



COLLEGE AND CAREER
LEADERSHIP INSTITUTE: YEAR 6
EVALUATION REPORT

June 2023

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

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EXECUTIVE SUMMARY

The Community Center for Education Results (CCER) launched the College and Career Leadership Institute (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 their college and career readiness systemwide. The cohort model was eliminated in 2021-2022. In 2022-2023, 15 school participated, with one of the schools being new to CCLI this year.

The foundational support provided through CCLI has remained the same, which has included a series of workshops, school-based technical assistance meetings, resource sharing, and student and staff surveys. However, in Year 6, the focus shifted to increasing capacity and sustainability within the school setting. To this end, Team Leads participated in seven trainings/meetings to build capacity to support the CCLI team. The whole team workshops were reduced from three to two, and CCLI Program Leaders provided site-based technical assistance for up to three meetings (previously monthly), though school-based teams did not use all three meetings.

CCLI's community goal is to "support the collective Road Map Project goal of increasing equitable policies and practices in our education systems and dramatically improving outcomes for children and youth, from cradle through college and career; so that by 2030, 70% of youth in the region will earn a college degree or career credential and we will have eliminated opportunity gaps." In Year 6, CCLI Program Leaders and school teams focused on the following goals:

- Use an anti-racist lens to advance racial equity in the college and career work in their school, with particular focus on increasing direct postsecondary enrollment for students of color, ensuring that specific student populations are identified and prioritized.
- Focus on four major areas of work: learning from students, increasing financial aid completion, increasing college application completion, and building the college and career system.
- Use data and research to understand student outcomes, explore root causes of college access barriers experienced by students and to set targets for their school.
- Learn to use a continuous improvement approach to identify strategies, implement them, evaluate their effectiveness, and make changes.
- Improve college access outcomes that are predictive of postsecondary enrollment and success. Examples of college access indicators include measures like knowledge of financial aid and having a postsecondary plan in place.
- Build ownership of college and career readiness in their school building.

PROGRAM IMPLEMENTATION

CCLI participants engaged in a number of activities to strengthen their college and career systems. These activities included developing a CCLI team, using data to understand student outcomes, identifying a goal or focus area, 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 school-based meetings to further develop their system. Teams had access to technical assistance, customized data, and other resources provided through CCLI. As part of the focus on capacity building and sustainability,

Team Leads participated in seven meetings where they calendared and set the agenda for monthly school-based meetings, collaborated with leaders from other schools and districts, and prepared for the CCLI workshops.

PROGRAM IMPACT

The results of this evaluation were quite positive. Across CCLI, 85% of participants agree their college and career system has improved and 80% 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 adding financial aid and college application support during and after school, improving advisory lessons that incorporate different postsecondary options, offering multilingual financial aid and family events, and holding career fairs. They are also trying to build staff capacity for this work, but there is variation across schools as to the frequency of this support. Because of these efforts, CCLI team members identified specific data points that have improved, which varied by school, but included 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 completion rates of advisory assignments, increasing the number of students signing up for advanced classes, increasing the number of college applications completed, and increasing the number of students who report they are going to a two-year or four-year college.

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 2022-23, 88% of participants agreed each workshop furthered their understanding of the components that contribute to 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. Staffs used planning meetings to develop and implement the plan.
- CCLI participants reported that they understand the college and career readiness data and root causes of student outcomes; 96% agree the college and career team understands our staff survey results; 95% 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; 90% agree the college and career team used student survey data to inform our strategies and make adjustments if needed; 88% agree the team used our school's college and career outcome data to identify root causes and inform our strategies; 82% agree the college and career team used the staff survey data to inform professional development for staff.
- Participants reported greater participation in supporting college and career readiness in their schools and greater understanding of the college and career supports; 80% (12/15) of school teams reported greater participation in supporting college and career readiness; 87% (13/15) of school teams reported that staff understand the college and career supports offered at their school.
- 93% of school teams (13/14) 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 time to meet and follow-through of CCLI teams.

CAPACITY BUILDING AND SUSTAINABILITY

CCLI team members agreed that CCLI helped them build capacity, and that building a school-level team, with representation of different staff members was the foundation for implementing the work. The combination of support from CCLI Program Leaders, including data and processes to analyze the data, technical assistance, and knowledge building at workshops helped to build capacity and support the team. Finally, the gradual release of responsibility, with Team Leads planning and facilitating meetings, instead of CCLI Program Leaders, encouraged school teams to run more independently while still having the support of technical assistance when needed.

To this end, CCLI team members believe that college and career readiness activities are sustainable. On the End-of-Year Survey, CCLI team members rated their confidence level that the CCLI team would sustain after this year at a mean rating of 89 on a scale from 0 to 100, indicative of a high level of confidence. Team members noted that the combination of team cohesiveness, combined with administrative support and a strong Team Lead, contribute to sustainability. However, they also agreed they needed additional support for sustainability, which included: resources (e.g., data, advisory lessons, professional development, collaboration with schools), (2) district support, and (3) committed time to meet.

BEST PRACTICES

CCLI was developed based on evidence-based practices of professional development. The elements include developing engaging virtual learning; focusing on adult learning; offering workshops and site-based meetings with sequential and differentiated technical support; and providing opportunities for team time, reflection, and capacity building. 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. Finally, they are building the leadership skills of Team Leads through a series of meetings and building sustainability by implementing a gradual release of responsibility.

RECOMMENDATIONS

Based upon the findings of this evaluation, we provide the following recommendations: (1) develop district administrators' capacity to support college and career readiness systemwide; (2) restructure CCLI program elements with a focus on sustainability; (3) focus on transforming adult mindset and support for college and career readiness; and (4) improve the college and career system based on students' input.

COLLEGE AND CAREER LEADERSHIP INSTITUTE: YEAR 6 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 6 of CCLI and is designed to assist in ongoing program development. The report includes a description of the evaluation design, evaluation findings, 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 6 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 student focus groups were included again this year to provide more information on schoolwide implementation. Furthermore, a question was added about capacity building and sustainability, as CCLI program leaders made changes to the model to support sustainability.

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 students' perspectives about college and career readiness at their school?
7. To what extent did CCLI help to build capacity across CCLI schools and districts?
8. To what extent are college and career readiness activities sustainable?
9. What are the emerging best practices?
10. What recommendations emerge based on evaluation findings?

PARTICIPATING SCHOOLS

In Year 6, CCLI provided support to 15 schools. All schools received similar support, regardless of length of participation. Exhibit 1 shows the participating districts and schools.

Exhibit 1.

Participating Districts and Schools

| PARTICIPATING DISTRICTS AND SCHOOLS | |
|-------------------------------------|---------------------------------|
| District | School |
| Auburn School District | Auburn High School |
| | Auburn Mountainview High School |
| Federal Way Public Schools | Decatur High School |
| | Federal Way High School |
| | Thomas Jefferson 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 |
| | Renton High School |
| Seattle Public Schools | Chief Sealth High School |
| | Cleveland 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 continued to be conducted remotely. All site visits, however, were conducted in-person.

[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 and students at seven school sites (see Exhibit 2). In total, 108 people participated in focus groups. The Focus Group Protocols are included in Appendix E.

Exhibit 2.

Focus Group Sites

| FOCUS GROUP SITES | |
|----------------------------|---------------------------------|
| District | School |
| Auburn School District | Auburn Mountainview High School |
| Federal Way Public Schools | Thomas Jefferson High School |
| Kent School District | Kentlake High School |
| | Kentwood High School |
| Renton School District | Lindberg High School |
| | Renton High School |
| Seattle Public Schools | Cleveland High School |

Observation of Team Lead Meetings. We attended each of the workshops to document the nature of support provided to Team Leads. At the end of each workshop, we administered exit tickets to determine the effectiveness of the meetings, the extent to which Team Leads feel confident in their role, and the extent to which they feel confident the school will sustain the CCLI team after this year. Between 7 to 14 Team Leads completed an exit ticket after each workshop. Because less than 10 Team Leads completed the exit ticket in May, those results are not included. Team Lead exit ticket surveys are included in Appendix F.

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 exit tickets to determine the effectiveness of the professional development, sharing of best practices among schools, and facilitated team planning time. Between 43 to 67 participants completed an exit ticket after each workshop. Fewer people attended the December workshop (n=43) because three districts had late arrivals or school closures due to snow. Workshop surveys are included in Appendix G.

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. School staffs could also add questions to obtain feedback on specific college and career awareness strategies. The survey was administered in November through December 2022.

Staff Survey. CCLI school staff also completed a College and Career staff survey in September and October 2022. 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 7. The survey was administered in May 2023. In total, 73 participants completed the End-of-Year survey. Exhibit 3 shows the districts, schools, and positions of people completing the End-of-Year survey. All participating schools received the survey link and had an opportunity to complete the End-of-Year survey. A copy of the survey is in Appendix G.

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

| SURVEY COMPLETION | |
|--|--------------------|
| District | % of Sample |
| Auburn School District | 13.9% |
| Federal Way Public Schools | 9.72% |
| Kent School District | 33.3% |
| Renton School District | 23.6% |
| Seattle Public Schools | 15.3% |
| Tukwila School District | 4.2% |
| School | % of Sample |
| Auburn High School | 9.6% |
| Auburn Mountainview High School | 4.1% |
| Chief Sealth High School | 2.7% |
| Cleveland High School | 12.3% |
| Decatur High School | 1.4% |
| Federal Way High School | 2.7% |
| Foster High School | 4.1% |
| Hazen High School | 6.9% |
| Kent-Meridian High School | 11.0% |
| Kentlake High School | 5.5% |
| Kentridge High School | 8.2% |
| Kentwood High School | 8.2% |
| Lindbergh High School | 12.3% |
| Renton High School | 5.5% |
| Thomas Jefferson High School | 5.5% |
| Positions | % of Sample |
| District Administrator | 0% |
| School Administrator/Dean of Students | 7.0% |
| Counselor | 26.8% |
| Teacher | 24.0% |
| College/Career Specialist | 12.7% |
| Community Based Organization Representative | 15.5% |
| Other (e.g., GEAR UP Coordinator, Librarian) | 14.1% |

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 2017-18 school year and added 8 schools (Cohort 2) in the 2019-20 school year, as a multi-year professional learning community. 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 their improving college and career readiness systemwide. In 2022-23, 15 schools participated, with one school new to CCLI this year. CCLI's Community Goal is included in the sidebar.

The foundational support provided through CCLI has remained the same each year, which has included a series of workshops, school-based technical assistance meetings, resource sharing, and student and staff surveys. However, in Year 6, the focus shifted to increasing capacity and sustainability within the school setting. To this end, Team Leads participated in seven trainings/meetings to build capacity to support the CCLI team. The whole team workshops were reduced from three to two, and CCLI Program Leaders provided site-based technical assistance for up to three meetings (previously monthly), though the school-based teams did not use all the meetings. A Program Leader described, "We want to enable Team Leads to take initiative to lead more, with us taking a step back. That was the big goal."

The identified areas of focus have changed each year with the intent of deepening the work and building sustainability. 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.

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,

CCLI COMMUNITY GOAL

CCLI is focused on supporting the collective Road Map Project goal of increasing equitable policies and practices in our education systems and dramatically improving outcomes for children and youth, from cradle through college and career; so that by 2030, 70% of youth in the region will earn a college degree or career credential and we will have eliminated opportunity gaps.

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 6

- Teams will use an anti-racist lens to advance racial equity in the college and career work in their school, with particular focus on increasing direct postsecondary enrollment for students of color, ensuring that specific student populations are identified and prioritized;
- Teams will focus on four major areas of work: learning from students, increasing financial aid completion, increasing college application completion, and building the college and career system;
- Teams will use data and research to understand student outcomes, explore root causes of college access barriers experienced by students and to set targets for their school;
- Teams will learn to use a continuous improvement approach to identify strategies, implement them, evaluate their effectiveness, and make changes;
- Teams will 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 aid and having a postsecondary plan in place; and
- Teams will build ownership of college and career readiness in their school building.

During interviews CCLI team members were very aware of the goals of CCLI, acknowledging the supports offered through CCLI focus on creating systemic change in an effort to increase the percent of students with a college degree or career credential. Recognizing the work at the school level, one person said, “It is about demystifying the thoughts that some staff may have about student achievement and wants and providing them more knowledge about how to talk about post-secondary options and help them work through biases they may have.” Another person shared,

The goals are to increase post-secondary support for students, particularly low-income and minority students, to increase equity. We do this by bringing college knowledge to students, teachers, and the whole staff. We are trying to make it a group effort. There are not enough counselors to serve all students, so we are trying to embed it throughout the school.

