



COLLEGE AND CAREER
LEADERSHIP INSTITUTE: YEAR 7
EVALUATION REPORT

June 2024

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

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EXECUTIVE SUMMARY

CCER launched CCLI with 12 schools (Cohort 1) in the 2017-18 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 2023-24, 15 schools participated.

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. In Years 6 and 7, the focus shifted to increasing capacity and sustainability within the school setting. To this end, Team Leads participated in 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 to school-based teams, but Team Leads lead all school-based 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 7, 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, particularly focusing on increasing direct postsecondary enrollment for students of color, ensuring that specific student populations are identified and prioritized.
- Identify goals and areas of work according to district, school, and team priorities. Teams will utilize student and staff survey data to inform these goals and areas of work.
- 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 Street Data approach to review data and apply learnings to make system changes that center the students historically placed at the margins.
- 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 post-secondary plan in place.
- Prioritize post-secondary readiness in their school building with a focus on creating a culture centered around student aspirations.

PROGRAM IMPLEMENTATION

CCLI participants engaged in various activities designed to enhance their college and career readiness systems. These efforts included forming dedicated CCLI teams, utilizing data to analyze student outcomes, advancing college access initiatives, and shifting the perspectives of educators to foster a school-wide commitment to college and career readiness.

To bolster these initiatives, CCLI participants actively engaged in workshops and school-based meetings aimed at refining their systems. They had access to a range of support resources through CCLI, including technical assistance, customized data analyses, and additional relevant tools. Emphasizing capacity

building and the long-term sustainability of their programs, Team Leads played a crucial role in these efforts. They organized and led monthly school-based meetings, set strategic agendas, collaborated with counterparts from different schools and districts, and prepared for upcoming CCLI workshops.

PROGRAM IMPACT

Most CCLI participants agree their college and career system has improved (77%) and their school-wide college-going culture has improved (68%) since partnering with CCLI, though this is a decrease this year compared to last year. Participants identified key outcomes enhancing college and career readiness, including improved financial aid processes and increased FAFSA completion rates despite challenges with the application's changes. Efforts to decentralize college and career readiness responsibilities have led to gains in financial aid application completions and a more inclusive student support approach. CCLI has also boosted student engagement through field trips, work-site learning opportunities, and College and Career Days, inspiring more students to consider post-secondary education. Early introduction of career and college readiness has cultivated a culture of aspiration, echoed in positive feedback from students and staff. Additionally, increased partnerships with local colleges and businesses have led to pre-apprenticeship programs and trade fairs, directly connecting students with future opportunities. Better alignment between school staff and CBOs has enhanced support for students.

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

- In 2023-24, 93% of participants agreed each workshop furthered their understanding of the components that contribute to student and college and career readiness (88% in 2022-23). Furthermore, 100% of school teams agreed they understand the elements of a strong college and career system (100% in 2022-23).
- CCLI participants reported that they understand the college and career readiness data and root causes of student outcomes; 94% agree the college and career team understands our staff survey results; 92% agree the college and career team understands our student survey results; 91% agree the college and career team understands our students' college and career outcome data, such as postsecondary enrollment; 83% agree the college and career team used student survey data to inform our strategies and make adjustments if needed; 82% agree the team used our school's college and career outcome data to identify root causes and inform our strategies; 80% agree the college and career team used the staff survey data to inform professional development for staff.

CONTEXTUAL FACTORS

Over the past seven years, implementation of CCLI has been influenced by several key contextual factors, both supportive and challenging. The COVID-19 pandemic dramatically altered the educational landscape, necessitating a shift to online formats, which affected the continuity and effectiveness of CCLI activities. Additionally, the quality of district and school leadership has played a crucial role, with supportive leaders advancing the initiative by providing clear vision and necessary resources, while less supportive leadership has impeded progress. Staff buy-in has also been a critical factor, with varying levels of engagement and commitment among staff members. Furthermore, the regularity and productivity of CCLI team meetings has affected continuity and effectiveness. Lastly, changes to the FAFSA process have introduced complexities that have hindered timely and efficient financial aid application by students, complicating one of CCLI's key components of college readiness.

CAPACITY BUILDING AND SUSTAINABILITY

CCLI has built the capacity of school teams through a multifaceted approach. Establishing school-level teams with diverse staff representation created a robust support structure for implementing college and career readiness initiatives. Over the seven years, key strategies included providing data analysis, technical assistance, and knowledge-building workshops led by CCLI Program Leaders. These elements were crucial in developing the teams' capabilities. Additionally, CCLI gradually transferred responsibility to Team Leads, empowering them to plan and facilitate meetings independently. This approach ensured that schools could operate autonomously while still accessing technical assistance when necessary. This combination of structured support and gradual empowerment has significantly strengthened the college and career readiness efforts within participating schools.

CCLI team members broadly agree that college and career readiness activities are sustainable across schools. Both quantitative and qualitative data support this assertion, although there are some challenges to address. Team Leads consistently expressed high confidence in sustaining CCLI initiatives, despite a slight decline in confidence over time. The End-of-Year survey indicated a mean confidence rating of 79 out of 100, demonstrating strong overall assurance in the continuation of these efforts. Qualitative feedback reveals a mix of positive momentum and significant challenges. Team members are committed and eager to continue their work, recognizing the positive impacts on students' post-secondary readiness. This dedication is supported by administrative backing and collaboration with community-based organizations, which have helped develop a robust support system. Successes include improved student knowledge of financial aid, increased participation in college and career events, and targeted support for different student groups. However, obstacles such as inconsistent participation from school leadership, budget cuts, staffing reductions, and the elimination of specialist positions pose threats to sustainability. The need for more structured and consistent communication and meeting practices was also highlighted as crucial for maintaining momentum and engagement.

BEST PRACTICES

CCLI represents a best practice in professional development by utilizing evidence-based research and continuous improvement models to tackle systemic inequities and transform educational systems. Despite not being content specialists, CCER Program Leaders collaborated with knowledgeable partners to provide essential expertise and initiated challenging conversations about race, bias, and equity early in the initiative. The program incorporates engaging virtual and in-person learning environments, focuses on adult learning principles, and offers sequential, differentiated technical support through workshops and site-based meetings. Additionally, CCLI prioritizes team reflection and capacity building, integrates student voice, and employs an equity lens in its practices, while also emphasizing leadership development by gradually transferring responsibilities to Team Leads to ensure sustainability.

RECOMMENDATIONS

Based upon the findings of this evaluation, we provide the following recommendations: (1) work with district leaders to sustain the focus on college and career readiness; (2) continue to support some CCLI restructure CCLI program elements with a focus on sustainability; (3) focus on transforming adult program elements to ensure sustainability; and 4) improve the college and career system based on students' input.

COLLEGE AND CAREER LEADERSHIP INSTITUTE: YEAR 7 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 7 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 7 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 at the school level?
9. What support do districts need to sustain the college and career focus throughout the district?
10. What are the emerging best practices?
11. What recommendations emerge based on evaluation findings?

PARTICIPATING SCHOOLS

In Year 7, 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. For the first year following COVID-19, workshops and site visits 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. In addition, focus groups were conducted with CCLI teams and students at eight school sites (see Exhibit 2). District leads from Auburn, Kent, Renton, and Seattle school districts also participated in interviews. In total, 87 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 High School |
| Federal Way Public Schools | Decatur High School |
| | Federal Way High School |
| Kent School District | Kent-Meridian High School |
| | Kentridge High School* |
| Renton School District | Hazen High School |
| Seattle Public Schools | Chief Sealth High School |
| Tukwila School District | Tukwila High School |

*Only the CCLI lead from Kentridge participated in an interview. Student focus groups were not arranged.

Observation of Team Lead Meetings. We attended four of the meetings (Meetings 1, 4, 6, and 7) to document the nature of support provided to Team Leads. At the end of each meeting, we administered exit tickets to determine the effectiveness of the meeting, 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 6 to 16 Team Leads completed an exit ticket after each workshop. Because less than 10 Team Leads completed the exit ticket in meeting 6 and 7, we combined the results so we had responses from more than 10 participants. 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 90 to 99 participants completed an exit ticket after each workshop. 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 2023.

Staff Survey. CCLI school staff also completed a College and Career staff survey in September and October 2023. 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 sustainability. The survey was administered in May 2024. In total, 76 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 | |
|---|---------------------------|
| <i>District</i> | <i>% of Sample</i> |
| Auburn School District | 20.0% |
| Federal Way Public Schools | 13.9% |
| Kent School District | 29.2% |
| Renton School District | 18.5% |
| Seattle Public Schools | 13.9% |
| Tukwila School District | 4.6% |
| <i>School</i> | <i>% of Sample</i> |
| Auburn High School | 13.9% |
| Auburn Mountainview High School | 6.2% |
| Chief Sealth High School | 3.1% |
| Cleveland High School | 10.8% |
| Decatur High School | 1.5% |
| Federal Way High School | 1.5% |
| Foster High School | 4.6% |
| Hazen High School | 6.2% |
| Kent-Meridian High School | 10.8% |
| Kentlake High School | 6.2% |
| Kentridge High School | 4.6% |
| Kentwood High School | 7.7% |
| Lindbergh High School | 9.2% |
| Renton High School | 3.1% |
| Thomas Jefferson High School | 10.8% |
| <i>Positions</i> | <i>% of Sample</i> |
| District Administrator | 0% |
| School Administrator/Dean of Students | 6.4% |
| Counselor | 28.6% |
| Teacher | 23.8% |
| College/Career Specialist | 12.7% |
| Community Based Organization Representative | 14.3% |
| Other (e.g., GEAR UP coordinator, librarian, instructional coach) | 14.3% |

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 2023-24, 15 schools participated. 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. In Years 6 and 7, the focus shifted to increasing capacity and sustainability within the school setting. To this end, Team Leads participated in 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 to school-based teams, but Team Leads lead all school-based meetings.

