the mechanism to grab data would help with sustainability. We get stuck in ruts, and we benefit from shaking things up, and looking at data is more organic.” Finally, they need funding to release teachers to participate in meetings. They believe if this work is embedded in the school improvement plan, administrators would allocate funds to support college and career readiness. One person shared, “We have a robust college and career readiness team, but I don’t know if we will get teachers to participate. We need subs for them, and I don’t know all the logistics. We need to be strategic and align funding to support this effort.”

EQ #9: WHAT RECOMMENDATIONS EMERGE BASED ON EVALUATION FINDINGS?

Overall, findings from this evaluation were positive, and participants agreed their college and career readiness system and culture are improving. However, 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 year. We have also provided participants’ suggestions for the 2022-2023 school year.

RECOMMENDATIONS

Develop a Yearlong Plan. CCLI teams varied greatly in the extent to which they developed a plan to support the development of their college and career system. Some school teams developed a yearlong plan, aligned with their aim, which they used to roll out their college and career system and professional development. Other teams reported that they planned in the short-term, implementing strategies to support their aim, but with less coordination. CCLI teams recommended spending more time, prior to the school year, to develop a yearlong plan, identifying all their support and professional learning needs. They believe this will help school staffs better understand the vision for college and career planning, which can increase buy-in and support.

Focus on Transforming Adult Mindset and Increasing 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. CCLI participants noted this is the greatest challenge of their work. While some CCLI teams had opportunities to share survey results and professional learning, it has not been enough to increase staff understanding of the elements that contribute to college readiness or to develop a belief system that this should be incorporated during the school day. Consequently, they continue to have difficulties with schoolwide support and execution of the work. To this end, participants requested more information 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 identified having a key person they could count on for support around college and career readiness was critical. However, they noted that advisory experiences are uneven, and while some advisory lessons are helpful, students 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 with mixed messages. 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.

Improve the College and Career System Based on Students' Input. During student focus groups, students made several recommendations to improve the college and career system at their school. The four areas included: Improve HSBP and advisory, integrate college information throughout the school, and improve communication. More information about each of these areas is provided in the Students' Perspectives section.

In addition to these recommendations, during focus groups, several CCLI teams noted that other than through the student survey, they have not received as much student input. Moving forward, CCLI team members noted that they wanted to find more ways to increase student voice, centering every meeting around those needs. Several also suggested that it may be helpful to have students join the CCLI team.

Develop a Repository to Share Resources and Advisory Lessons. Planning ahead to next year, CCLI participants requested a repository to share resources and/or advisory lessons. Participants noted that previously they had access to Padlet; however, many were unaware if this was still available. It would be helpful for CCLI leaders to clarify where resources and advisory lessons are stored or develop a repository, if Padlet is no longer available.

Consider Structure and Focus for Next Year. Planning ahead to next year, CCLI participants requested in-person workshops and school-based technical assistance meetings, while other meetings, such as working with CCLI leads can still happen virtually. They believe this structure will eliminate distractions and focus more on college and career readiness.

If the meetings need to occur virtually, CCLI participants suggested changing the structure of cross-school sharing. They believe this is a critical component of CCLI, but they believe groupings should be intentional, and there should be one or two people responsible for sharing their best practices and addressing questions. In addition, they would like to have more opportunities integrated into the workshop to hear from students and postsecondary leaders in the field.