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.

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 6. 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,

CCLI kept us meeting consistently to gather and brainstorm. It helped us to stay focused on our goals as a team and assess where we're currently at. Because of this, we have been able to add more consistent support for our students.

CCLI TEAM

Each school developed a CCLI team, a multi-disciplinary group, which may include building administrators, counselors, teachers, college and career specialists, community-based organization representatives, and others, such as district representatives. The multidisciplinary team helps to build awareness that supporting college and career awareness is a schoolwide effort and integrating teachers on the team helps to increase staff buy-in and to identify ways to integrate college and career support into the school day. One person shared, “We are having better collaboration across departments and programs to make sure we are on the same page and using the same language. It helps to have a team leading this.” While team members believe teachers are a critical piece, they also acknowledge that it is difficult to always include them in meetings. A team member observed, “I think we are more successful because we have teachers on board, but they can’t attend all meetings ... that makes it more difficult.”

This year, the focus of CCLI has shifted to building capacity and sustainability with the CCLI team. With this shift, Team Leads receive support to facilitate meetings, and CCLI program leaders offered up to three co-facilitated meetings. Team Leads skill and length of time working with CCLI varies, and that impacts their ability to lead the team. For example, a team member described the benefit of having an experienced Team Lead, saying “[Name] is amazing and keeps us focused. It has been great, and we are pushed in the way we need to be pushed. We have a clear focus, and we are aware of where we want to go. We have an agenda with clear action items.” Other Team Leads, who are newer acknowledged that they are still learning about CCLI and trying understand their level of authority. A CCLI Program Leader reflected on the difference, saying, “It is a sense of empowerment and being comfortable as a Lead. Some are empowered, take initiative, and delegate. Some don’t feel they have the ability to delegate.”

CCLI Program Leaders support Team Lead in developing agendas and focus for school-based meetings (described in next section), but Team Leads set the meeting times. Some teams continue to meet monthly, with sub-meetings for team members working on a project. Other teams are meeting less

Team Member Perspective

“Having a CCLI team has kept us meeting consistently to gather and brainstorm. It helped us to stay focused on our goals as a team and assess where we're currently at.”

frequently. During the meetings, teams review data, identify next steps, which usually focused on programming (e.g., advisory lessons, FAFSA support) or teacher professional development, and assessing progress. Reflecting on their progress, team members noted that having a strong Team Lead, administrative support, and trust contributes to their success. Teams also were able to meet more consistently if they were paid for their participation or provided with a substitute.

USING DATA TO UNDERSTAND STUDENT OUTCOMES

CCLI team members continue to use data to identify areas of focus, to develop student level initiatives, to identify and address staff knowledge gaps, and to develop professional learning opportunities. The data most frequently used include FAFSA run charts and perception data from the College and Career Climate surveys for staff and students. Team members use this data to identify next steps and monitor progress, and they use this information to inform the staff and increase buy-in. A team member commented,

Team Member Perspective

“We have a clearer focus on areas of growth. We use the data to determine what sort of intervention we should plan and facilitate in order to address those areas.”

Participating in CCLI strengthened my knowledge by allowing me to see the data that will help support our building in educating students about post high school opportunities.

Teams noted that they are able to use this data because it is easily accessible and can be disaggregated in many ways through Tableau. While they have some district support in accessing and analyzing financial aid data, this is not consistent across districts. Several teams requested support in having ongoing data when CCLI sunsets, such as access to student and staff survey data. In addition, they requested support in accessing additional data that they are using less frequently, including college enrollment and persistence data. One person observed, “If we don’t have the data, we won’t be able to identify plans and monitor our efforts.”

IDENTIFICATION OF A GOAL OR FOCUS

In previous years, teams would review their data to develop an aim for the school year, for financial aid completion and post-secondary enrollment, as well as an aim for a specific racial/ethnic group. This year, instead of setting a specific aim, schools planned more generally. For example, most used the survey data to identify student programming needs, improvements to advisory or the High School and Beyond Plan (HSBP), and professional learning needs. For example, a team member described that 9th grade students come in with less knowledge about college, so they set a goal to increase college and career knowledge of 9th grade students. Some of the strategies included having students visit a college campus, talking about college sooner in advisory, and making College Knowledge materials accessible to family members. This focus helped them to clarify plans. CCLI teams also continued using the FAFSA data to identify programming needs, to support individual students, and to assess the impact of specific financial aid events. This has become more embedded in their planning process.

Overall, team members believed this process went well, and many did not feel a need to set a specific aim. However, they acknowledged a need to set a project level goal that they could easily measure and ensure they have plans in place to support that goal. They also wanted time to develop a yearlong plan that aligns with a focus or specific goals. One person said, “We need to set clear expectations, have a goal setting project, and talk about what was achieved.” Another said, “We really need time to document everything we have done, and map everything out to create a yearlong plan.” Still another said, “We need a really strong first meeting in August to set up our focus and plan for the year.”

IMPROVING COLLEGE ACCESS OUTCOMES

Central to CCLI is improving college access outcomes. While improving financial aid completion rates was the initial focus, and CCLI teams continue this work, they have also broadened efforts. During

interviews and on the survey, teams identified other efforts as well, which include adding financial aid and college application support during and after school, improving advisory lessons that incorporate different postsecondary options, offering multilingual financial aid and family events, holding career fairs, and collaborating with colleges that enroll many of their students. For example, some teams have been developing advisory lessons that they send to faculty to ensure that critical points are covered. A team member commented, “We are using Homeroom lessons to implement more awareness of our postsecondary options. Our student survey showed that students were low in knowing the options, and now we are using Homeroom to describe the options.” Another shared, “We have created slides to push out to staff to introduce Xello lessons. We are trying to get more staff buy-in, so the lessons are used and focused on the information students need.”

When reflecting on the outcomes, staff members commented about a culture change in the school. A team member commented, “I think we are transforming the idea that college is not just a four-year, but it is also technical, two-year, and apprenticeship. This gets students more excited.” Staff members identified improvements in other data points as well, including an increase in financial aid completion rates, an increase in Advanced Placement (AP) enrollments, an increase in students signing up for college field trips, an increase in post-secondary enrollment at targeted colleges, and an increase in students signing up for Seattle Promise.

Team Member Perspective
“Anecdotally, I feel that there is more of a college going atmosphere. I feel students are realizing they can access these different options and are learning more about them.”

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

There has been a substantial shift this year in providing professional learning to staff. While it has always been one of the strategies to shift adult mindsets, many school teams reported that they have been given more time to incorporate professional learning opportunities into meetings or to provide tips to support college and career awareness activities. Similar to previous years, CCLI team members are sharing survey data, with 92% of CCLI team members reporting they shared student survey data and 90% reporting they shared staff data. The data is used to increase buy-in and identify professional learning needs, and teams support this by providing small learning opportunities to staff. This improvement is also reflected in survey data. For example, 84% of team members agreed their college definition is communicated schoolwide (67% in 2021-22), and 70% agreed their staff understand the college and career supports offered at the school (47% in 2021-22).

Team Member Perspective
“It strengthened our college and career knowledge readiness and allowed us to see that all teachers in the school need to have the same knowledge in order to inspire students to know their post high school plans and how to help them get there.”

Overall, staff members believe this support is helping to address knowledge gaps. One team member commented, “It has helped to build understanding with staff in the building who are not a part of the team to work together to support students as they transition to life after high school.” These learning opportunities, combined with PowerPoints or other tools that staff can use in advisory create more consistency. One person shared,

I feel that more of our staff have capacity to talk about college and career. We always had staff, but we are building capacity so more students are getting help from teachers. That was reflected in the data. Even the students that rely on staff, they are doing that. We have an increase in our

white students relying on staff. That speaks to CCLI and the goal of creating the culture building wide.

Although this is an area of improvement, garnering staff buy-in continues to be a struggle, as well. For example, some teams do not have consistent opportunities to provide professional learning and have limited flexibility in providing support for advisory lessons. Others noted that these learning opportunities must be systemic and long-term, as many staff members still do not buy-in to the work (see *Evaluation Question #4*) and there are new staff members each year. As one person shared, “On our end, our biggest concern is staff not ready to buy-in and use the resources we provide in advisory. We haven’t been able to overcome that obstacle.” Another commented, “We have new staff each year. We have to build in training to support new staff.”

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

CCLI participants agree that CCLI, 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. One person shared, “I don’t think we would have a college and career team without being part of CCLI. They are momentum builders.”

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, except workshops, scored above an 8.0, an indicator of a high rating (see Exhibit 6). Results have fluctuated each year, largely due to the pandemic. Team Lead meetings were also a large component this year, but feedback was not obtained on the End-of-Year survey, as only Team Leads attended. These components are described in more detail below.

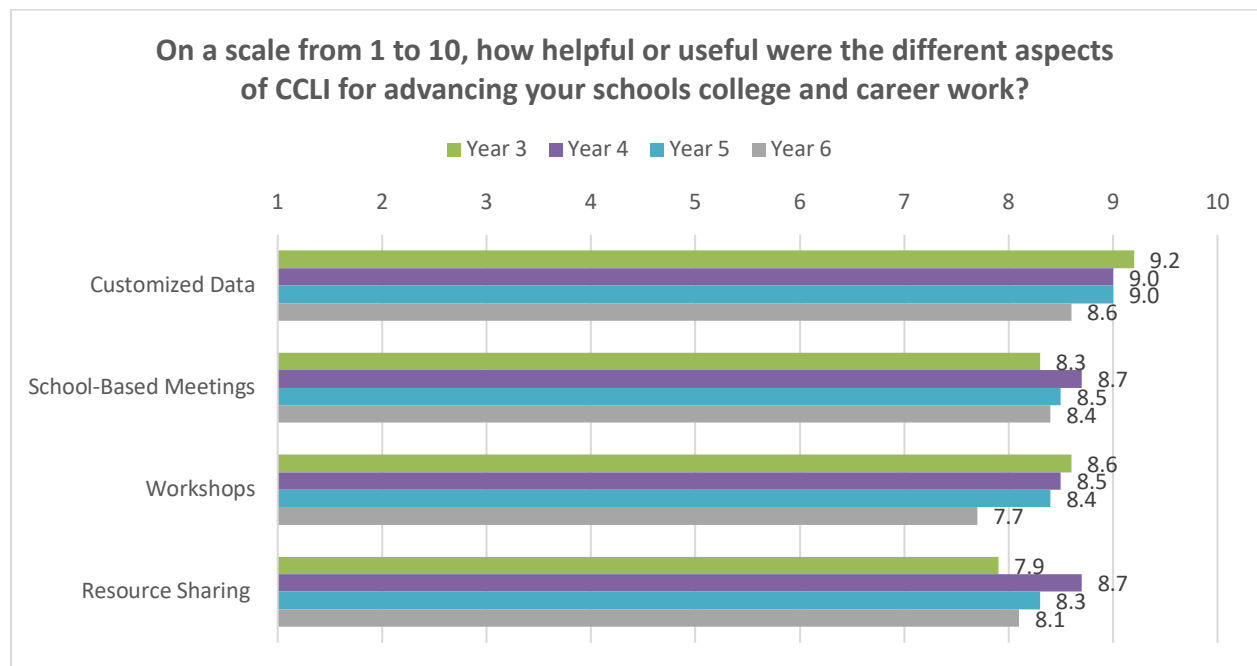


Exhibit 4. CCLI Components – Scale of 1 to 10

Data. CCLI participants continue to identify data as one of the most useful supports, as well as their greatest need to help with sustainability when CCLI comes to an end. Staff members appreciate having access to Tableau, which provides easy-to-read tables that can be disaggregated in many ways (e.g., gender, race/ethnicity, first generation college students), and is longitudinal. One person shared, “Tableau is awesome, and it is great that we can disaggregate everything so easily. When we were doing a PowerPoint, it was easy to use the data.” Team members noted that the financial aid data is helpful in setting goals, targeting support to specific students, and monitoring different programming events. The survey data helps to identify gaps in knowledge and needs, assess programming, and build staff buy-in. One person explained, “[The survey data] is informative and eye-opening for other staff members. They see that students have an opinion about the services they receive, and it gives students an opportunity to share their voice.” Another shared,

Survey data is helpful to have as educators to know what extra support is needed. As colleague-to-colleague, we are learning what support is needed for HSBP. The data helps us be on the same page. It gives a baseline of where we need to do extra work.