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

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.

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

Year 4 and 5:

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

Year 6

- 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;
- 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
- Build ownership of college and career readiness in their school building.

Year 7

- Use an anti-racist lens to advance racial equity in the college and career work in their school, particularly focusing on increasing direct postsecondary enrollment for students of color, ensuring that specific student populations are identified and prioritized;
- Identify goals and areas of work according to district, school, and team priorities. Teams will utilize student and staff survey data to inform these goals and areas of work.;
- 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 Street Data approach to review data and apply learnings to make system changes that center the students historically placed at the margins;
- 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 post-secondary plan in place;

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.

- Prioritize post-secondary readiness in their school building with a focus on creating a culture centered around student aspirations.

During focus groups, respondents recognized that CCLI has evolved over the past seven years, initially focusing on establishing a cohesive framework across disparate school districts. The initiative aimed to break down silos and integrate administrators, teachers, counselors, and community-based organizations into cohesive school-level teams. Central to this effort was the use of data, including surveys and financial aid information, to drive strategic decision-making and foster a unified approach towards college and career readiness. Midway through its development, there was a deliberate shift towards addressing adult mindsets and their impact on educational perspectives and goals, aiming for sustained collaboration and structured support systems within schools. A CCLI team member shared, *“The biggest goal of CCLI was to help schools create a pipeline system to have systems in place where schools can build a college and career culture. We were able to get input and ideas from other schools.”* Another shared,

To me the goals were to support all students, especially students who may be first generation, students of color, and other students of low socioeconomic status who have been marginalized and don’t have the supports to gain college and career knowledge and process. They support the schools to help us educate students. Equity and access are the heart of the work.

Moving forward, the CCER team is creating a new model emphasizing sustainability among teams. The new model, **Transformative Futures**, will focus on Street Data, and deepen the focus on understanding the student experience. CCER will provide schools with data (student and staff surveys) and continue to embed opportunities to learn from staffs at other schools (large workshop and lead meetings). There will be a focus is on strategic alignment with district and state policies to enhance implementation effectiveness and a continued aim to raise awareness of post-secondary opportunities among students and staff while improving FAFSA completion rates and overall college access. Equity and access remain central to the mission, particularly in supporting historically underrepresented students through targeted supports and improving college readiness and completion rates, as evidenced by ongoing efforts to close gaps in college-going rates and career opportunities aligned with regional employment needs.

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 7. The qualitative results include write-in information from the surveys as well as information from focus groups with CCLI teams. Over the seven years, team members noted they have built a structure to support college and career readiness through their team, they have implemented more strategic support for students, and they are building a culture of cross-discipline support. Reflecting on progress, a team member shared,

We have an effective team that meets regularly. We have increased access to data, and we have collaborated and learned from other schools. We have improved our culture around college and career readiness. Without CCLI, we would have never been able to do this or continue this.

CCLI TEAM

The establishment of CCLI teams across schools has notably enhanced the engagement and structure surrounding college and career readiness initiatives. By providing a dedicated time for collaboration, these teams have developed and implemented systems that support students in understanding and accessing post-secondary opportunities, which extend beyond just four-year universities. In some schools, the CCLI team has fundamentally shifted the school culture and staff perspectives towards a

Team Member Perspective

“Previously, we were all going in different directions and working in silos. When we align, that is the real power. This team has pulled teachers and counselor out of their bubbles, and they now work together. That is powerful.”

more comprehensive support system for students. Particularly, there has been a significant increase in discussions around financial aid, with staff now more literate in FAFSA and WASFA processes, and more support through specific programs like financial aid week. This multidisciplinary team structure not only fosters increased awareness of college and career readiness as a schoolwide priority, but also ensures that these initiatives are integrated throughout the school day, enhancing overall effectiveness.

Moreover, CCLI teams have helped to improve organizational coherence of advisory at some schools. Some examples of support include developing lessons and PowerPoints and providing professional development to support advisory implementation. The alignment of efforts across various school roles—teachers, counselors, administrators, and community partners—has fostered collaboration. The intentional carving out of time for this work has allowed for the development of a framework that provides more consistent and targeted support to students, especially in navigating complex processes like financial aid applications.

The CCLI Team Leads, who now handle the development of agendas and lead school-based meetings, help to ensure the sustainability and continual improvement of these initiatives. Overall, Team Leads feel confident in their role. While the frequency of meetings varies across schools, most team members believe the CCLI team will sustain contingent upon funding and administrative support. A team member commented, *“We have the collaboration time to create the systems. We have the follow-through, and we are able to create the programs and systems.”*

USING DATA TO UNDERSTAND STUDENT OUTCOMES

Working with data has been instrumental for CCLI team members in enhancing their understanding of student needs and outcomes, leading to more informed decision-making and targeted interventions. Access to detailed data, such as student aspirations and staff perceptions, has highlighted discrepancies that were previously overlooked, allowing the teams to address specific issues effectively. For instance, the ability to analyze student survey data not only increased the team’s literacy regarding student preferences and needs but also enabled them to ask more nuanced questions that refined their strategies. This data-driven approach helped to ensure that initiatives are not based on assumptions but are tailored to meet the evidenced needs of the student body.

Furthermore, the disaggregation of data by demographics and specific metrics like financial aid completion rates has provided clear insights into which student groups are engaging with services and where there may be gaps in access or utilization. By understanding these patterns, CCLI teams adjusted

their outreach and support mechanisms to better serve underrepresented or underserved student populations. The ability to track this data raised awareness among staff and motivated targeted actions that directly addressed the disparities in student engagement and success. This use of data has also fostered a culture of accountability and continuous improvement within the schools. One person shared,

The data helped us identify the groups in our school that needed extra support. We started with the Latinx population, and then PI [Pacific Islander], and we were able to focus on the demographics from the surveys. Based on the data we had different groups to focus on. I don't think we would have had that without CCLI.

Moving forward, CCLI team members noted that ongoing support for accessing and analyzing data is essential for sustainability. Members emphasized the importance of having data on staff and student perceptions, through the surveys, to tailor and refine their strategies effectively, as well as financial aid information to target support to specific students. Although some districts, like the Kent School District, have made commendable efforts by creating dashboards that track financial aid rates, this level of data support is not universally available. Teams reiterated the need for continuous data support to help them make informed decisions, monitor progress, and identify areas for improvement. They also identified a need to have data on post-secondary enrollment to track long-term outcomes of their readiness programs.

Team Member Perspective

"CCLI does the heavy lift, which is the data. We can give the surveys but having Tableau kick it back in a digestible format, comparable year-by-year and demographic, gives you the opportunity for solutions-based thinking. We don't have time to do that work, and so that really helps from seeing and knowing. It is tangible, and we can track progress. Last year, we focused on Latinx males, and we saw numbers increase. We worked with our bilingual staff to build relationships and target support, and it made a difference. We would not have done that without the data."

IMPROVING COLLEGE ACCESS OUTCOMES

CCLI team members continue to work to improve college and career readiness outcomes through a variety of targeted strategies, underpinned by a strong focus on data-driven decision-making. Efforts include the restructuring of advisory to better serve the needs of students at different grade levels, integrating more comprehensive and practical lessons about post-secondary pathways and financial aid processes. These changes were rooted in student data, which highlighted specific needs and preferences, thereby allowing teams to adapt and create more effective and relevant educational experiences. While team members, from many schools, acknowledge that the lessons are not consistently implemented by staff members, they believe this is growing. In addition, this approach has facilitated a shift in school culture towards a more inclusive understanding of post-secondary options, not limited to four-year universities but also embracing vocational and technical pathways. A team member summarized,

We have really developed a scope of sequence in advisory, especially around HSBP, and it is a college and career readiness focus. Where we kind of struggle is, not all of our teachers actually have the kids do the lessons, so it is really hard to ensure kids are getting all the information. ... With CCLI, I can say this is the scope and sequence, and we present the lessons. We give them [teachers] the lessons and post them, along with slide shows they can use. We have taken them to the water, but we can't make them drink it. We have a structure and scope of sequence.

Team Member Perspective

"CCLI helped us carve out intentional time to focus on college and career readiness. Our jobs are varied, and it gets lost, we were able to collaborate and develop a framework to get kids more access and support especially around FAFSA and WASFA. We came up with the strategies. Sometimes you have grand ideas, and they stay grand, but we actually turned it into financial aid week. We had huge results and that came from a CCLI workshop."

In addition, the implementation of focused events like the in-school college and career fair and dedicated financial aid supports, have resulted from insights gained through CCLI workshops and collaborations. These events have been pivotal in increasing student engagement and awareness around college and career opportunities. For example, Chief Sealth's College and Career Day is a notable event designed to inspire and inform students about various post-secondary paths and career opportunities. This event featured a significant presence, including a representative from the White House and over fifty professionals, all of whom were BIPOC (Black, Indigenous, and People of Color). These guests visited different classrooms, engaging directly with students to share insights about their careers, experiences, and the educational paths

that led them to their current roles. The focus on bringing BIPOC professionals provided students with diverse role models, reflecting a commitment to inclusivity and representation in career exploration. This setup not only facilitated meaningful interactions, but also allowed students to see successful figures who resemble them, potentially shaping their aspirations and career trajectories.