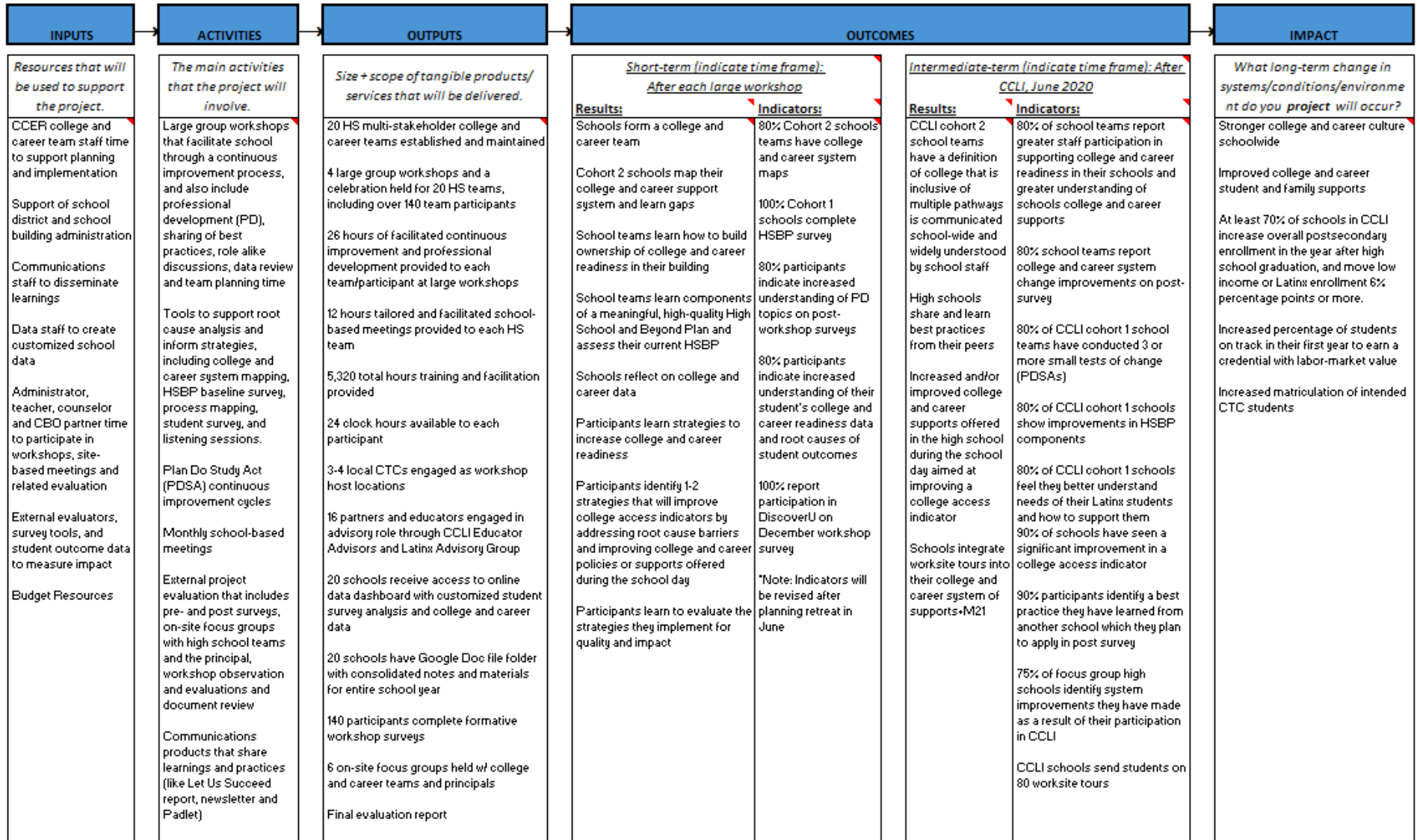
APPENDIX A: INITIAL LOGIC MODEL (YEAR 1)

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: REVISED LOGIC MODEL (YEAR 5)

Goal Statement: CCLI helps college and career teams from high schools in South Seattle and South King County improve their college and career in-school supports so that all students, particularly students of color, directly enroll in a college program that aligns to their postsecondary aspirations.

Program Outcomes/Impact

Assumptions *Conditions assumed to be true*

- Students want to go to college after high school, but they need the knowledge, details, and support to successfully apply and enroll in college (may need to wordsmith more).
- Educators want to better support their students for life beyond high school, but they need the tools, skills, knowledge, and strategies to implement change.
- Lasting improvement requires systems change and whole school engagement.

Rationale

- Why activities will produce results*
- Students of color and first-generation students rely more on school staff to learn about the college-going process.
 - Listening to student feedback and analyzing student data drives improvements in college and career supports.
 - Leading with racial equity will advance anti-racist practice and increase culturally relevant in-school supports.
 - Shifting adult mindsets where staff believes all students are capable of post-secondary education ensures students have equitable opportunity to prepare for post-secondary education.
 - Improving college and career supports through systemic change will increase post-secondary attainment for all students.