On the End-of-Year survey, CCLI participants reported a high level of understanding and use of data. For example, 96% of CCLI team members understand their staff survey results, 95% understand their students’ college and career outcomes data, such as post-secondary enrollment, 93% understand their student survey results, and 92% understand their staff survey results. Further 90% used their student survey data to inform their strategies and make adjustments, 88% used their college and career outcome data to identify root causes and inform strategies, and 82% used the staff survey data to inform professional development for staff.

Moving forward staff members reported that they would like more access to postsecondary enrollment and persistence data. Additionally, a few teams requested on-site technical support to use and understand the data next year.

Workshops. CCLI team members participated in two regional, online workshops in December and March. Previously teams also participated in an August workshop, but that workshop was discontinued as part of the effort to build sustainability of CCLI teams. 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 5 details the two workshop goals.

Exhibit 5.
Workshop Goals

| WORKSHOP GOALS | |
|----------------|---|
| Workshop | Goals |
| December | <ul style="list-style-type: none"> • Share, celebrate and learn about what’s working across our network • Understand Staff Survey data and how it can inform our plans • Identify at least one way the team could utilize the Staff Survey results this year |
| 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 plans • Identify at least one way the team can utilize Student Survey results this year |

CCLI team members appreciate having the workshops, particularly having time to work together as a team and having opportunities to learn from other schools. They also appreciated having lunch, snacks,

and fidget toys provided to help with engagement. However, participants' ranking of the workshops' helpfulness dropped below an 8.0. The decrease, in-part, is because the December workshop occurred when it snowed in the region and three districts were closed or had a late start limiting participation. However, there were several other comments as well.

Overwhelmingly, participants requested having in-person workshops for the full-day. Participants noted that while Project Leaders use best practices for virtual learning, there are some difficulties with online learning. For example, when it is online, and educators are in the school building, they are often pulled away for more pressing needs, making it difficult to fully engage. CCLI teams noted that it is difficult to plan, unless they are all in the same room participating in the workshop as a group virtually. This can be awkward for how they engage during the workshops. One person shared,

It is just about getting that time to have the conversations without getting pulled away. We need to focus, and we haven't had that opportunity with online. We get interrupted, and kids will need something. You don't have the designated time to focus, think about what is said, and develop the words, thoughts, and actions to plan.

Team Member Perspective

"One of the things I look forward to is building the connections with different districts, and I still call some of them. They do things differently, but it is good to have good insights."

Additionally, participants noted that this has hindered their opportunity to learn from other schools through job-alike or cross district groups. On the survey, only 54% of school teams reported they implemented a best practice they learned from another school. While opportunities continue to be built in for collaboration through break-out rooms, sometimes there is less participation or people have their camera off, stunting the conversation. One person shared,

I liked seeing how the other schools do this work. It was good to see implementation at other schools. It would have been better in-person. I miss the meetings where we could connect in-person with other people. We could learn what they are doing, and if we want more information, we can talk with them during a break.

School teams also identified a need for more opportunities for professional learning. In the past, with full day workshops, CCLI team members had opportunities to build their own content knowledge (e.g., learning about the labor market) or network with apprenticeship representatives. One person reflected, "Originally it was informative because we had workshops on topics. We didn't learn anything new this year. Previously, we would learn about jobs and the economy." Participants appreciated getting updates on upcoming policy changes, such as changes related to applying for financial aid, but they reiterated the need to continue to build their content knowledge. This is particularly true for members new to CCLI. When asked what additional content knowledge they would like, participants identified the following: (1) apprenticeship opportunities; (2) careers in demand or job market; (3) outreach to college partners; (4) best practices in college and career readiness; (5) best practices for the HSBP; and (6) ways to support the College Bound Scholarship program.

Finally, participants noted that it was difficult to develop a focus and plan without the August workshop. While they ended up doing this during the school-based team meetings, they would like additional support. Some recommendations included offering the August workshop again and/or building capacity and support for Team Leads to do this work at the beginning of the school year.

School-Based Meetings/Onsite Technical Assistance. As described earlier, school-based meetings have changed, with Team Leads facilitating the meetings, and CCLI Project Leaders providing technical assistance and support through Team Lead meetings (described below). With the change in facilitation, some teams have continued monthly meetings, whereas others have reduced the frequency.

In addition to the Team Lead meetings, CCLI Project Leaders have offered up to three meetings where they will attend and co-facilitate. They also provide support for questions and have developed tools to help teams. For example, when some teams were not able to attend the December Workshop, CCLI Project Leaders offered to work with the team in January to review Staff Survey data, and they also created a guide for the Team Leads to review the data internally. CCLI team members described the support as “responsive.” However, fewer than half of the schools asked for co-facilitation support. Members of one school that asked for support shared, “I value their support. [Name] came out yesterday. I love their perspective, and they are good at bringing it back to the kids in front of us. I enjoy that they are grounded in the work, can share things from other schools, and bring in new ideas.” One person at a school that did not ask for co-facilitation support commented, “We haven’t invited them out. They offered, but we haven’t accepted. We have focused on establishing our own team.” Some team members suggested that they did not know how to use the support, and they recommended providing teams with suggestions of what the support could look like, such as data technical assistance, staff development planning, content specific information, etc. Other teams were concerned that, with the co-facilitation, team members would defer to Program Leaders rather than Team Leads.

Team Member Perspective
“[Program Leader names] are so responsive. They are knowledgeable and answer my questions immediately. All I need to do is ask, and they will identify a resource.”

Team Lead Meetings. Over the last school year, Team Leads participated in seven meetings to help build their capacity to lead the CCLI teams. Team Lead meetings focused on calendaring and setting the agenda for monthly school meetings, collaborating with leaders from other schools and districts, and preparing for the CCLI workshops. Team Leads reported that they appreciate the time to plan for their meetings, hear what others are doing, and work with other leads in the district. However, they also noted that at times the meetings feel a bit “drawn out” and that they usually do not need as much time with the district group. Moving forward they recommended shortening the meetings to one-hour or building in time to share more resources, learn how to set and monitor goals, and to learn new content they can share with their team. As an example, one Team Lead shared that the last meeting was valuable because they had time to practice using the Consultancy Protocol. The Team Lead commented,

At the last meeting, they did the consultation where the lead shared a barrier or difficulty she has tried to overcome, and we provided feedback and discussion. That was meaningful, and I could bring something to my team. We need more focus on that, or new content, rather than just going over things we already know.

Overall, feedback from the Exit Tickets were positive. Results from meetings #1 through #6 showed between 79% to 100% of Team Leads agreed the information they gained from the meeting will improve their CCLI teams’ capacity to support their schools’ college and career system. Results for meeting #7 are not available because fewer than 10 Team Leads completed the Exit Ticket. Results also demonstrated that, over time, Team Leads’ confidence in their role as Team Lead increased (see Exhibit 6). Generally, Team Leads, particularly those with experience, felt confident in their role. Newer Team Leads scored

their confidence lower, but noted they were gaining confidence and asked for more content knowledge around college and career readiness.



Exhibit 6. Exit Ticket – Confidence in Role as a Team Lead

Resource Sharing. CCLI school teams continue to identify the resources they receive from Program Leaders and other school teams as a valuable component. Many teams reported that they are using College Knowledge lessons, and some have reached out to other schools to share information on specific events and/or lessons. However, several people noted this area would improve if they had access to in-person workshops.

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, “Having an administrator and a coach on our team helps us to advance our work.” In contrast, teams that have inconsistent leadership at meetings struggle in implementing program supports for students and have had limited time to provide professional learning with staff. One person shared, “We need a decision maker on our team. We need to figure out who has control over decisions.” Another said, “I think it would be great to have more buy-in from the admin. It is great we have this team, but it would be great if admin were part of it. It isn’t where it should be or could be.”

District leadership was also identified as a key contributor to success. This emerged as one of the most discussed areas, partly because Team Leads now meet with district teams during Team Lead meetings. They recognize that to create a college and career readiness system, they need district level buy-in and support where they receive stipends or substitutes to meet, where they have dedicated time built into

meetings for professional learning, where they have district time to plan and provide feedback on advisory and the HSBP, and where they can look at data collectively to create programs and share resources across the district. For example, one person explained, “If we want to make decisions, we don’t have the authority. We are hindered by our school district funding. We have been told we can’t make a change to advisory. HSBP is meaningless, and we want to make it meaningful, but we have no say.” Another shared,

We wanted to reinvigorate our HSBP process, and the district was not on board, and that is the biggest frustration. They let us participate in the Design Sprint, and the feedback we got went nowhere. They supported us in getting student voice, but they never used it.

Team members recommended that 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 and help with creating a district level CCLI team. One person reflected, “If we could get district support, that would guarantee the CCLI teams will be maintained. We could share resources across our schools, support each other at different events, and use data consistently to measure progress.”

Staff buy-in also continues to be a challenge. Although CCLI teams noted that it is improving and data is more positive, it continues to pose some difficulties, particularly if CCLI teams do not have many opportunities to meet with the staff. In some schools, there is still the mindset that college and career work should be supported by school counselors or college and career specialists. Because of this, some teachers do not consistently provide advisory lessons, and there continue to be staff members who do not believe all students should or are interested in attending postsecondary education. This is evident on the staff and student surveys, which shows that 93% of students report they want to go to college, while staff members perceive about 79% of students aspire to attend college. One person shared, “Buy-in slows it down. We have bought in, but outside of this team, there are pockets of support and people who are not supportive. They don’t do the lessons in advisory.” Another said, “The staff is not ready to buy-in and use the resources in advisory. We have not overcome that obstacle yet.”

Finally, time and follow-through present challenges. CCLI teams try to meet monthly, but it continues to be difficult for all team members to be part of the meetings, unless there is dedicated pay for substitutes. Additionally, the teams are small and shouldering much of the work. Furthermore, some teams have members who do not participate as fully as other members. One person shared, “It is hard

Team Member Perspective

“There are so many things to focus on. We have too many topics and we need to narrow the focus. We can always do more, but we don’t have the time.”

for six people to take the ideas and run with them. We are trying to get the staff involved, and a bigger team would help, but we can’t fund more and there is a sub shortage.” Another person shared, “We just need more time. We are efficient, and we come up with plans quickly, but we need time for focus and follow-through.” Still another shared, “On our team, there are some members that don’t carry their fair load and don’t follow-through and that makes us less successful.”

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

Most CCLI participants agree their college and career system has improved (85%) and their school wide college going culture has improved (80%) since partnering with CCLI. Some of the strategies for improvement include adding financial aid and college application support during and after school,

improving advisory lessons that incorporate different postsecondary options, offering multilingual financial aid and family events, and holding career fairs.

CCLI team members are also building staff capacity to support college and career readiness. There is variation across schools as to the frequency of this support. For example, some schools are able to share staff and student data when it becomes available, some provide “tips” or tools during regularly scheduled professional learning, and some provide lessons or PowerPoints to use in advisory. One person shared,

We have fine-tuned the Tips to identify what students and staff need information on, and we focus on that when we share a Tip with the staff. With Homeroom lessons, we are responsive with what students are saying they need. We can be more responsive because of CCLI and the survey data.

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 completion rates of advisory assignments, increasing the number of students signing up for advanced classes, increasing the number of college applications completed, and increasing the number of students who report they are going to a two-year or four-year college. A team member reflected, “I feel that more of our staff have capacity to talk about college and career. We always had staff, but we are building capacity so more students are getting help from teachers. That was reflected in the data.”

Team Member Perspective

“I think we are transforming the idea that college is not just four-year, but it is also technical, two-year and apprenticeship, and I think that gets students more excited. More students want to go and are applying.”

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 six 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 6 include all schools, though they vary each year. The differences in schools taking the survey should be considered, and it makes it difficult to do comparisons over time. 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 6, 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. These results are very similar to the previous year. Other results around college access indicators showed small increases from Year 5 (see Exhibit 7). Disaggregated results show that by grade, results do increase as well, demonstrating that students gain knowledge as they progress through school.