Moreover, personalized support strategies such as one-to-one financial aid sessions for seniors have proven effective, ensuring that students receive the necessary guidance to navigate complex application processes, one that became even more complex this year with changes to financial aid. This individualized approach helped in addressing the specific barriers students face in completing financial aid, and according to CCLI team members, has resulted in improvements in FAFSA completion rates and increased financial literacy among students.

CCLI teams implemented other changes to enhance College and Career Readiness across schools. Some examples include the introduction of career classes specifically designed for 9th and 10th-grade students and a physical overhaul of Career Centers, transforming them into accessible "hubs", where resources from Gear Up, College Success Foundation Career Center personnel are centralized to boost student access and engagement. Additionally, the schools have instituted regular thematic events like College Wear Wednesdays and tailored field trips and special nights supporting specific affinity groups (multilingual, Latinx) by providing them with targeted information about relevant programs. Some have organized presentations and/or trips to Historically Black Colleges and Universities. These efforts are complemented by the optimization of event timing and audience targeting, to maximize student participation in college and career readiness activities. A team member reflected, *"The school has made more time for all things post-secondary, for planning, FAFSA, and WASFA. We have more time for people to go in the classroom and make this happen in the school day."*

CCLI team members believe these efforts have contributed to a more supportive and effective educational environment. Team members described an ongoing commitment to these initiatives. However, they are also facing some challenges, such as budget constraints, administrative changes, and elimination of the college and career position, which creates some uncertainty about sustaining this structure.

CCLI team members have continued to provide professional learning for staff, with a focused intent to shift adult mindsets toward better supporting students' college and career readiness. Some schools have increased the allocation of time within staff meetings for professional learning opportunities, which includes presentations to staff to underscore the needs of students. These sessions have facilitated the sharing of data and insights, underlining the nature of advisory classes and the lessons being taught. Additionally, practices such as the 'Tip of the Day' have been implemented to further integrate college and career awareness into daily routines. A team member commented,

This has helped the staff realize how students want higher education, and helped the staff realize how reliant students are on us. It creates more of a conversation for the school about what we need, teachers need, and students need. We all have different strengths.

The increased emphasis on professional development has also led to some growth in staff knowledge and comfort with discussing post-secondary pathways and requirements and is beginning a shift in teacher perceptions and openness about their own knowledge gaps around college and career readiness and financial aid processes. In some schools, this has fostered a dialogue within schools, removing stigma and promoting a culture where staff feel empowered to ask questions and seek further training.

Team Member Perspective

"We have made progress, and we have increased buy-in, but it is depending on some teachers and not all. Some who have been resistant in the past still aren't participating. There is a culture shift, and we work on this in our CCLI meetings."

While there has been improvement in this area, securing consistent staff buy-in remains challenging. For instance, not all teams have regular opportunities for professional learning. As described above, despite increased efforts to bolster advisory support, implementation by some teachers remains inconsistent, which is mirrored in the variability seen in survey data. For example, 69% of team members reported that their school's definition of college is communicated effectively schoolwide, an increase from 67% in 2021-22 but a decline from 84% in 2022-23. Similarly, 69% agreed that staff understand the college and career supports available, up from 47% in 2021-22 and nearing the 70% in 2022-23. These issues are further explored in the *Contextual Factors* section.

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. They acknowledged that CCLI contributed to the strategies identified in the previous section. A team member reflected, *"They would really help us focus and narrow the work. It was very constructive and positive and helps to move the needle forward."* A district representative shared, *"I'm grateful for CCLI and they have showed us what this could look like. We have appreciated the partnership and would not have made all these changes without them."*

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. The customized data component scored above an 8.0, an indicator of a high rating, while the other areas were a 7.4 or above (see Exhibit 4). Results have fluctuated each year, with a general decrease this year. During interviews, it was evident that respondents believed each of the components were helpful, but they also realized that there has been less intense support, with the focus on sustainability. That may contribute to the decrease in scores. These components are described in more detail below.

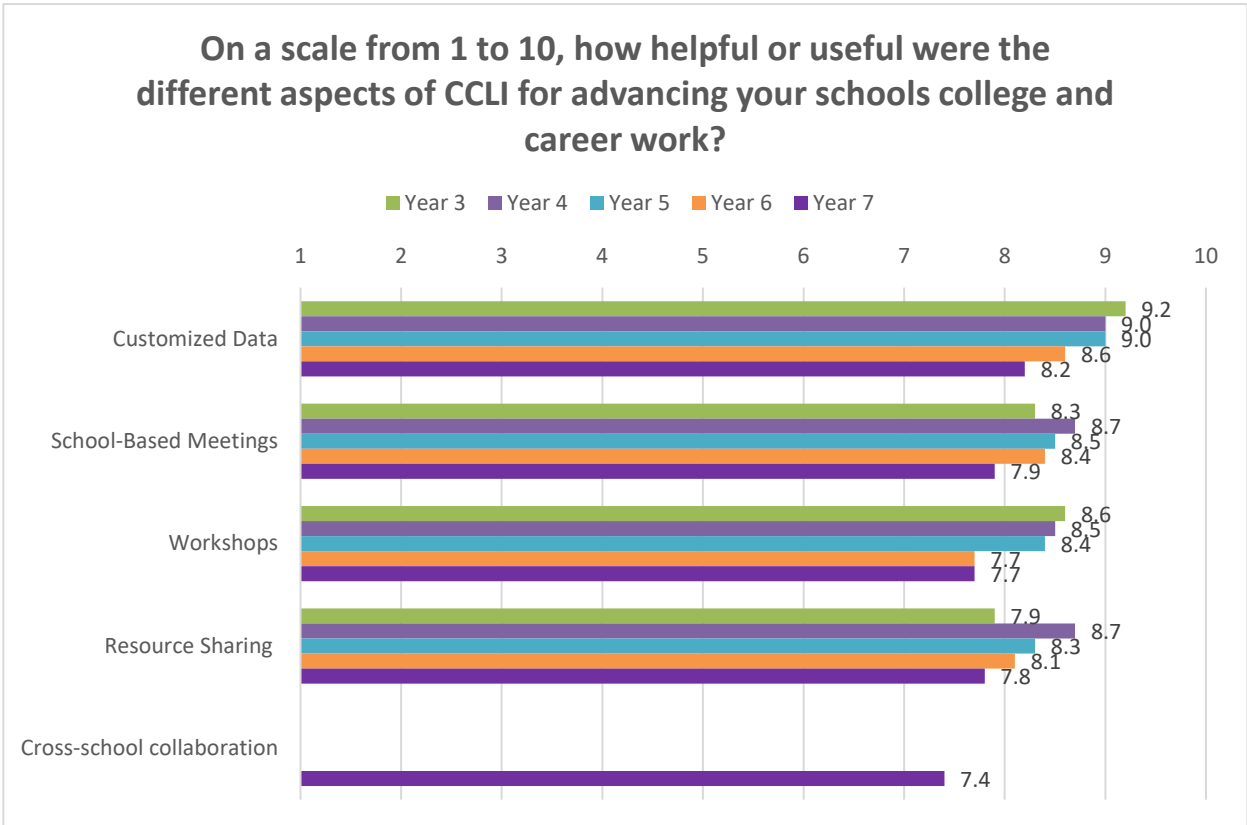


Exhibit 4. CCLI Components – Scale of 1 to 10

Data. Data has played a crucial role in CCLI, and each year has been identified as the most useful support to advance the college and career readiness work. Access to Tableau has enabled staff to analyze detailed, longitudinal data sets disaggregated by variables such as gender, race, and first-generation college status. This has been instrumental in setting targeted goals and improving support for specific student demographics, particularly through financial aid data and programming assessments. Furthermore, survey data has been pivotal in identifying knowledge gaps, evaluating programs, and fostering staff engagement by highlighting discrepancies between student needs and staff perceptions. A CCLI team member shared, “We all appreciate the data we have gotten. It helps us make actionable next steps. We can understand if we are making gains.”

On the End-of-Year survey, CCLI participants reported a high level of understanding and use of data. For example, 94% of CCLI team members understand their staff survey results, 92% understand their student survey results, and 91% understand their students’ college and career outcomes data, such as

post-secondary enrollment. Further, 83% used their student survey data to inform their strategies and make adjustments, 80% used their college and career outcome data to identify root causes and inform strategies, and 79% used the staff survey data to inform professional development for staff. These results are slightly lower than the previous year, demonstrating that CCLI team members still need technical support to use and understand the data. Additionally, team members reiterated that data is a necessary tool for sustainability post-initiative. They are hoping to still have access to staff and student survey data, as well as additional post-secondary enrollment and persistence data.

Workshops. CCLI team members participated in two regional workshops in November and March. These represent the first in-person workshops since Year 3 (2019-20). 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 goals for the two workshops.