Inputs/Resources

Investments required for implementation

CCER

Funding

- Boeing
- College Spark
- Gates Foundation

Staffing

- CCER College and Career Team
- CCER Data Team
- Workshop Facilitators
- External Evaluator

Partners

- GEAR UP
- WSAC
- PSCCN

Processes and Tools

- Large Group Workshops
- School-Based Monthly Meetings
- Customized Quantitative and Qualitative Data and Analysis
- Student and Staff Survey Administration and Results
- Special Topic Workshops
- Cross School Resource Sharing and Collaboration
- External Evaluation

Schools and Districts

Funding

- Budget Resources
- Team Lead Stipend

Staffing

- Administrators, Teachers, Counselors, CBOs, and additional school staff

Strategies *May be temporary or ongoing*

CCER

Support Schools and Districts with high-quality professional learning opportunities

- Facilitate large group workshops, focusing on goal setting, planning, and sharing of best practices
- School-based monthly meetings to support ongoing strategic planning, continuous improvement, and learning
- Customized data related to post-secondary enrollment and financial aid
- Empathy interviews and student and staff surveys to understand perceptions around college and career readiness
- Special topic workshops developed around participating schools' knowledge gaps
- Cross School Resource Sharing and Collaboration

Schools and Districts

Participate in CCLI professional learning opportunities

- Create a college and career team
- Participate in professional learning (e.g., workshops, school-based monthly meetings, special topic workshops, etc.).
- Utilize data and growth mindset to set goals around college readiness indicators
- Set school aim and student group aim based on data around college readiness indicators, develop an action plan, identify root causes
- school-and-workshop-based professional learning to change adult mindsets

Lead with Racial Equity

- Build anti-racist practices
- Increase culturally relevant school climate and in-school supports for students of color
- Increase access and dismantle barriers to college and career readiness supports for students of color

Learn from Students

- Implement empathy interviews
- Gather input through surveys and listening sessions
- Use student input to identify root causes and build in-school supports

Increase In-School Supports

- Implement in-school supports designed to increase college knowledge, increase financial aid completion, increase college application completion, and improve college transitions using a continuous improvement approach, and evaluating strategies

Shift Adult Mindsets

- Utilize data and school/workshop based professional learning to increase staff knowledge about the importance of post-secondary preparation and to build staff capacity to implement in-school supports

Products/Outputs

Products that result from activities

Participants

- # of College and Career Teams established and maintained
- # of participants (by position)

Facilitated Activities

- # of large group workshops
- # of school-based monthly meetings
- # of special topic workshops offered
- # of team lead meetings
- # of facilitator trainings
- # of clock hours available to each participant

Data and Surveys

- # of schools receiving access to online data dashboards
- # of schools administering student survey
- #/% of students taking student survey
- # of schools administering staff survey
- #/% of staff members taking staff survey
- # of schools implementing empathy interviews
- # of students participating in empathy interviews
- # of schools/participants completing workshop exit tickets
- # of schools/participants completing end-of-year survey

Resources

- # of schools using Google folder
- # of schools using college knowledge resources

Short-Term Outcomes (End of School Year)

School teams will utilize learnings from CCLI and pilot, implement, and test college and career readiness (school-day) supports to improve college readiness indicators.

- 100% of school teams understand the elements of a strong college and career system
- 100% of school teams implement a plan to increase one college readiness indicator based on student voice, data, and school context
- 90% of participants identify a best practice they have learned from another school, which they plan to implement
- 80% of participants indicate increased understanding of the college and career readiness data and root causes of student outcomes

Intermediate Outcomes (One to Two Years)

College and career readiness supports during the school day, based on student voice and data, are implemented system-wide for all students. Adults believe all students are capable of attending college.

- 100% of school teams increase college-going supports during the school day, based on student need
- 80% of school teams report greater staff participation in supporting college and career readiness and greater understanding of college and career supports
- 80% of school teams report an increase in staff knowledge of college-going elements (related to question #6 on staff survey)
- 80% of school teams report a college and career system change improvement
- 90% of school teams have seen a improvement on a college access indicator (e.g., financial aid completion, application completion)
- On average, School staff estimate that 90% of students aspire, expect, and are capable of attending post-secondary training

Long-Term Outcomes (Three to Five Years)

Students attend the post-secondary training program that aligns with their postsecondary aspirations.

- At least 70% of schools in CCLI increase overall post-secondary enrollment in the year after high school graduation
- 80% of schools report an increase in staff knowledge of college-going elements
- There is a 6% increase in post-secondary enrollment for an identified racial student group

Impact

In South King County, 95% of all students attend college (technical, apprenticeship, 2-year, or 4-year) that aligns with their postsecondary aspirations.