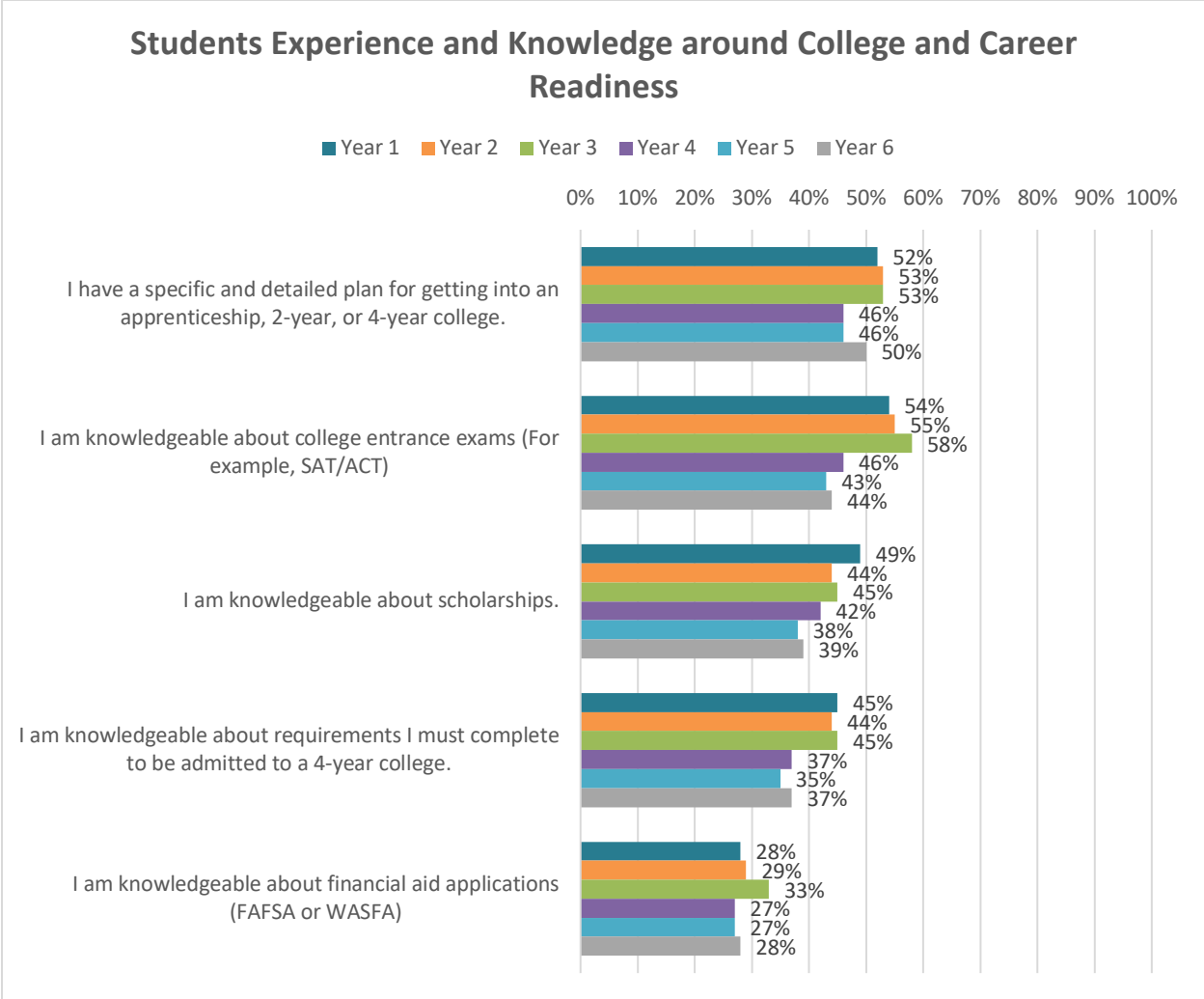


Exhibit 7. College and Career Climate Survey

Results from the Staff Survey, which was administered in 2019-20 (Year 3) to seven schools and all schools in 2020-21 (Year 4), 2021-22 (Year 5) and 2022-23 (Year 6), provide more context. In 2022-23, 79% of staff members perceive students aspire to attend college. This is a slight decrease from the previous year. However, the percentage of staff talking with their students about college and financial aid has increased. In 2022-23, 70% (previously 62%) of staff members reported they spoke to their students about college entrance requirements, and 68% (previously 60%) spoke to their students about the availability of financial aid to pay for college.

Staff knowledge around the college access indicators varies somewhat compared to students (see Exhibit 8). For example, staff members are more knowledgeable in all areas. This may be, in part, because of their lived experiences but it also may be a result of professional learning that has been a focus over the past few years. The results do show that a greater percentage of staff report they are knowledgeable about FAFSA and WASFA. This may be a direct result of the CCLI focus. While these results are encouraging, they also show that staff members continue to need training and support around college and career readiness indicators.

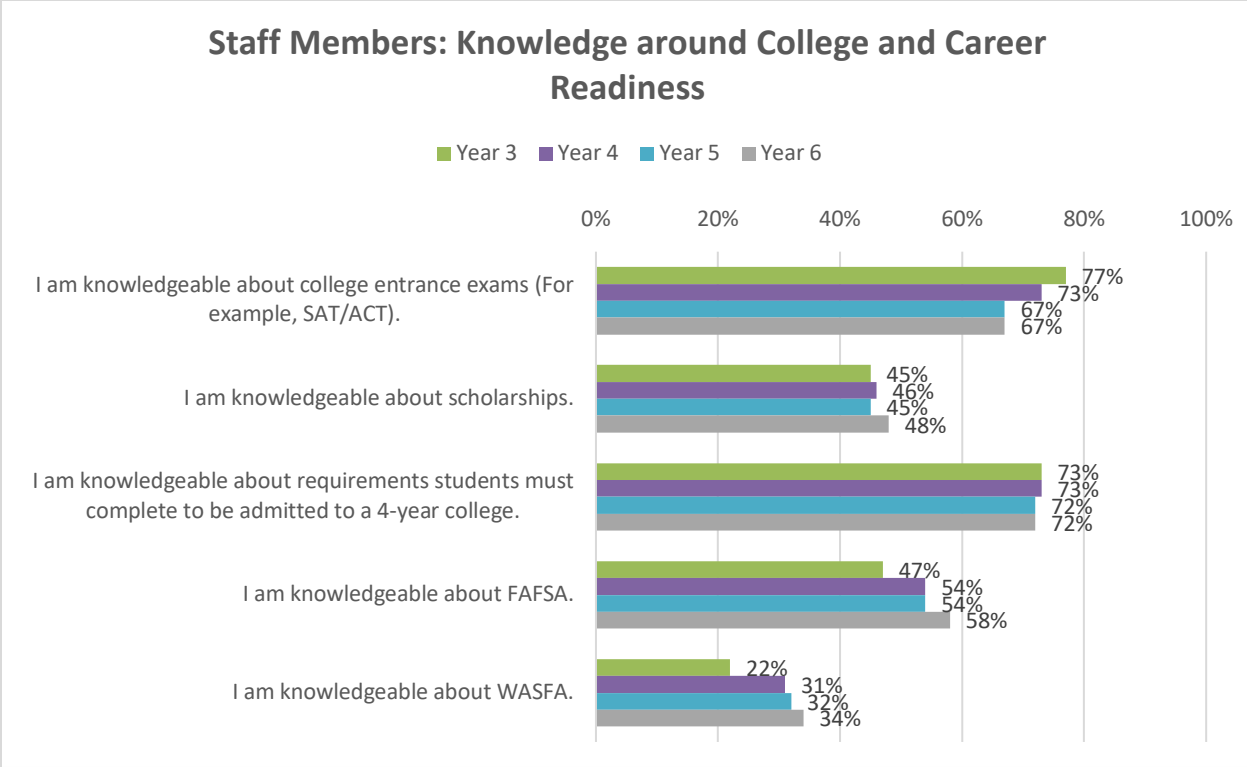






Exhibit 8. College and Career Climate Survey - Staff




SHORT-TERM AND INTERMEDIATE-TERM OUTCOMES


The results below show a combination of Workshop and End-of-Year survey results, which were used to measure progress towards short- and intermediate-term outcomes as described on the logic model for Year 6 (see Exhibit 9). When indicators refer to school teams, greater than 50% of participants have to agree with a particular statement.

Exhibit 9. Progress Towards Short- and Intermediate-Term Outcomes

| LOGIC MODEL: SHORT- AND INTERMEDIATE-TERM OUTCOMES | | Target Met |
|--|---|------------|
| Short Term Outcomes (During 2022-2023 school year) | Progress Update | |
| 100% of school teams understand the elements of a strong college and career system | In 2022-23, 88% 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 based on student voice, data, and school context | 100% of school teams implemented a plan to increase a college readiness indicator based on student voice, data, and school context. Staffs used planning meetings to develop and implement the plan. | ✓ |

| | | |
|---|---|---|
| <p>90% of participants identify a best practice they have learned from another school, which they plan to implement</p> | <p>53% (8/15) of school teams reported they identified a best practice they learned from another school, which they plan to implement. This is a slight increase from last year (50%). Participants continued to note that online workshops made it difficult to effectively collaborate and learn from other schools. Some examples of practices that were implemented included:</p> <ol style="list-style-type: none"> 1. Multi-lingual financial aid event 2. Staff training/workshops 3. Family engagement events |  |
| <p>80% of participants indicate increased understanding of the college and career readiness data and root causes of student outcomes</p> | <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"> • 96% agree the college and career team understands our staff survey results (96% in 2020-21; 92% in 2021-22) • 95% agree the college and career team understands our students' college and career outcome data, such as postsecondary enrollment (95% in 2020-21; 93% in 2021-22) • 93% agree the college and career team understands our student survey results (95% in 2020-21; 93% in 2021-22) • 90% agree the college and career team used student survey data to inform our strategies and make adjustments if needed (72% in 2020-21; 91% in 2021-22) • 88% agree the team used our school's college and career outcome data to identify root causes and inform our strategies (84% in 2020-21; 76% in 2021-22) • 82% agree the college and career team used the staff survey data to inform professional development for staff (79% in 2020-21; 79% in 2021-22) |  |
| <p>Intermediate-Term Outcomes (After CCLI finished - June 2023)</p> | <p>Progress Update</p> | |
| <p>100% of school teams increase college-going supports during the school day, based on student need</p> | <p>Overall, 93% (14/15) of school teams reported that they increased college going supports during the school-day based on school need. This was a new question, so there is no longitudinal data.</p> <ul style="list-style-type: none"> • Previously CCLI school teams were asked whether their school has a greater understanding of the importance of providing college and career supports during the school day. Currently, 73% (11/15) agree their school team understands the importance of school day support (67% - 12/18 in 2020-21; 79% - 11/14 in 2021-22) |  |
| <p>80% of school teams report greater staff participation in supporting college and career readiness and greater understanding of college and career supports</p> | <p>Participants reported greater participation in supporting college and career readiness in their schools and greater understanding of the college and career supports. This is a substantial improvement, and represents the first year of meeting this outcome.</p> <ul style="list-style-type: none"> • 80% (12/15) of school teams reported greater participation in supporting college and career readiness (44% - 8/18 in 2020-21; 79% - 11/14 in 2020-21) • 87% (13/15) of school teams reported that staff understand the college and career supports offered at their school (67% - 12/18 in 2020-21; 50% - 7/14 in 2021-22) |  |