Exhibit 5.
Workshop Goals

| WORKSHOP GOALS | |
|----------------|--|
| Workshop | Goals |
| November | <ul style="list-style-type: none"> • Our team understands our staff survey data. • Our team used our staff survey data to inform and develop our plans. • Cross-school knowledge sharing during this workshop contributed to our learning. |
| March | <ul style="list-style-type: none"> • Our team understands our student survey data. • I learned about Street Data and how I could utilize it in my work. • Our team used our student survey data to inform and develop our plans. • I learned different ideas around what is working at other schools or districts. • My team has a plan to collectively approach college and career work in our building. |

According to CCLI team members, the return of in-person workshops was a significant improvement to focus on college and career readiness in a distraction-free environment. The workshops allowed team members to step away from their routine school settings, which refreshed their mindset and facilitated team-building and collaborative learning opportunities. During the workshops, teams analyzed staff and student data effectively to improve implementation of advisory classes, to develop professional learning for staffs, and to create programming to support college and career readiness. They were also able to learn from other CCLI teams, and “stole” some of those ideas (further discussed below). In addition, team members appreciated learning about Street Data and the role it plays in improvement efforts. Several people noted that there are few opportunities for professional development focused on college and career readiness and that this makes the workshops so valuable. One person shared, “I can go to different conferences, and it isn’t always about college and career readiness. Going to CCLI trainings and being with peers and seeing what they do, that has been the most valuable to see how I can apply it.”

Team Member Perspective

“The gatherings. Those were always so helpful. You go to professional development and leave and sometimes wonder the point or how you could apply it. We enjoyed having the time together and having the time with other schools. That is so valuable, and we always walk away with a plan of what we are doing.”

Although results were positive, participants' ranking of the workshops' helpfulness dropped below an 8.0 (see Exhibit 4). During interviews and on exit tickets, participants noted that while they were excited about the in-person workshops, they noted that in the past, there were more opportunities to collaborate with other schools, collectively and in job-alikes, which did not occur as frequently. Additionally, previous workshops occurred at colleges, where team members were able to learn more about the college, and included discussions with students, graduates, college, and/or job market representatives, which was enriching and provided practical learning experiences. Participants recommended that future workshops include more opportunities for collaboration and learning and development of content knowledge. The most requested learning included: (1) information on the changes in FAFSA; (2) apprenticeships; (3) panel discussions (e.g., colleges, graduates, students); (4) universal HSBP requirements and platform, once finalized; and (5) data technical assistance.

School-Based Meetings. As described earlier, school-based meetings have continued and been instrumental in providing an operational structure to support college and career readiness, and teams consistently rate these meetings high in advancing the work (see Exhibit 4). Team Leads facilitate the meetings, contributing to sustainability. Regular meetings, which occur monthly in most schools, allow for consistent progress checks and continuous improvement in their strategies. Having a dedicated college and career readiness team composed of diverse members from different professional backgrounds—such as teachers, counselors, administrators, and representatives from community-based organizations—strengthens and aligns support for students. This diversity in roles allows for a broader approach to preparing students for college and career challenges and encourages greater participation across the school. By bringing together various perspectives and expertise, the team is able to break down silos that typically separate different departments within educational settings.

Generally, teams indicated that they worked well with each other, were like-minded, and committed to college and career readiness, which also contributed to improvements. Most believe that the teams can sustain with continued administrative support, allocated time for meetings, and stipends for participation. A district representative shared, *“We talk about the team structure, and that is the most critical piece in meeting our goals. It is harder because of the financial obligation. However, this feels sustainable, and we have this structure of what it should look like.”*

Team Lead Meetings. Team Leads continue to participate in monthly meetings that include technical assistance to provide Team Leads with the tools and skills to facilitate school-based meeting as well as team time during the two large workshops. These meetings often focus on practical skills such as facilitation, effective calendaring, and agenda setting. Additionally, the meetings include time for collaboration across and within districts, allowing Team Leads to exchange ideas and strategies. Team Leads appreciate these meetings, particularly when there is good attendance. Moving forward, if these meetings continue, they would like more active involvement of Team Leads from all schools, as well as building in more time to share resources, learning how to set and monitor actionable goals, and acquiring new content that can be shared with their respective teams.

Team Leads were asked to complete exit tickets intermittently over the year to assess their experience with these meetings. Information was collected during Meeting 1, 3, and 6/7 (combined due to fewer than 10 respondents) to assess perceptions at the beginning, middle, and end of year. Feedback from the exit tickets were positive, and variation in the results likely represent differences due to small sample sizes. Overall, between 79% to 94% of Team Leads agreed the information they gained from the meetings will improve their CCLI teams' capacity to support their schools' college and career system.

Results show that Team Leads feel confident in their role largely because they served in the role multiple years (see Exhibit 6). Team Leads also acknowledged a desire to continue to grow their leadership skills.

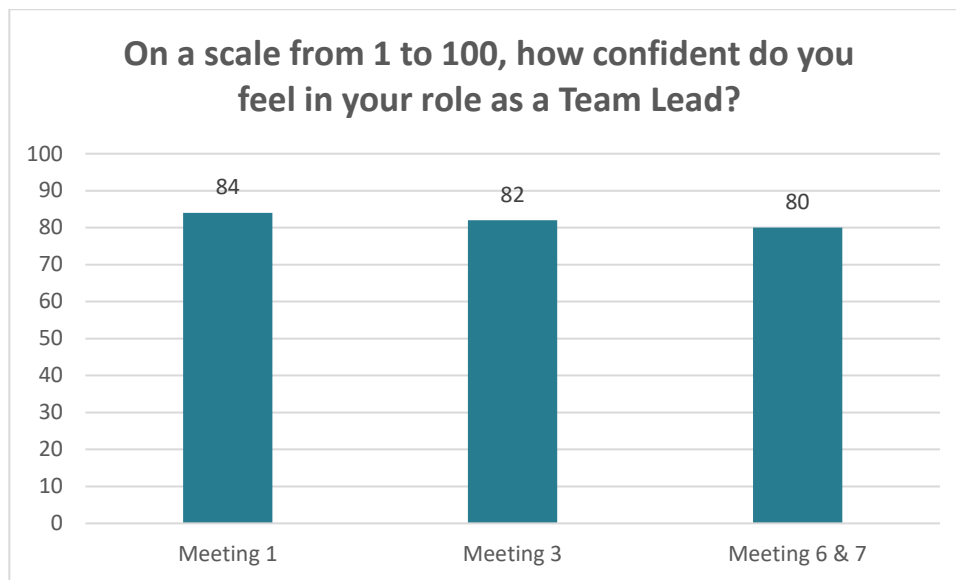


Exhibit 6. Exit Ticket – Confidence in Role as a Team Lead

Resource Sharing. CCLI school teams continue to identify the resources they receive through CCLI as a valuable component. Technical assistance, combined with other resources, such as College Knowledge lessons, Padlet to share advisory lessons, and support for initiatives like DiscoverU, were identified as important resources available. The technical assistance, in particular, was helpful. One person shared, *“They helped us get our arms around on what we would focus on. We had very grand ideas, but it was too big to accomplish, and it was a lot of refocusing to make it manageable and targeted, rather than a big grand idea.”* =These tools and technical assistance not only facilitate the delivery of educational content but also support the organizational aspects of implementing college and career readiness programs.

Cross-School Collaboration. Cross-school collaboration was identified as a strength in enhancing college and career readiness, although there have been challenges in fully realizing its benefits due to insufficient opportunities. When collaborations did occur, they facilitated the exchange of innovative ideas and practices among schools. For example, various schools shared unique approaches to organizing events and integrating college and career readiness into the curriculum, such as College/Career Day events, financial aid workshops, and "Day in the Life of" video projects. These activities not only increase student engagement but also broaden their understanding of post-secondary options. The collaborations allowed for the sharing of effective strategies and tools, such as the use of CCLI data to inform AVID school-wide goals and the adaptation of advisory lessons from one school to another.

Team Member Perspective
“Being able to find out what worked at other schools, and having time to talk about how we can tailor that to our own Having that space to do it was huge. Having time to have the discussions, and hearing what tools they used was one of the greatest benefits.”

Despite notable successes, sustaining meaningful cross-school collaboration has faced challenges, particularly due to the constraints of COVID and a shift to online formats in previous years. Even though in-person sessions have resumed, the opportunities for natural, organic collaboration have diminished. Participants have voiced a pressing need for more structured support in this area, deeming it essential for continuous development. They suggest increasing opportunities for cross-school interaction and job-like sessions, and advocate for the implementation of platforms or tools that facilitate resource sharing. Furthermore, there is a call for a renewed commitment to attending Team Lead meetings. One person commented, *“There was a shift in framework, and it felt different. In every other workshop, we had time to meet with people like our role in other schools and we didn’t get to do that as much in these workshops. I think the most important benefit is talking to others.”* Participants identified this as a critical area for ongoing support, and an area districts and schools cannot support, to help sustain the focus on college and career readiness.

EQ #4: WHAT CONTEXTUAL FACTORS IMPACT PROGRAM IMPLEMENTATION?

Several contextual factors have supported and hindered implementation of CCLI at the school level over the past seven years. These are described below.