External influences/contextual factors: Local, state, and federal policies; availability/consistency of funding; access to education partnerships; staff mindset and beliefs, turnover at schools and districts, COVID 19

APPENDIX E: FOCUS GROUP PROTOCOL

COLLEGE AND CAREER LEADERSHIP INSTITUTE
PROGRAM EVALUATION – INTERVIEW/FOCUS GROUP PROTOCOLS
2021-2022

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. In what ways has your team developed capacity to support this work?
5. Please provide some specific examples of changes in practice or policy you have observed within the CCLI Schools?
6. What do you believe contributed to those changes?
7. For schools that have had difficulties making improvements, what have been the barriers?
8. What do you believe are the strengths of CCLI? What are the areas for growth?
9. What changes or improvements do you anticipate making next year?
10. To what extent do you believe this work is sustainable? Why or why not?

CCLI TEAMS

1. Please describe the goals of CCLI.
2. Please describe how the CCLI team works together? (e.g., composition of team, meeting frequency, purpose of meetings)
 - Was the meeting frequency enough? More/Less/Just right?
3. In what ways did participating in CCLI help to strengthen the development of a college and career system?
 - Workshops
 - Technical Assistance
 - Data
4. What have you implemented to strengthen your college and career system as a result of CCLI?
5. What contextual factors have helped or hindered the improvement of your college and career system?
6. What additional supports would help strengthen your college and career system?
7. In what ways is your work with CCLI helping students (specific examples)? What evidence is that that this is contributing to student’s college and career readiness?
8. What are your plans for next year in developing your college and career system?
9. To what extent do you believe this work is sustainable? Why or why not?
10. What recommendations would you make to further improve the CCLI?

STUDENTS

1. Please provide your first name, grade 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?
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 F: WORKSHOP AND END-OF-YEAR SURVEYS

College and Career Leadership Institute 2021-2022
Wednesday, August 11, 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 developed a goal, overall and by specific racial group, for financial aid completions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Our team developed a goal, overall and by specific racial group, for post-secondary enrollment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our team identified virtual practices we plan to use during in-person learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Our team developed an action plan for staff professional development, financial aid work, and/or pathway tracking. (Only required to complete one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. This workshop helped further my understanding of components that contribute to student college and career readiness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I understand my role within my school's college and career system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Our team understands our role in supporting a college and career system at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The 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. Please describe how you will use the information you learned today at your school?

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

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

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

College and Career Leadership Institute 2021-2022

Thursday, December 2, 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 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 develop our plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our team developed an action plan for staff professional development, financial aid work, and/or pathway 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. The technical assistance/coaching our team received in school-based meetings between workshops helped to advance our college and career 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 2021-2022

Thursday, March 3, 2022

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 used our student survey data to inform and develop our plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our team made progress on team priorities, such as sharing survey results, staff professional development, college application and/or pathway tracking, etc. (Only required to focus on one team priority area)	<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 college and career improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

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

Introduction

Thank you for participating in the College and Career Leadership Institute (CCLI). To understand the impact of CCLI and to improve future efforts, we are asking participants to complete a final survey. This survey should take approximately 5 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
- Auburn Mountainview
- Chief Sealth
- Cleveland
- Decatur
- Federal Way
- Foster
- Franklin
- Hazen
- Kent-Meridian
- Kentlake
- Kentridge
- Kentwood
- Lindbergh
- Thomas Jefferson
- 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"/>
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"/>

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"/>
Through listening sessions/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 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 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

messages all postsecondary options.

Our staff understands the college and career supports, (e.g. curriculum, programs and events) offered at our school.

Our staff understands the importance of providing college and career supports during the school day.

Staff participation in supporting college and career readiness has increased this year.

High School and Beyond Planning at our school has improved since participating in CCLI.

Our college and career team understands the elements of a strong High School and Beyond Plan.

Our staff understands more about what is involved in High School and Beyond Planning because of our participation in CCLI.

Our college and career team implemented plans to support seniors' transition to postsecondary education.

Our schoolwide college going culture has improved since participating in CCLI.

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

16. (TEAM LEADS ONLY): What support do you need in facilitating monthly meetings given the structural changes to CCLI next year?