| | | |
|---|---|---|
| <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. Aggregating all responses, only two areas have above 80% overall: (1) knowledge of the importance/benefits of college, and (2) knowledge of resume writing. To analyze if there was an increase in knowledge, we compared results from 2021-22 to 2022-23 for schools that completed the survey both years. No element had 80% of school teams increasing their knowledge.</p> <ul style="list-style-type: none"> • 93% (93% in 2021-22) were knowledgeable of the importance/benefits of college (64%; 9/14 schools increased knowledge from 2021-22 to 2022-23) • 80% (76% in 2021-22) were knowledgeable of resume writing (57%; 8/14 schools increased knowledge from 2021-22 to 2022-23) • 75% (78% in 2021-22) were knowledgeable about the courses and requirements students must complete to graduate high school (50%; 7/14 schools increased knowledge from 2021-22 to 2022-23) • 72% (72% in 2021-22) were knowledgeable of the requirements students must complete to be admitted to a 4-year college (64%; 9/14 schools increased knowledge from 2021-22 to 2022-23) • 70% (68% in 2021-22) were knowledgeable of college applications (50%; 7/14 schools increased knowledge from 2021-22 to 2022-23) • 68% (70% in 2021-22) were knowledgeable of the courses students must complete in high school to pursue their post-high school plan (29%; 4/14 schools increased knowledge from 2021-22 to 2022-23) • 67% (67% in 2021-22) were knowledgeable of college entrance exams (71%; 10/14 schools increased knowledge from 2021-22 to 2022-23) • 62% (59% in 2021-22) were knowledgeable of the requirements students must complete to be admitted to a 2-year college (50%; 7/14 schools increased knowledge from 2021-22 to 2022-23) • 58% (56% in 2021-22) were knowledgeable of FAFSA (64%; 9/14 schools increased knowledge from 2021-22 to 2022-23) • 48% (45% in 2021-22) were knowledgeable of scholarships (71%; 10/14 schools increased knowledge from 2021-22 to 2022-23) • 34% (32% in 2021-22) were knowledgeable of WASFA (71%; 10/14 schools increased knowledge from 2021-22 to 2022-23) • 25% (24% in 2021-22) were knowledgeable of the requirements students must complete to be admitted to an apprenticeship program (50%; 7/14 schools increased knowledge from 2021-22 to 2022-23) |  |
| <p>80% of school teams report a college and career system change improvement</p> | <p>64% of schools (9/14) agreed they implemented a college and career system change improvement. This was a small decrease from the previous year (10/14). During focus groups and on the survey, CCLI teams reported that they are continuing to focus on previous changes, rather than adding new changes. Some examples of college and career system change improvements include:</p> <ul style="list-style-type: none"> • Staff training/workshops • School day college/career supports (e.g., integrated in English class) • Career fair • Family engagement events |  |
| <p>90% of school teams have seen an improvement on a college access indicator</p> | <p>93% of school teams (13/14) reported making an improvement on a college access indicator in 2022-23. This is the same percentage from 2021-22. Examples of improvements include:</p> <ul style="list-style-type: none"> • Financial aid completion rates |  |

| | | |
|---|---|---|
| (e.g., financial aid completion, application completion) | <ul style="list-style-type: none"> • Increase in AP enrollments • Staff knowledge • Postsecondary enrollment | |
| On average, School staff estimate that 90% of students aspire, expect, and are capable of attending post-secondary training | In 2022-23, 79% of staff believe students aspired to attend postsecondary training, 70% believe students expect to attend postsecondary training, and 88% agree students are capable of attending postsecondary training. While these indicators are below the 90% threshold, the results have generally fluctuated from the 2021-22 school year (81%, 72%, and 84%, respectively). |  |

END-OF-YEAR SURVEY RESULTS

Exhibit 10 shows 2022-23 End-of-Year survey results from participating CCLI team members. The results show CCLI team members understand their data (staff and student surveys, college and career outcome data) and use the data to identify root causes, inform strategies, and make adjustments as needed. Additionally, 85% of team members noted their college and career system has improved since participating in CCLI, and 80% agreed their college going culture has improved.

Like previous years, the results still show that school wide implementation and staff knowledge are the weakest areas. However, this area is also improving (see below). Notably, 74% of CCLI staff members agree their staff understands the importance of providing college and career supports during the day, 67% agree staff participation has increased this year, and 59% agree staff consistently messages all postsecondary options.

Exhibit 11 shows End-of-Year survey results for the past six years combining all participants. Each year, the participating schools changed substantially, so these results should be interpreted cautiously. For example, in Year 3, a second Cohort of schools joined. Years 3 through 5 were 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 6 survey.

Generally, results have improved or stayed the same across the items. The largest increases were on the following questions: (1) Our college definition is communicated school wide (84% agree/strongly agreed); and (2) Our staff understands the college and career supports offered at our school (70% agree/strongly agree). It is notable that this occurred at the same time CCLI teams have focused on providing professional development to school staffs using survey data (82% agree/strongly agree) and is likely a result of this effort.

2022-2023: % Agree/Strongly Agree with each Statement

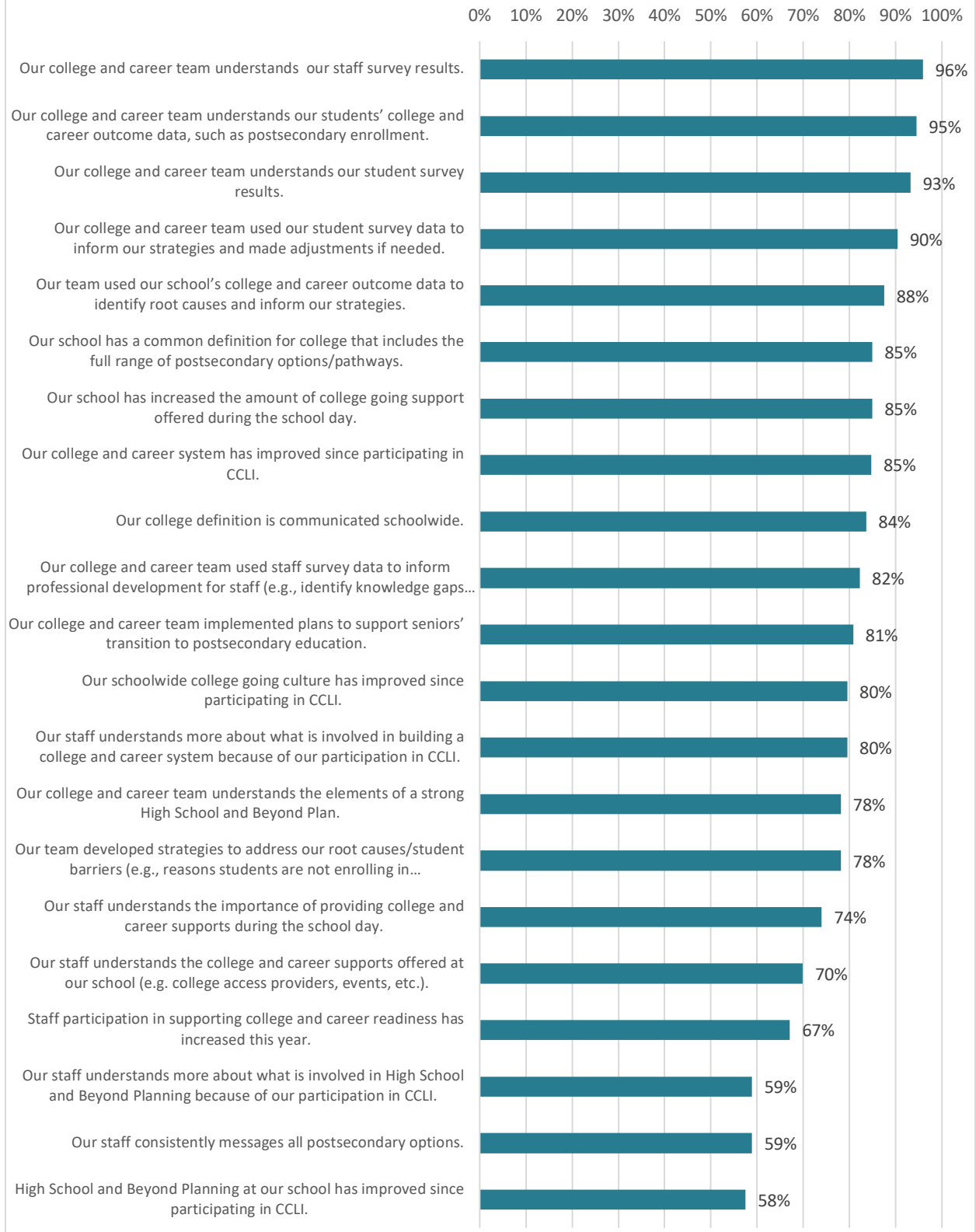


Exhibit 10. End-of-Year Survey Results

% Agreed on Questions from Year 1 to Year 6

■ Year 1
 ■ Year 2
 ■ Year 3
 ■ Year 4
 ■ Year 5
 ■ Year 6

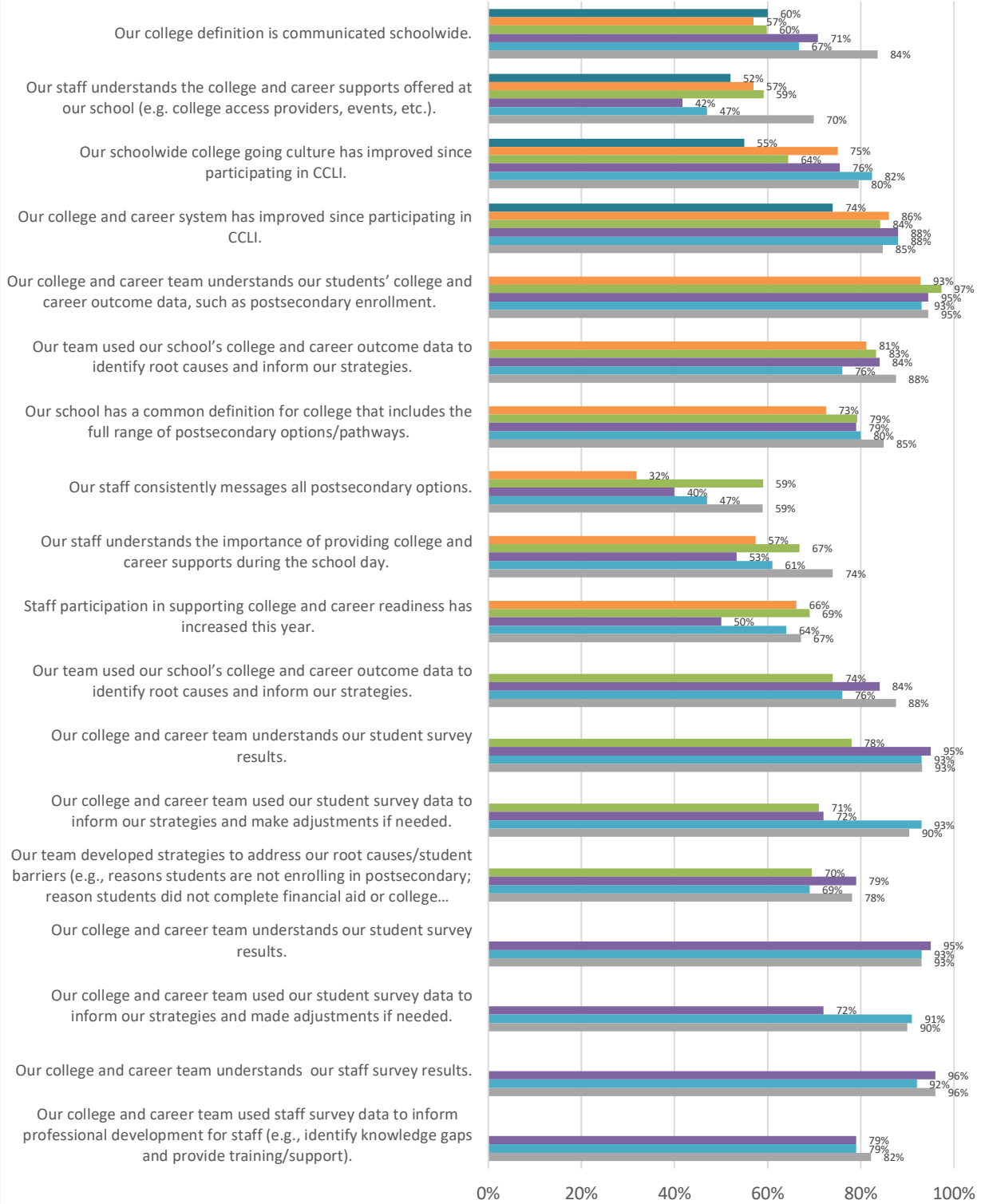


Exhibit 11. Percent Agreed on End-of-Year Survey, Year 1 to Year 6

EQ #6: WHAT ARE STUDENTS' PERSPECTIVES ABOUT COLLEGE AND CAREER READINESS AT THEIR SCHOOL?

Evaluators conducted focus groups during site visits, with a diverse group of students representing all grade levels. 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 appreciated participating in the focus group and suggested that there should be more opportunities to provide feedback. One student commented, "I do not feel that we engage enough students to share their voice."