COVID-19. The COVID-19 pandemic dramatically impacted program implementation, especially during Years 4 through 6, as schools were forced to adapt to online learning environments and reduced face-to-face interactions. This transition affected the consistency of meetings and collaborative efforts, which are essential for the effective development and refinement of college and career readiness programs. Additionally, the shift curtailed opportunities for experiential learning components such as worksite tours and field trips. Despite these challenges, some teams used the constraints imposed by the pandemic as a catalyst for innovation. For instance, one team member noted, *“During COVID, we made transitions, kept it flexible and found new ways to support our students,”* highlighting adaptability in response to the disruptions. However, other teams have struggled to regain momentum, with one member expressing, *“We just can’t get back to a norm,”* and another lamenting, *“With COVID, the world shut down. We just haven’t been able to make much progress.”*

District and School Leadership. District and school leadership plays a critical role as both a facilitator and a barrier in the implementation of college and career readiness programs. Supportive leaders are instrumental in advancing these initiatives by setting clear visions, allocating necessary resources such as time and money, participating in meetings, and providing opportunities for CCLI team members to engage with the broader staff. These leaders also focus on capacity building and empowering teams to drive programmatic changes effectively. As an example, in the Kent School District, a district lead has supported the Team Leads by increasing access to data through a district-built financial aid dashboard and by having meetings with the four school-level leads. Other forms of administrative support include providing stipends or substitutes for meetings, dedicating time for professional learning, and allowing for planning sessions to review advisory practices and the HSBP. One team member commented, *“Administrative buy-in has been strong, which has helped our team move this work forward. We have been able to provide Tips of the Day, which helps our staff.”*

However, challenges emerge when leadership lacks support, is inconsistent, or undergoes frequent changes, all of which can severely impede the momentum of these programs. A significant issue is the absence of visible leadership endorsement, which can reduce the perceived importance of initiatives

and limit the authority of teams to implement necessary changes effectively. For instance, after participating in a Design Sprint aimed at improving HSBP, one district's team developed a comprehensive improvement plan but were not empowered to enact their strategies. This lack of authority has led to diminished engagement and frustration among school teams, as they struggle to initiate meaningful change. A team member shared, *"It is out of our control. Having different Assistant Principals (AP) each year, has made it challenging to have continuity and consistent voice. We haven't been able to get information out to staff this year because of changes. We are getting a new AP next year again."*

Staff Buy-In. Staff buy-in is a critical contextual factor that has influenced implementation over all seven years of the CCLI program. While some CCLI teams have observed improvements in staff engagement and more positive data trends, challenges persist, particularly in schools where CCLI teams have not been able to present at staff meetings or where existing cultural norms delegate college and career responsibilities solely to counselors, college and career staff, or CBOs. This specialization can lead to a lack of engagement from other staff members, as evidenced by some teachers not consistently delivering advisory lessons or by those who hold the belief that not all students should or are interested in postsecondary education.

Achieving comprehensive buy-in from staff is essential for the successful implementation of any educational initiative. Resistance can hinder momentum, leading to inconsistent and fragmented delivery. This issue is often exacerbated by poor communication, insufficient training, and a lack of overt leadership support. Visible and committed leadership is vital to underscore the importance of these initiatives. Without it, staff may not fully understand or commit to the goals of the program, particularly new teachers or staff who require clear explanations and consistent reinforcement of the program's objectives and benefits.

Staff and student surveys provide evidence of this disconnect, which shows that 94% of students report they want to go to college, while staff members perceive about 79% of students aspire to attend college. One person shared, *"Our staff is more supportive because we have been able to share the data. This helps staff broaden their perspective and impacts the culture and belief."* In contrast, another said, *"You have new teachers and new staff. We haven't been intentional explaining the goals, then we struggle the rest of the year in helping them understanding the support we need."*

Consistency with CCLI Team Meetings. Consistency in team meetings is a significant contextual factor that can both support and challenge the effectiveness of college and career readiness initiatives. CCLI teams aim to meet monthly to ensure steady progress and coordination. These teams work well together, are efficient with the time available, and commit to follow-up. However, consistently bringing all team members together can be problematic, especially without compensation for substitutes that would allow teachers to attend during school hours. This issue is compounded by the typically small size of these teams, which places a heavy workload on a few individuals, potentially leading to burnout and uneven participation levels among team members.

Team Member Perspective

"We need the funds to have the time to meet. Without the monthly meetings, I am worried that we will fragment. We need support with subs. We can't do this effectively without the teacher perspective."

Moreover, the scarcity of time is a pervasive barrier that affects all aspects of program implementation. Time constraints not only impact the regularity and productivity of team meetings but also the planning and execution of events, participation in training, and delivery of advisory sessions. These constraints are often most acute during critical periods, such as when students need to complete financial aid applications, where the lack of timely support can have direct consequences.

Changes to FAFSA. Changes in the FAFSA process significantly impacted applications rates this year. Team members indicated that technical issues and complexities in the application process, caused confusion and delays. For instance, new glitches and ambiguous questions led to errors that complicate the financial aid application process. The need for training on these updates is critical, as both staff and students struggle to navigate the changes. Additionally, the involvement of undocumented parents and the requirement for paper applications added to the delays.

The situation is exacerbated by limited support and administrative inconsistency leaves many students and their families without the necessary guidance during critical application periods. For example, the limitation of support calls to East Coast business hours restricted access for those in different time zones. Furthermore, essential parts of the application, such as agreeing to release tax information, are presented in a confusing manner, necessitating simplified explanations. Students often find themselves making crucial decisions about their education without a clear understanding of the financial aid they might receive. Colleges have attempted to bridge these gaps with stop-gap measures and direct support, but the overall scenario remains fraught with challenges that hinder students' ability to secure necessary financial aid efficiently. One person shared,

Financial aid has been an obvious improvement. We have done well. This year it has been tough, but we are doing what we can to get it done. We really are working to achieve the goals. It has been difficult for our students, and many do not know what support they will receive. Our colleges are stepping up.

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

Most CCLI participants agree their college and career system has improved (77%) and their school wide college going culture has improved (68%) since partnering with CCLI, though this is a decrease this year compared to last year. Participants identified several key outcomes that have significantly enhanced college and career readiness across participating schools. One notable achievement is the broadened scope and improved effectiveness in financial aid application processes. Many schools reported an increase in FAFSA completion rates, reflecting focused efforts to expand understanding and support around financial aid, despite challenges this year with the application's changes and complexity. Moreover, there has been a concerted effort to decentralize the responsibility of college and career readiness from single individuals to broader teams, which has led to gains in financial aid completions and a more inclusive approach to student support.

Team Member Perspective

"I would like to highlight financial aid. I think instead of having one person viewed as the College and Career person, we have created more of a team and more ownership across the school to help more graduate. We were one of the lowest in financial aid completions in the district and with CCLI, we have made huge gains because we are working together."

Additionally, CCLI has facilitated a significant shift in student engagement and exposure to various post-secondary pathways. Schools reported an increase in field trips, work-site learning opportunities, and special events like College and Career Days, which have all contributed to a richer, more diverse exposure for students. These activities have not only broadened students' horizons but have also inspired those who might not have considered post-secondary education as a viable option. The introduction of career and college readiness into earlier educational stages, such as through specialized classes for younger students, has helped cultivate a culture of readiness and aspiration earlier in the high school career. This engagement is echoed in the positive feedback from students and staff about increased knowledge and preparedness regarding college applications and financial aid.

Team Member Perspective

"This has helped our students. CCLI has helped us to see beyond a four-year college and to really embrace learning more about the trades, trade school, two-year programs, and apprenticeships. The net is wider. I feel that is helping our students gain access and see themselves at college. Four-year college might not be their thing, but an apprenticeship is. It is changing the culture."

Furthermore, the structured support through CCLI has increased partnerships and community involvement, evidenced by increased collaboration with local colleges and businesses. This has led to practical benefits such as pre-apprenticeship programs and trade fairs, directly connecting students with future opportunities. Additionally, there has been improved alignment between school staff and CBOs, leading to more reliable and consistent support for students. This coordination enhances the overall effectiveness of the college and career readiness initiatives.

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 seven 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 7 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. Additionally, Years 4 and 5 were heavily impacted by COVID, as students had been participating in online learning. 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 7, 94% 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 6 (see Exhibit 7). Disaggregated results show that by grade, results do increase as well, demonstrating that students gain knowledge as they progress through school.