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 all schools, students reported that it was critical to have at least one significant person in their high school who they connected with, who they could discuss future plans, and who would help them with their college and career plans. The role of the person varied considerably, and included counselors, college and career specialists, teachers, advisors, and coaches. The important thing was this person(s) listened to students, provided guidance and resources, and encouraged students to pursue their dreams. One student shared, "I have a lot of mentors, and those guys really help me figure out what I really want to do in life. It isn't their job title, but they take the time to help me and really talk to me." Another said, "Meeting with [Name]. she has helped me with

Student Perspective

"It is great to have staff that are willing to support you and help arrange things if you need help. I feel we have a welcoming community where you can find your place. There is always a staff member to support and guide you. There is someone rooting for you."

financial aid and applying for college. She makes it seem so easy." Another shared, "My teacher, I'm really close to him. He encouraged me to do extracurricular activities, we talked about a letter of recommendation, and he talks about life beyond high school." Still another shared, "[Name] is my motivator. Without him, I would not be here. I know I'm important and we created a bond. He listens and doesn't judge me."

Focused classes and programs. Students reported that participating in focused classes or programs were also helpful, such as Advancement Via Individual Determination (AVID), a career exploration class, College Success Foundation, GEAR UP, and Upward Bound. Across the different classes and programs, 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, interviewing, and budgeting), and had opportunities for field trips and/or meeting representatives in the field. Through these classes and programs, students had opportunities to attend trade fairs and learn more about different careers and colleges. They also received personalized support to complete financial aid and college applications. A student explained, "In AVID class, we focus on college, and we talk about careers, and we do a project on a deep dive in our career. That is very helpful." Another shared, "On campus, we have the College Success Foundation, and they are easy to access. If you need help with scholarships, they will help you

apply and walk you through the process.” Students noted that these classes and programs are not available to all students, and they recommended offering these more broadly.

College visits. College visits were also critical for students’ college and career preparation. Schools offered a variety of opportunities for entire grade levels or groups of students through partnerships with Community Based Organizations (CBOs). Students visited local or out of area colleges. For example, at one school students visited Eastern Washington University and Gonzaga over spring break at no cost. Students also had opportunities to visit colleges by affinity group. One student shared, “I went to the UW this year, and it was just Latinos. We were with people who didn’t know English as well, but we were with our people on the campus.” Another student was able to visit five Historically Black Colleges and Universities (HBCUs) through her work with a CBO. In both these examples, students applied for and were accepted into the college they visited. They noted it was critical to visit these colleges, and see students like themselves on campus.

Support from counselors/career center. Students also have access to the counseling staff and career center for additional support. Students reported that they visit the counseling or college and career centers to get advice on classes they should take, to discuss future plans, and to access assistance on financial aid, college applications, and scholarships. One student commented, “They do a good job. [The college/career specialist] works with people on career, college, and the military. The focus isn’t just college. It is helpful to hear all the options.” Another said, “One thing I appreciate is the counselors. They help you with whatever you need. I had difficulties with FAFSA because my name is complicated, and she called them with me. I wouldn’t have done it on my own.” Students did note that it can be difficult getting an appointment with the counselors. They recommended adding more positions, so students can have one-on-one planning meetings on a regular basis.

Workshops, career fairs, and special events. Students also noted that they had several opportunities to attend workshops, career fairs, or other special events to support their college application process, including financial aid and college application workshops, and to identify career opportunities. Students reported they could get specific help during these events, and there was direct support to complete financial aid and college applications. A student shared, “I attended a workshop on financial aid, where they helped me with my application. They also helped my parents understand more about financial aid.” Students also had opportunities to explore different careers, such as nursing and positions at Boeing, and they learned about apprenticeships. A student shared, “They have been doing outside stuff, like a trades fair where we can talk with people in different careers and learn more about careers and colleges.”

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 limited knowledge, finances, and becoming independent.

Limited knowledge. Students also needed more information about college. In some cases, students noted that they were first generation college students, and they did not have support from their families. A student commented, “I’m an only child and first gen., and I don’t have support. My parents never went to college, and they don’t know about college.” However, even students who had parents who attended college reported that they needed more information. 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. A student asked, “How do you apply? How do you get financial aid? We don’t get those answers until we are seniors.”

Additionally, students expressed a lot of fears, that could be abated, with more information. For example, several students did not know what they wanted to study and felt it was necessary to go in with a plan. Others had misinformation. A student shared, “What if I make the wrong decision. ... There doesn’t feel that there is a lot of room to mess up. I’m afraid of choosing the wrong career, and I don’t think I was given the support of knowing what I want to do.” Another said, “I wanted to be a nurse, but I learned that it takes six years of college instead of four. I don’t know if it is worth going to school that long for that income. You have to balance that out.”

Students also asked for more information about careers, apprenticeships, and other training programs. A student explained, “With college, they have a specific route. But they don’t talk enough about the other options.”

Finances. Paying for college was also a concern. While students reported that they heard about financial aid and scholarships, they did not fully understand how this works, if they would qualify, and what it would cover. A student said, “We know about financial aid, but we don’t know how much we will get. I don’t know if I can afford to go.” Another said,

We have FAFSA and WASFA, but we should go to those workshops before our junior year. They tell us we will learn about it in our senior year, but we need to know now. My family can’t pay for college, and they need the information now so we can talk about it. Don’t wait until the junior or senior year.

Becoming independent. Students expressed concerns about leaving for college and becoming independent. Some students were planning to move out of the area or out-of-state, and they were concerned about cultural differences. They also expressed concern that they may not have the necessary life skills to live independently, such as knowing how to budget or understanding credit and debt. Still others raised concern about developing strong study habits. They noted that high school is very structured, and they don’t prepare students for the independence they would experience in college. One student said, “I wish we would talk about finances more. I feel that families of color are not provided that knowledge, and it leads to more families being in debt, and that cycle should be broken. I want to know about loans, finances, and investing.” Another shared, “I will be more independent, and that will be challenging. I have always had guidance and support.” Still another reflected,

I’m scared about being in a big lecture hall and being more independent. We have a lot of retakes here, and I don’t know how to prepare for exams. I’m worried about not being prepared. I feel that if someone could help me manage that, it would be easier.

Repeatedly, students suggested that the school offer a life skills class, where they learn more about being independent after high school. A student suggested, “We have to take two years of a foreign language. Why can’t we have an actual class like, Life on Your Own, that you take for at least two years.”

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 offer more career awareness activities.

Improve HSBP. At every participating school, students reported a need to improve the HSBP. Students reported that working on a computer was impersonal, and many rushed through the assignment because it was a graduation requirement that needed to be checked off. For example, during focus groups, several seniors indicated that they were finishing the plan this month, so they could graduate or attend prom. One student explained, “The questions are too broad. We need face-to-face contact. Bring people in, talk with us, let us explore careers more deeply.” Another said, “I want more education to plan my career rather than being online clicking buttons.” Still another explained, “I really haven’t worked on it since my freshmen year. You start it, but you won’t work on it again until you are a senior.” Overall, students recommended the following to improve the HSBP:

Student Perspective

“HSBP isn’t helpful. It is just a task. You do it as a requirement. I did it just to go to prom.”

- Eliminate the online experience, and incorporate engaging activities, that include college and career exploration, to help students develop their plan.
- Help students develop short-term, as well as long term goals that support the HSBP.
- Provide ongoing planning activities beginning in the 9th grade and build on the information through 12th grade.
- Provide support to Running Start students who may not be on campus during the 11th and 12th grades.

Improve advisory. Students experience with Advisory varied across and within schools. Some students found Advisory to be beneficial while others did not. Students appreciated it when their advisors talked about college and career, shared their own personal experiences, and provided guidance and support. However, students commented that some advisors simply read the PowerPoint and do not provide additional information when answering questions. Other students expressed frustration that they work on a computer, do homework, or “take a break.” A student shared, “Advisory is useless. We do Xello, and when we finish that we do nothing. We need teachers to talk with us about college.” Another shared, “Advisory is a break, where they watch us and put us on a computer.” Students made several suggestions for advisory, including exploring careers, learning about college and career from 9th grade to 12th grade, learning life skills (budgeting, resume development, study skills), and planning a schedule for classes based on college and career goals.

Integrate college and career information throughout the school. Students suggested that information pertaining to college and career readiness should be integrated throughout the school. While students identified a number of different people who have helped them plan for and consider college, they noted that the predominate people are counselors or the college and career specialist.

One person said, “I feel that we should have more than just one college and career specialist. We only have one for this many students, and we need to learn about the future. They should hire more, or teachers should provide the information in class.” Another said, “We have amazing counselors, but scheduling a one-on-one is hard. There are always students that need help. We need more ways to get the information.”

Offer more career awareness activities. Students reported, that in addition to college, they wanted more career awareness activities, where they can learn about specific careers, apprenticeships, internships, and job shadows. They also suggested bringing in more professionals who can talk about specific careers, particularly high paying careers. A student observed, “We have people talk about their college experience, but I would like people in the field to come in and talk about their careers.” Another said, “I would like more opportunities to learn about career paths. I never heard about mechanical engineering, except for one teacher who talked to me about it. I learned more about it, and it makes a lot of money, and now I want to go into that field.” Another said, “We need more exposure to careers. We visit universities but we don’t get a ground view of a career. We need to learn about construction or law. Let us spend three or four hours to see what the career is like.”

EQ #7: TO WHAT EXTENT DID CCLI HELP TO BUILD CAPACITY ACROSS CCLI SCHOOLS AND DISTRICTS?

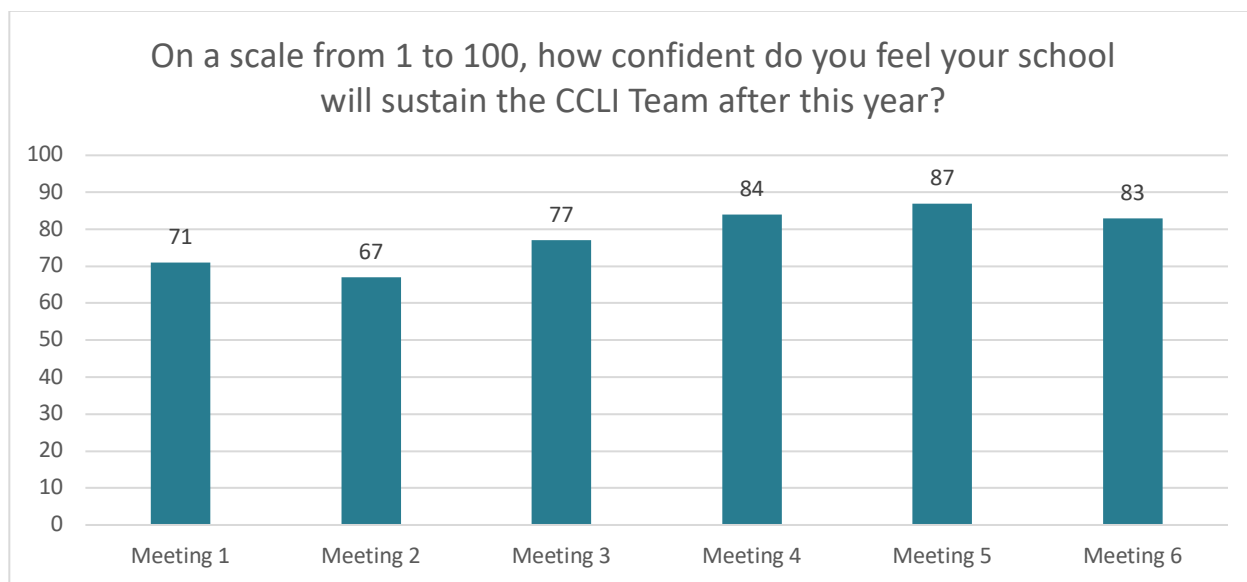
CCLI participants agreed that CCLI helped them build capacity. Participants noted that building a school-level team, with representation of different staff, created a “strong backbone” to implement the work. One person described, “Having the team drive this forward and sharing data with the staff is critical. Without a team moving this might be only a few people working on CCR in silos. Teamwork with the staff helps to move this forward.” The combination of support from CCLI Program Leaders, including data and processes to analyze the data, technical assistance, and knowledge building at workshops helped to build capacity and support the team through implementation. Finally, the gradual release of responsibility, with Team Leads planning and facilitating meetings, instead of CCLI Program Leaders, encouraged school teams to run more independently while still having the support of technical assistance when needed.

Reflecting on this year, school teams made progress. Some teams functioned well, met monthly, and reached out to CCLI Program Leaders when needed. Others continued to need support, in part, because the Team Lead was newer to the team. In these schools, team members acknowledged they could have used more support from CCLI Program Leaders, but they did not know how to use that support or what they should ask for. Program leaders also agreed. One said, “It is difficult to build capacity in one year to the extent the Leads need. To build capacity and sustain long term, we need another year. We want to do this as a slow burn, instead of just cutting them off.” Program Leaders also noted a need to work with district administrators to build a structure that supports teams, where teams have dedicated time to work with staff.

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

Across schools, CCLI team members agreed that college and career readiness activities are sustainable. At the end of each Team Lead meeting, leads were asked to rate their confidence on the extent to

which the school will sustain the CCLI team after this year. Scores increased over time, with scores above an 80 after Meetings 4, 5, and 6. Note: No results are available for the final meeting because only 7 Leads completed an Exit Ticket. When CCLI teams were asked the same question on the End-of-Year survey, they had a mean confidence rating of 89. This is a very high result which is indicative of a high level of confidence.



Most respondents agreed that their CCLI team would sustain, and that college and career activities were sustainable. The combination of team cohesiveness, combined with administrative support and a strong

Team Member Perspective
"We have a strong, diverse, and committed CCLI team that helped create a culture to have staff buy in and support in the work that we do to continue supporting our students and families with college and career planning. We also have a strong admin team that supports the work we do and challenges us to do more each year."

Team Lead, contribute to sustainability. One representative explained, "The group we have at our school is very active about reaching the same goals for students and training other teachers to understand the benefits of post high school plans whether that is post-secondary options or careers." Another shared, "The majority of the team has worked together for a couple of years, and we are adding new members yearly. I feel 100% confident that we will sustain the CCLI Team after this school year."

While participants agree the team and the work is sustainable, many also agreed they needed additional support for sustainability. This included: (1) resources (e.g., data, advisory lessons, professional development, collaboration with schools), (2) district support, and (3) committed time to meet. Team members noted they needed to continue to have access to the resources they have used, such as the data for decisions making, and professional learning opportunities. They need to receive this from CCLI, another organization, or the district must assume responsibility. One person commented, "As long as we still have access to the data collected on Tableau, I think we are in a strong position to continue implementing the support we give students in developing their post-secondary plans." Another explained, "Our CCLI Team is really passionate about this work; however, admin is shifting, and admin buy in has not been strong. Hoping that changes next year." Finally, one person cautioned,

When CCLI steps back, if we don't have a focus in the district, it will look different across our district and the three schools, and it will change with leadership challenges. I think without the data, I wouldn't be able to analyze or program with efficiency. We need that support from the district.

EQ #9: WHAT ARE THE EMERGING BEST PRACTICES?

CCLI was developed based on evidence-based best practices research for professional development. In the past, Program Leaders worked with consultants to build their capacity to support CCLI teams and to learn how to support improvement through a continuous improvement cycle. They have continued to build their knowledge within CCER, and they are learning how to use other models, such as Street Data to explore the roots of inequity to transform systems, and they are thinking about systems change. While Program Leaders are not content specialists, they have been able to work with program partners who can provide the knowledge.

The key elements of CCLI also align with best practices for professional development. The elements include developing engaging virtual learning; focusing on adult learning; offering workshops and site-based meetings with sequential and differentiated technical support; and providing opportunities for team time, reflection, and capacity building. 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. Finally, they are building the leadership skills of Team Leads through a series of meetings and building sustainability by implementing a gradual release of responsibility. Although COVID has presented some challenges, with the move to online learning and fewer opportunities for peer-to-peer learning, participants agree the model is strong. One person commented,

I can't say enough about CCLI. The leaders are responsive and support us with resources. Even when I'm tired and do not want to attend, I benefit from participating. This has been one of the best experiences. I value their support, and they help keep us focused.

EQ #10: WHAT RECOMMENDATIONS EMERGE BASED ON EVALUATION FINDINGS?

Evaluation findings were positive, and participants agreed their college and career readiness system and culture are improving, and they appreciated the shift to building capacity and sustainability. However, participants identified contextual factors and areas for improvement. Based on these findings, we offer the following recommendations, which building on recommendations from the previous year and focus on supporting sustainability.

RECOMMENDATIONS

[Develop District Administrators Capacity to Support College and Career Readiness Systemwide.](#)

An overarching theme this year was a need to develop district capacity to help support and sustain CCLI efforts. To create a sustainable college and career readiness system, they need district level buy-in and support where they receive stipends or substitutes to meet, where they have dedicated time built into

meetings for professional learning, where they have district time to plan and provide feedback and inform changes to advisory and the HSBP, and where they can look at data collectively to create programs and share resources across the district. To support this work, 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. They should also consider engaging districts in conversations about supporting the CCLI team by providing stipends/substitutes, creating a district level team with representation across schools to share resources and to work on advisory and HSBP improvements, and creating a system to collect and analyze data.

Restructure CCLI Program Elements with a Focus on Sustainability. CCLI participants appreciated the change in CCLI structure, which focused on building capacity and sustainability. While the support went well, they also made recommendations on specific program elements that they believe would better support sustainability and help team members access resources and knowledge to continue the work. These are described below:

- *Develop a Yearlong Plan:* This year, the August start up meeting was eliminated, and instead CCLI worked with Team Leads to plan the year. With this change, fewer teams developed a specific aim and a yearlong plan aligned to the aim. Instead, teams planned around large focus areas, developing short term plans. Participants recommended reinstating the August meeting or developing Team Lead capacity to create an aim/goal and yearlong plan. To this end, they wanted to identify a program goal, map out activities and strategies that align with the goals, and build a plan to monitor progress. They believe this will help school staffs better understand the vision for college and career planning, which can increase buy-in and support.
- *Reinstate In-Person Workshops:* Participants strongly suggested having in-person workshops. They noted that when workshops are in-person, they can engage more and are not pulled away with other school distractions, and administrators are more likely to attend. In addition, there are more peer-to-peer learning opportunities through job-alike and cross school sharing. This is particularly important, as participants noted that a strength of CCLI is the cross-school sharing, and they believe it was less effective this year. If workshops continue online, they requested more intentional cross-school sharing opportunities where they can learn from their peers and share information about best practices. Providing a facilitator or having a Program Leader participate in the breakout rooms may improve online cross-school sharing.
- *Increase Opportunities to Develop Content Knowledge:* Participants wanted more opportunities to increase their content knowledge. CCLI participants noted there have been fewer opportunities to learn about college and career awareness best practices and to meet with college and career professionals since moving to online learning. This is particularly true for new members. While participants appreciate the updates on policies, and changes, they would also like to continue their learning through workshops, technical assistance, or other learning opportunities. Participants identified the following content areas: (1) apprenticeship opportunities; (2) careers in demand or job market; (3) outreach to college partners; (4) best practices in college and career readiness; (5) best practices for the HSBP; and (6) ways to support the College Bound Scholarship program.
- *Technical Assistance:* CCLI team members have transitioned to leading their own meetings. Some schools continued with monthly meetings, as well as sub-meetings to plan activities, while others are meeting less frequently. While teams continued to reach out to Program Leaders with questions, they did not use their allotted three days of technical assistance. In some cases,

teams wanted to work on their own and felt successful, but in others, they stated that they did not know how to use the assistance. To this end, they recommend Program Leaders clarify the type of technical assistance that could be provided. Some suggestions included: (1) data technical assistance; (2) staff development planning support; (3) content specific information; and (4) facilitation support and coaching.

- [Team Lead Meetings](#). Team Lead meetings helped to build capacity of Team Leads. However, Team Leads recommended shortening the meetings, as they did not need as much time to meet with district leads. They recommended shortening the meetings to one-hour and building in time to share more resources, learn how to set and monitor goals, and to learn new content they can share with their team.

[Focus on Transforming Adult Mindset and Increasing Support for College and Career Readiness](#).

Results from surveys and focus groups show that CCLI teams have had more opportunities to work with staff and provide professional learning to support college and career awareness efforts. Notably, the largest increases on the End-of-Year Survey were: (1) Our college definition is communicated school wide (84% agree/strongly agreed); and (2) Our staff understands the college and career supports offered at our school (70% agree/strongly agree). This is likely a result of the focus on professional learning. However, CCLI participants also noted that staff buy-in and support continues to be one of the greatest challenges of their work. To this end, participants requested more information on how to transform adult mindset, opportunities to discuss this with schools that have been successful, time to plan and develop professional development sessions to increase staff buy-in and support, time to learn how to develop a professional learning cycle that provides foundational information for new staff and builds on knowledge of existing staff.

[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 offer more career awareness activities. More information about each of these areas is provided in the Students' Perspectives section.

In addition to these recommendations, during focus groups, students and CCLI team members noted that other than through the student survey or the HSBP Design Sprint, they have not received as much student input. Moving forward, CCLI teams should find more ways to increase student voice, centering every meeting around those needs. It may be helpful to have students join the CCLI team.

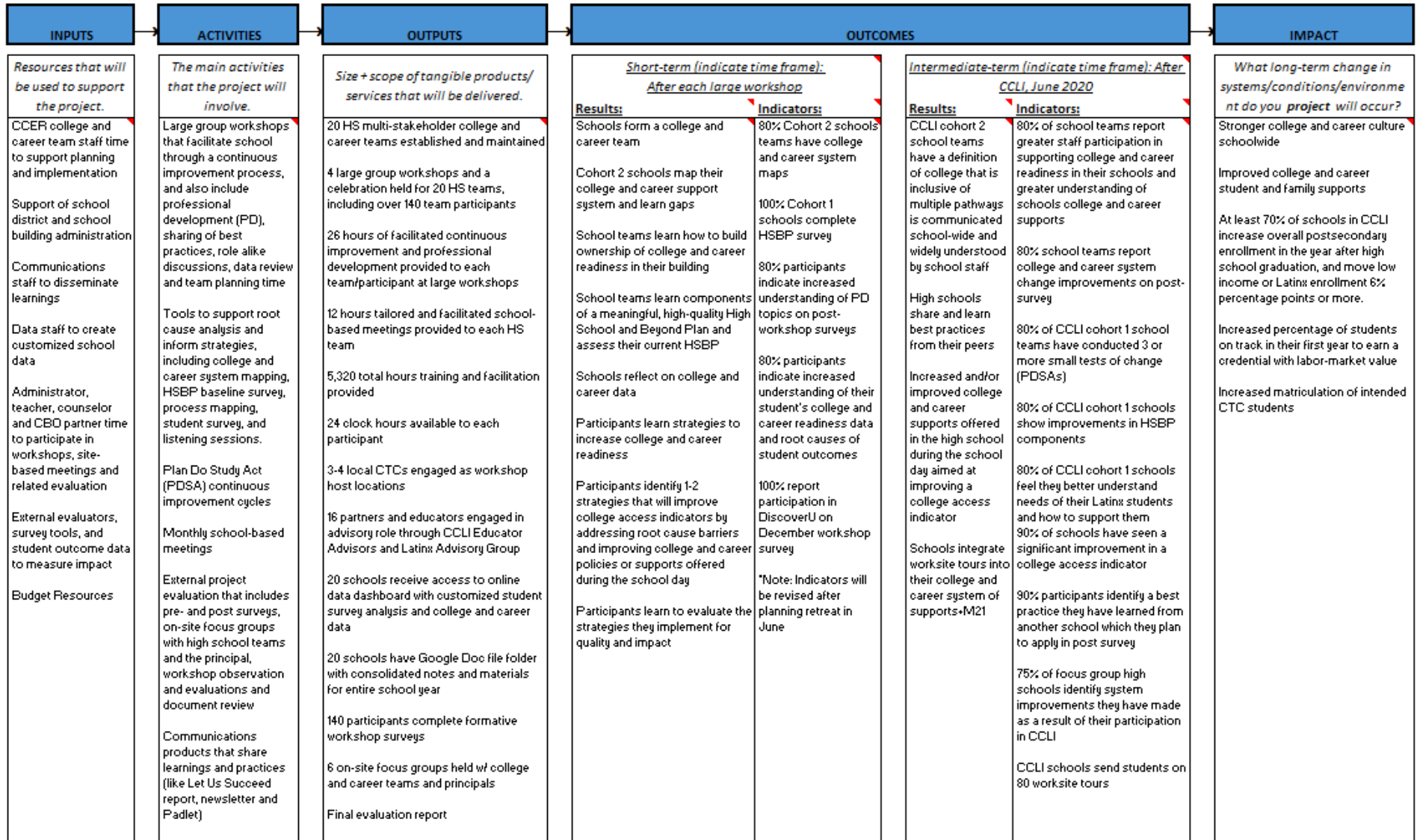
APPENDIX A: INITIAL LOGIC MODEL (YEAR 1)

| 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 AND 6)

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

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. Describe the support you provided this year. What worked well? What would you revise?
4. Please provide some specific examples of changes in practice or policy you have observed within the CCLI Schools?
5. What do you believe contributed to those changes?
6. What differences have you observed between schools that have made growth and schools that have not?
7. What do you believe are the strengths of CCLI? What are the areas for growth?
8. What contextual factors helped or hindered implementation?
9. What additional support do you believe schools need?
10. What changes or improvements do you anticipate making next year?
11. To what extent do you believe this work is sustainable? Why or why not?
12. What recommendations would you make that you think would improve programming? Improve school-level implementation?