Students' Experience and Knowledge around College and Career Readiness

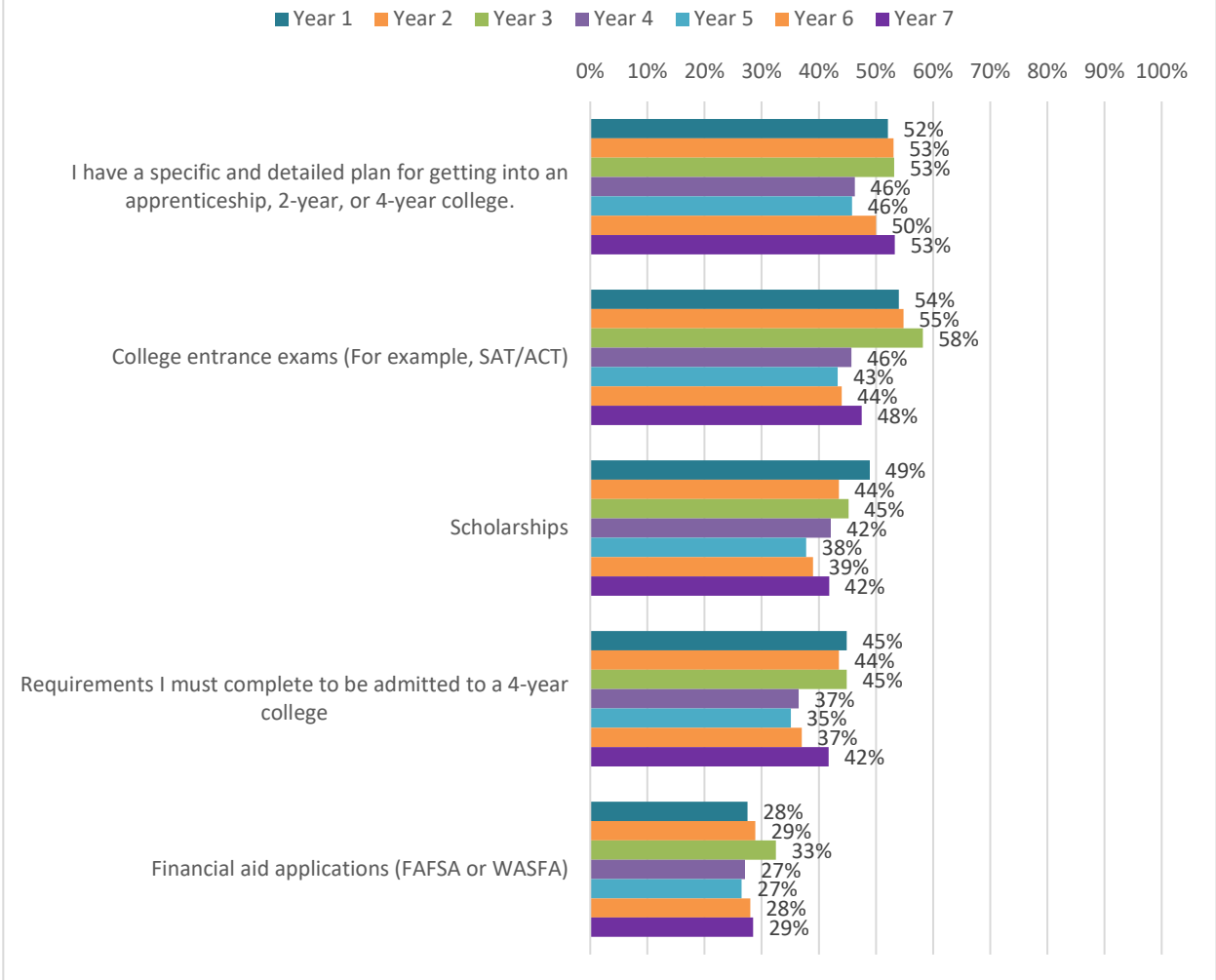


Exhibit 7. College and Career Climate Survey

Results from the Staff Survey, which was administered in 2019-20 (Year 3) to seven schools and all participating schools in 2020-21 (Year 4) to 2023-24 (Year 7), provide more context. In 2023-24, 79% of staff members perceive students aspire to attend college. This is a slight decrease from the previous year (2 percentage-points). In 2023-24, 69% of staff members reported they spoke to their students about college entrance requirements, and 67% spoke to their students about the availability of financial aid to pay for college. These results are similar to the 2022-23 school year.

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, which has increased each year and aligns with CCLI’s focus.

While these results are encouraging, they also show that staff members continue to need training and support around college and career readiness indicators.

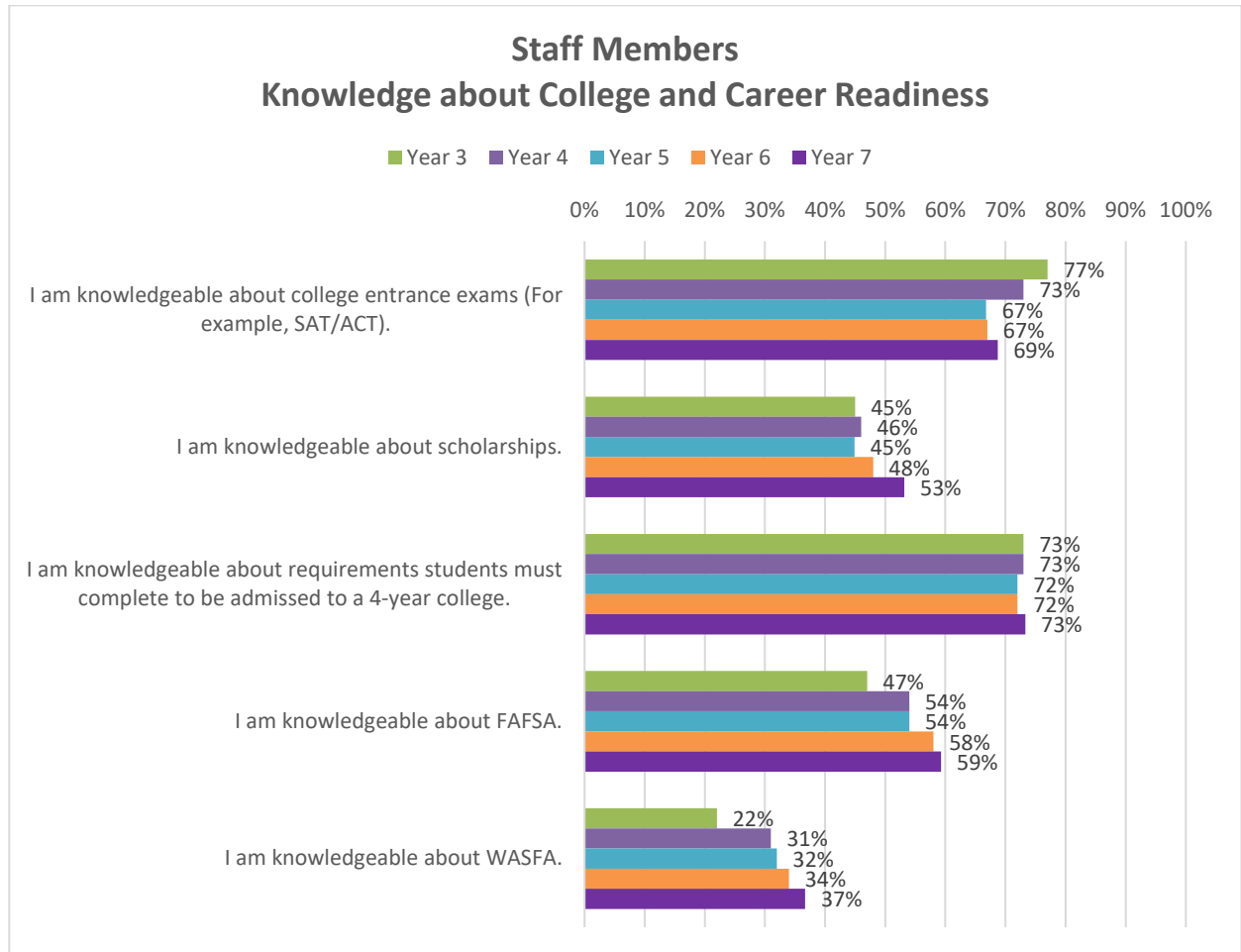






Exhibit 8. College and Career Climate Survey - Staff




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 7 (see Exhibit 9). When indicators refer to school teams, greater than 50% of participants have to agree with a particular statement. Some indicators are newer, and availability of longitudinal data varies by indicator.

Exhibit 9.

Progress Towards Short- and Intermediate-Term Outcomes

| LOGIC MODEL: SHORT- AND INTERMEDIATE-TERM OUTCOMES | | |
|--|--|---|
| Short Term Outcomes (2023-2024 school year) | Progress Update | Target Met |
| 100% of school teams understand the elements of a strong college and career system | In 2023-24, 93% of participants agreed each workshop furthered their understanding of the components that contribute to student and college and career readiness (88% in 2022-23). Furthermore, 100% of school teams agreed they understand the elements of a strong college and career system (100% in 2022-23). |  |
| 100% of school teams implemented a plan to increase one college readiness indicator based on student voice, data, and school context | 93% (14/15) of school teams implemented a plan to increase a college readiness indicator based on student voice, data, and school context (100% in 2022-23). Staffs used time during their CCLI meetings to analyze data (student and staff survey, outcomes data, and school context) to develop and implement their plans. NOTE: The school that did not implement a plan had the CCLI Team Lead resign part way through the school year, which impacted planning. |  |
| 90% of participants identify a best practice they have learned from another school, which they plan to implement | 60% (9/15) of school teams reported they identified a best practice they learned from another school, which they plan to implement. This is an increase from 2022-23 (53%) and 2021-22 (50%). Some examples of practices that were implemented included: <ol style="list-style-type: none"> 1. Affinity group nights 2. Advisory (e.g., lessons, ideas for improvement) 3. Schoolwide events (e.g., college/career day, career fair) 4. Data-dashboard 5. Day in the Life video project 6. Workshops for financial aid completion 7. College Wear Wednesday 8. Senior signing assembly |  |
| 80% of participants indicate increased understanding of the college and career readiness data and root causes of student outcomes | 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 with a pattern of CCLI members <i>understanding</i> the data more than they are <i>using</i> the data. <ul style="list-style-type: none"> • 94% agree the college and career team understands our staff survey results (96% in 2020-21; 92% in 2021-22; 96% in 2022-23) • 91% 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; 95% in 2022-23) • 92% agree the college and career team understands our student survey results (95% in 2020-21; 93% in 2021-22 and 2022-23) • 83% 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; 90% in 2022-23) • 82% 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; 88% in 2022-23) • 80% 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; 82% in 2022-23) |  |