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
 - Team Lead Meetings
 - Technical Assistance
 - Data
4. What have you implemented to strengthen your college and career system as a result of CCLI?
5. 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?
6. What contextual factors have helped or hindered the improvement of your college and career system?
7. What additional supports would help strengthen your college and career system? What additional content knowledge do you need?
8. How do you work with your district in supporting college and career readiness? In what ways can CCLI help?
9. In what ways did CCLI help to build capacity across CCLI schools and districts?
10. To what extent do you believe this work is sustainable? Why or why not?
11. What are your plans for next year in developing your college and career system?
12. 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 plans (college, career, military)? What supports have they provided to learn about college and a career?
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: TEAM LEAD SURVEYS

**College and Career Leadership Institute
Team Leads 2022-2023
Thursday, August 11, 2022**

1. Please identify the break-out room you attended:
 - a. Financial Aid Events
 - b. Staff PD Planning – FA Real Talk
 - c. Advisory/HSBP – College Knowledge Lessons
 - d. Student Pathway Tracking
 - e. Other: _____

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 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 2. This College and Career Leadership Institute Team Lead meeting met my expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I developed or have a schedule for our CCLI team to meet on a consistent basis. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I have a plan for what our CCLI team will focus on this year. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. The break-out group helped further my understanding of the 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. After participating in this meeting, I feel confident facilitating our CCLI team meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. My skills as a Team Lead are improving due to these meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I believe the information I gained from this meeting will improve our CCLI team's capacity to support our school's college and career system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. On a scale from 1 to 100, how confident do you feel in your role as a Team Lead?
 0 10 20 30 40 50 60 70 80 90 100

10. Please describe the reason for your answer.

11. What additional support do you need as a Team Lead?

12. On a scale from 1 to 100, how confident do you feel your school will sustain the CCLI Team after this year?
 0 10 20 30 40 50 60 70 80 90 100

13. Please describe the reason for your answer.

14. What additional support do you need to sustain the CCLI team?

College and Career Leadership Institute

Team Leads 2022-2023

Thursday, October 13, 2022

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 Team Lead meeting met my expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I have an understanding of CCER's College Enrollment and CTC Dashboard. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I have at least one idea on how to utilize CCER's College Enrollment and CTC Dashboard with my CCLI team. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The break-out group helped me prepare for future CCLI monthly team meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. After participating in this meeting, I feel confident facilitating our CCLI team meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. My skills as a Team Lead are improving due to these meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I believe the information I gained from this meeting will improve our CCLI team's capacity to support our school's college and career system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. On a scale from 1 to 100, how confident do you feel in your role as a Team Lead?

0 10 20 30 40 50 60 70 80 90 100

9. Please describe the reason for your answer.

10. What additional support do you need as a Team Lead?

11. On a scale from 1 to 100, how confident do you feel your school will sustain the CCLI Team after this year?

0 10 20 30 40 50 60 70 80 90 100

12. Please describe the reason for your answer.

13. What additional support do you need to sustain the CCLI team?

College and Career Leadership Institute

Team Leads 2022-2023

Thursday, November 17, 2022

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 Team Lead meeting met my expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I feel prepared to lead my team at the upcoming CCLI December Workshop. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I understand how to access the different documents for the upcoming CCLI December Workshop. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The break-out group helped me prepare for future CCLI monthly team meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. After participating in this meeting, I feel confident facilitating our CCLI team meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. My skills as a Team Lead are improving due to these meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I believe the information I gained from this meeting will improve our CCLI team's capacity to support our school's college and career system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. On a scale from 1 to 100, how confident do you feel in your role as a Team Lead?

0 10 20 30 40 50 60 70 80 90 100

9. Please describe the reason for your answer.

10. What additional support do you need as a Team Lead?

11. On a scale from 1 to 100, how confident do you feel your school will sustain the CCLI Team after this year?

0 10 20 30 40 50 60 70 80 90 100

12. Please describe the reason for your answer.

13. What additional support do you need to sustain the CCLI team?

College and Career Leadership Institute

Team Leads 2022-2023

Thursday, January 12, 2023

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 Team Lead meeting met my expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I feel prepared to lead my team during their monthly meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I understand how to utilize staff survey data to support our team goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The break-out group helped me prepare for future CCLI monthly team meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. After participating in this meeting, I feel confident facilitating our CCLI team meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. My skills as a Team Lead are improving due to these meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I believe the information I gained from this meeting will improve our CCLI team's capacity to support our school's college and career system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. On a scale from 1 to 100, how confident do you feel in your role as a Team Lead?

0 10 20 30 40 50 60 70 80 90 100

9. Please describe the reason for your answer.

10. What additional support do you need as a Team Lead?

11. On a scale from 1 to 100, how confident do you feel your school will sustain the CCLI Team after this year?

0 10 20 30 40 50 60 70 80 90 100

12. Please describe the reason for your answer.

13. What additional support do you need to sustain the CCLI team?

College and Career Leadership Institute

Team Leads 2022-2023

Thursday, February 16, 2023

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 Team Lead meeting met my expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I feel prepared to lead my team at the upcoming CCLI March Workshop. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I understand how to access the different documents for the upcoming CCLI March Workshop. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The break-out group helped me prepare for future CCLI monthly team meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. After participating in this meeting, I feel confident facilitating our CCLI team meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. My skills as a Team Lead are improving due to these meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I believe the information I gained from this meeting will improve our CCLI team's capacity to support our school's college and career system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. On a scale from 1 to 100, how confident do you feel in your role as a Team Lead?

0 10 20 30 40 50 60 70 80 90 100

9. Please describe the reason for your answer.

10. What additional support do you need as a Team Lead?

11. On a scale from 1 to 100, how confident do you feel your school will sustain the CCLI Team after this year?

0 10 20 30 40 50 60 70 80 90 100

12. Please describe the reason for your answer.

13. What additional support do you need to sustain the CCLI team?

College and Career Leadership Institute

Team Leads 2022-2023

Thursday, March 30, 2023

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 Team Lead meeting met my expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I feel prepared to lead my team during their monthly meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I have a clear understanding of changes my team might make for fall Financial Aid strategies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The break-out group helped me prepare for future CCLI monthly team meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. After participating in this meeting, I feel confident facilitating our CCLI team meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. My skills as a Team Lead are improving due to these meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I believe the information I gained from this meeting will improve our CCLI team's capacity to support our school's college and career system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. On a scale from 1 to 100, how confident do you feel in your role as a Team Lead?

0 10 20 30 40 50 60 70 80 90 100

9. Please describe the reason for your answer.

10. What additional support do you need as a Team Lead?

11. On a scale from 1 to 100, how confident do you feel your school will sustain the CCLI Team after this year?

0 10 20 30 40 50 60 70 80 90 100

12. Please describe the reason for your answer.

13. What additional support do you need to sustain the CCLI team?

College and Career Leadership Institute

Team Leads 2022-2023

Wednesday, May 3, 2023

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 Team Lead meeting met my expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I feel prepared to lead my team during their monthly meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I feel the consultancy protocol was helpful in thinking about my college and career planning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The break-out group helped me prepare for future CCLI monthly team meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. After participating in this meeting, I feel confident facilitating our CCLI team meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. My skills as a Team Lead are improving due to these meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I believe the information I gained from this meeting will improve our CCLI team's capacity to support our school's college and career system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. On a scale from 1 to 100, how confident do you feel in your role as a Team Lead?

0 10 20 30 40 50 60 70 80 90 100

9. Please describe the reason for your answer.

10. What additional support do you need as a Team Lead?

11. On a scale from 1 to 100, how confident do you feel your school will sustain the CCLI Team after this year?

0 10 20 30 40 50 60 70 80 90 100

12. Please describe the reason for your answer.

13. What additional support do you need to sustain the CCLI team?

APPENDIX G: WORKSHOP AND END-OF-YEAR SURVEYS

College and Career Leadership Institute 2022-2023

Thursday, December 1, 2023

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. This workshop helped further my understanding of components that contribute to student college and career readiness. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I understand my role within my school's college and career system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Our team understands our role in supporting a college and career system at our school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The time working with our team supported our learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Cross-school knowledge sharing during this workshop contributed to our learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. After participating in this workshop, I can directly apply the information I learned into my school setting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I believe the information I learned from the workshop will improve our school's college and career system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. The school-based CCLI monthly meetings help to advance our college and career improvement efforts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. Did your school implement DiscoverU activities this fall?

Yes

No

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 2022-2023
Thursday, March 2, 2023

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. In this workshop, I learned about what is working across our network. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Our team understands our student survey data. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. 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"/> |
| 5. I understand my role within my school's college and career system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Our team understands our role in supporting a college and career system at our school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The time working with our team supported our learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Cross-school knowledge sharing during this workshop contributed to our learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. After participating in this workshop, I can directly apply the information I learned into my school setting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I believe the information I learned from the workshop will improve our school's college and career system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. The school-based CCLI monthly meetings help to advance our college and career improvement efforts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

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

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

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

College and Career Leadership Institute (2022-2023): End-of-Year Survey

Introduction

Thank you for participating in the College and Career Leadership Institute (CCLI). To understand the impact of CCLI and to improve future efforts, we are asking participants to complete a final survey. This survey should take approximately 5 to 10 minutes to complete. This survey is anonymous, and individual answers will not be shared. If you have any questions about this survey, please feel free to contact Candace Gratama (candace@illuminateevaluation.com) from Illuminate Evaluation Services, the external research team. Thank you for participating in this survey about CCLI.

1. District Name:

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

2. School Name:

- Auburn
- Auburn Mountainview
- Chief Sealth
- Cleveland
- Decatur
- Federal Way
- Foster
- Hazen
- Kent-Meridian
- Kentlake
- Kentridge
- Kentwood
- Lindbergh
- Renton
- Thomas Jefferson

3. Position of person completing questionnaire:

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

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

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

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

If yes, please describe the best practice:

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

- Yes
- No

If yes, please describe the change you implemented:

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

- Yes
- No

If yes, please describe the improvement and indicator:

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

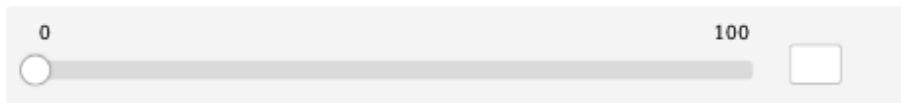
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Our college and career team understands our students' college and career outcome data, such as postsecondary enrollment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our team used our school's college and career outcome data to identify root causes/student barriers and inform our strategies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| understands our staff survey results. | | | | | |
| Our college and career team used our staff survey data to information 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 messages all postsecondary options. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our staff understands the college and career supports, (e.g. curriculum, programs and events) offered at our school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our staff understands the importance of providing college and career supports during the school day. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our school has increased the amount of college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| going support offered during the school day. | | | | | |
| Staff participation in supporting college and career readiness has increased this year. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| High School and Beyond Planning at our school has improved since participating in CCLI. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our college and career team understands the elements of a strong High School and Beyond Plan. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our staff understands more about what is involved in High School and Beyond Planning because of our participation in CCLI. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our staff understands more about what is involved in building a college and career system because of our participation in CCLI. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our college and career team implemented plans to support seniors' transition to postsecondary education. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our schoolwide college going culture has improved since participating in CCLI. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our college and career system has improved since participating in CCLI. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. On a scale from 1 to 100, how confident do you feel your school will sustain the CCLI Team after this year?

0 100



12. Please describe the reason for your answer above.

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

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

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

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

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

18. What support is needed for facilitating the monthly team meetings next year?