| Intermediate-Term Outcomes (June 2024) | Progress Update | |
|--|---|--|
| 100% of school teams increase college-going supports during the school day, based on student need | <p>Overall, 67% (10/15) of school teams reported that they increased college going supports during the school-day based on school need (93% - 14/15 schools in 2022-23). During interviews, respondents noted challenges with leadership and capacity as contributing to the decline in the number of schools implementing school day supports.</p> <ul style="list-style-type: none"> • However, 87% (13/15) agree their school team understands the importance of school day support (67% - 12/18 in 2020-21; 79% - 11/14 in 2021-22; 73% - 11/15 in 2022-23). This is an increase indicating an opportunity to build on this understanding to implement school day supports. |  |
| 80% of school teams report greater staff participation in supporting college and career readiness and greater understanding of college and career supports | <p>In 2023-24, the percent of school staff participating in supporting college and career readiness and understanding of college and career supports declined. Overall, the pattern of results show that staff members have a greater understanding of college and career supports in their school than their <i>participation in supporting</i> college and career readiness.</p> <ul style="list-style-type: none"> • 73% (11/15) 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; 87% - 13/15 in 2022-23) • 47% (7/15) of school teams reported greater participation in supporting college and career readiness (44% - 8/18 in 2020-21; 79% - 11/14 in 2020-21; 80% - 12/15 in 2022-23) |  |
| 80% of school teams report an increase in staff knowledge of college-going elements (related to question #6 on staff survey) | <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 2020-21, the first year all schools took the staff survey to 2023-24 for the 13 schools that took the survey both years. No element had 80% of school teams increasing their knowledge.</p> <ul style="list-style-type: none"> • 94% (93% in 2021-22 and 2022-23) were knowledgeable of the importance/benefits of college (62%; 8/13 schools increased knowledge from 2021-22 to 2022-23) • 81% (76% in 2020-21; 81% in 2022-23) were knowledgeable of resume writing (54%; 7/13 schools increased knowledge from 2020-23 to 2023-24) • 77% (78% in 2021-22; 75% in 2022-23) were knowledgeable about the courses and requirements students must complete to graduate high school (31%; 4/13 schools increased knowledge from 2020-21 to 2023-24) • 73% (72% in 2021-22 and 2022-23) were knowledgeable of the requirements students must complete to be admitted to a 4-year college (62%; 8/13 schools increased knowledge from 2020-21 to 2023-24) • 72% (68% in 2021-22; 70% in 2022-23) were knowledgeable of college applications (69%; 9/13 schools increased knowledge from 2020-21 to 2023-24) • 71% (70% in 2021-22; 68% in 2022-23) were knowledgeable of the courses students much complete in high school to pursue their post- |  |

| | | |
|---|---|---|
| | <p>high school plan (62%; 8/13 schools increased knowledge from 2020-21 to 2023-24)</p> <ul style="list-style-type: none"> • 69% (67% in 2021-22 and 2022-23) were knowledgeable of college entrance exams (23%; 3/13 schools increased knowledge from 2020-21 to 2023-24) • 65% (59% in 2021-2022; 62% in 2022-23) were knowledgeable of the requirements students must complete to be admitted to a 2-year college (69%; 9/13 schools increased knowledge from 2020-21 to 2023-24) • 59% (56% in 2021-22; 58% in 2022-23) were knowledgeable of FAFSA (69%; 9/13 schools increased knowledge from 2020-21 to 2023-24) • 53% (45% in 2021-22; 48% in 2022-23) were knowledgeable of scholarships (69%; 9/13 schools increased knowledge from 2020-21 to 2023-24) • 37% (32% in 2021-22; 34% in 2022-23) were knowledgeable of WASFA (69%; 9/13 schools increased knowledge from 2020-21 to 2023-24) • 24% (24% in 2021-22; 25% in 2022-23) were knowledgeable of the requirements students must complete to be admitted to an apprenticeship program (46%; 6/13 schools increased knowledge from 2020-21 to 2023-24) | |
| 80% of school teams report a college and career system change improvement | <p>47% of schools (7/15) agreed they implemented a college and career system change improvement. This was a decrease from previous years (71% - 10/14 in 2021-22, and 64% - 9/14 in 2022-23). During focus groups and on the survey, CCLI teams reported that their focus was on sustaining previous changes rather than adding new changes. Some examples of college and career system change improvements include:</p> <ul style="list-style-type: none"> • Making the Career Center a central hub for all college and career activities • Enhancing advisory curricula (e.g., adding financial literacy lessons, more providing embedded time to work on HSBP and FAFSA) • Adding programming and field trips (e.g., career fairs, events for multilingual students) • Embedding school-day activities or optimizing timing of the activities |  |
| 90% of school teams have seen an improvement on a college access indicator (e.g., financial aid completion, application completion) | <p>53% of school teams (8/15) reported making an improvement on a college access indicator in 2023-24. This is a decrease from previous years (93% - 13/14 in both 2021-22 and 2022-23). During focus groups and on the survey, CCLI team members explained that changes in the FAFSA has resulted in a decline in applications rates across many schools, and this likely is the reason for the decrease. Examples of improvements include:</p> <ul style="list-style-type: none"> • Increased attendance at college and career readiness events • Increased FAFSA/WASFA completion rates |  |
| On average, School staff estimate that 90% of students aspire, expect, and are capable of attending post-secondary training | <p>In 2023-24, 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 remained the same from the 2022-23 school year (81%, 72%, and 87%, respectively).</p> |  |

END-OF-YEAR SURVEY RESULTS

Exhibit 10 shows 2023-24 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. Overall, 77% of team members noted their college and career system has improved since participating in CCLI, and 68% agreed their college going culture has improved. These results represent decreases from the previous year and may be impacted, in part, by changes in leadership and CCLI team composition.

Similar to previous years, the results still show that school wide implementation and staff knowledge are the weakest areas. On the survey, 75% of CCLI staff members agree their staff understands the importance of providing college and career supports during the day and 58% agree staff consistently messages all post-secondary opportunities. However, only 45% agree staff participation has increased this year, and 66% agree the school increased the amount of college going support offered during the school day.

Exhibit 11 shows End-of-Year survey results for the past seven 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 7 survey.

Generally, results have stayed the same or decreased across the items from last year. The largest decreases were on the following questions: (1) Our college definition is communicated schoolwide (decrease of 15 percentage-points); and (2) Our schoolwide college going culture has improved since participating in CCLI. During interviews, CCLI team members, at some schools, noted that leadership changes impacted the amount of time they were able to focus on college and career efforts. In addition, several members noted that since their focus was on *sustaining* efforts, they did not make many changes and/or improvements, which may have impacted the results as well.

2023-2024: % Agree/Strongly Agree with each Statement

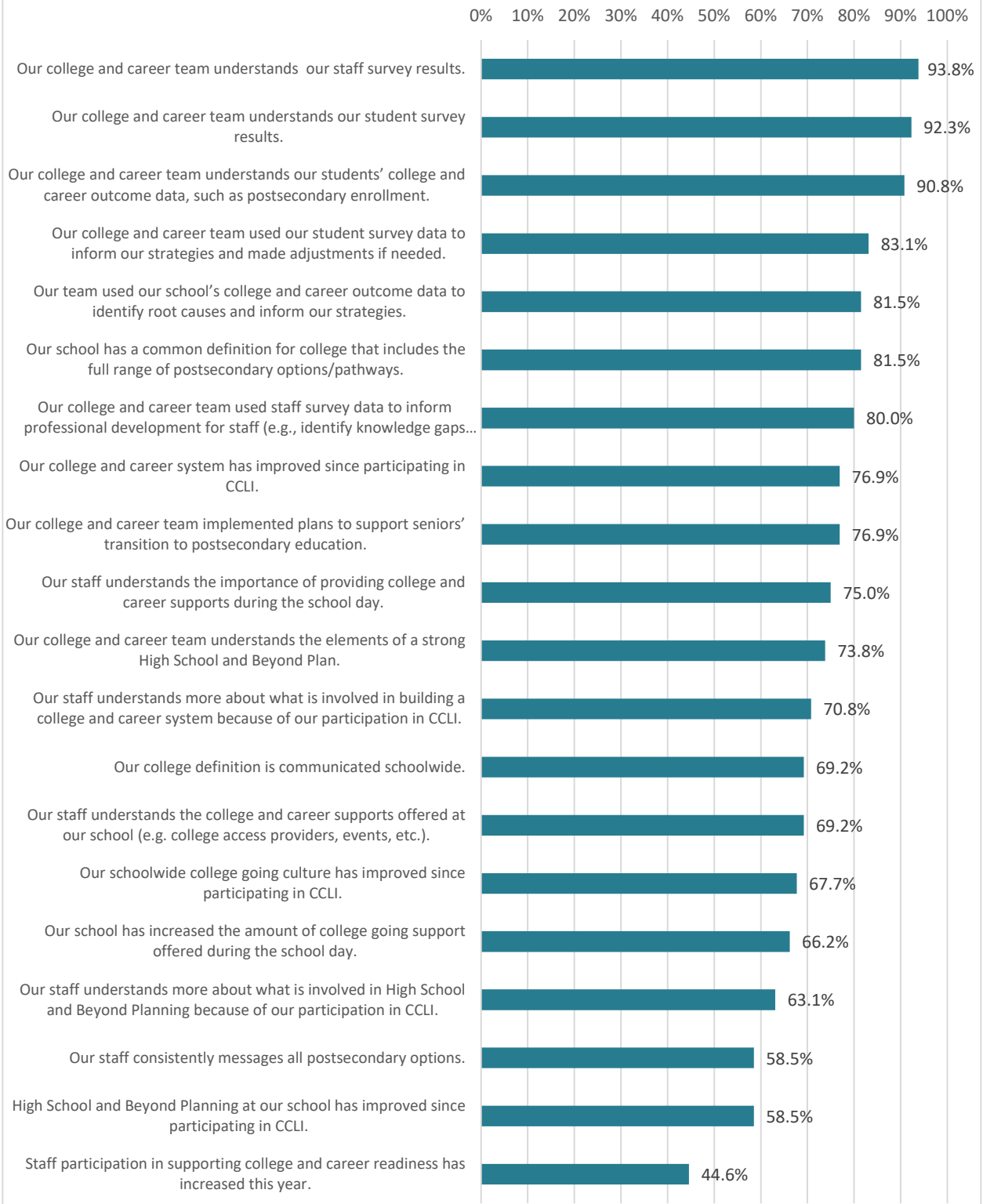


Exhibit 10. End-of-Year Survey Results

% Agreed on Questions from Year 1 to Year 7

■ Year 1
 ■ Year 2
 ■ Year 3
 ■ Year 4
 ■ Year 5
 ■ Year 6
 ■ Year 7

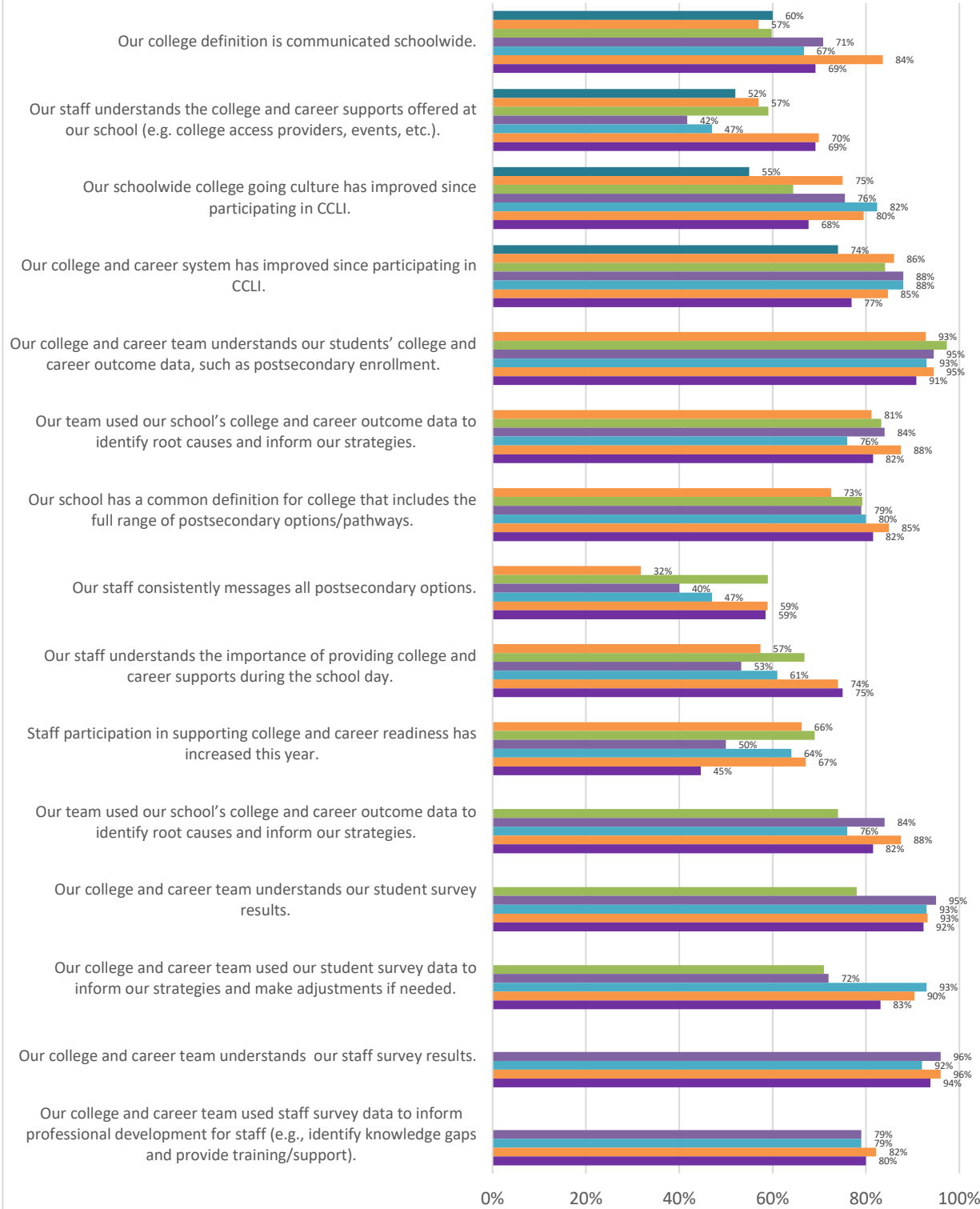


Exhibit 11. Percent Agreed on End-of-Year Survey, Year 1 to Year 7

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. When possible, we tried to target students who may want to attend college, but do not expect to attend college or students who may not seek out college and career support services. The purpose of the focus groups was to identify current supports in place to help students become college and career ready, why they may not seek out supports or see themselves as attending college, what they perceive as their biggest challenge to 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, “We should have more opportunities for this. If you communicate with students, you will know more about what we need.”

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 among these strengths. These are described below.

Personalized Support and Guidance. The most frequently mentioned strength of the college and career systems is the personalized support and guidance provided by counselors, advisors, a specific person, and/or specialized programs like GEAR UP and AVID. A student commented, “I think TRIO is good to find opportunities and resources that aren’t shown to all the students. Getting the opportunity to branch out and try different things helps you in the future.” Students appreciate the individual attention they receive, particularly in areas like college essays, scholarship applications, and navigating financial aid processes such as FAFSA. For example, a student shared,

Student Perspective

“Even the teachers, I have talked with some, and what I expected was that they would only talk about college, but they also provide other perspectives, and they have helped me come up with priorities.”

[Name] is a big piece of my success. I always pop-in, and she has helped me with scholarships, FAFSA, and the common application. I didn’t even know the common app. Once I got that information, it has been a success applying to schools.

The hands-on assistance from career centers and the accessibility of experienced teachers and mentors are highlighted as crucial in helping students understand their options and prepare for their future. Furthermore, having someone push them and providing mentorship was a critical moment when some students decided they would go to college. A student reflected, “My teacher helped me figure out my interest in a career. Because of that I’m now enrolled in the Puget Sound Skills Center.”

Diverse Opportunities and Exposure to Different Options. Another strength is the diverse range of opportunities and exposure provided to students. Field trips to colleges, job fairs, and special events like College and Career Days offer students practical insights into different post-secondary pathways. Programs like GEAR UP, which bring in speakers from various backgrounds and provide tours of colleges, help broaden students' horizons and inform them about both college and career options. This

exposure is particularly beneficial in helping students who might not have considered college or other post-secondary paths. A student shared, *“We have so many opportunities. Field trips, we just had a job fair, and we were able to apply for jobs. It is nice because it helps us figure out what we want to do.”* Another commented, *“There are a lot of programs that they showcase, and they give you the opportunity to go places, and they will host things in the library. The counselors, they send me scholarship information to sign up for.”*

[Information on Different College Pathways](#). Students indicated that receiving information on different college pathways is highly valued. Students appreciate that the guidance they receive does not solely focus on four-year colleges but also includes information about trade schools, apprenticeships, and direct career entry after high school. This comprehensive approach ensures that students understand all available options and do not feel pressured into pursuing a college degree if it is not the right fit for them. One student shared, *“I appreciate that you don’t have to go to college. They tell you about military, vocational schools, and apprenticeships. They don’t make you feel like a failure if you don’t go to college.”* Another student elaborated on the importance of career and technical education programs, sharing,

My welding teacher has a lot of information about trades and is setting up field trips to different trade schools and to Boeing. He even helped me, and another friend get a job as a welder. He brings people in from Renton Technical College and now he is helping us with certifications.

[Early Introduction to Career and College Readiness](#). Compared to previous years, more students indicated that they are receiving information about college and careers in 9th and 10th grades. The early introduction of career and college readiness programs is another key strength. Specialized classes and programs designed for younger students help cultivate a culture of readiness and aspiration from an early stage, such as *Career Connect* offered to 9th and 10th grade students at Chief Sealth High School. Advisory classes that provide information about college and career, combined with discussion, were also identified as valuable resources. Students acknowledge that starting these discussions and preparations early in their high school career makes them feel more prepared and knowledgeable about their future choices. A student reflected, *“In advisory, we are having more discussions about college. It is a way to connect more with the school and learn about the options. I learn better talking with people.”*

WHY DO STUDENTS NOT ATTEND COLLEGE EVENTS AND/OR EXPECT TO GO TO COLLEGE

Students who did not participate in college and career readiness activities as well as some students who indicated that they “want” to go to college but don’t “expect” to go to college were asked questions about their college preparedness and/or reasons they do not expect to go to college.

[Lack of Cultural Representation](#). One of the primary reasons students have not received adequate support around college and career readiness is the lack of cultural representation in school programs. Students from diverse backgrounds, particularly Latino and Asian populations, feel that their unique cultural needs and identities are often overlooked. There is a desire for more culturally relevant events and clubs that reflect their experiences and heritage that show them in college and careers. For instance, Latino students express that while there is some support, such as a single Latinx club, it pales in comparison to the multiple clubs available for Asian students that cater to specific cultural groups,

such as a Pacific Islander club. This disparity highlights the need for more inclusive programs that acknowledge and celebrate the diverse backgrounds of all students, thereby fostering a stronger sense of community and belonging. One student shared, *"We need more cultural events. When I was in 10th grade, we did a Black, Male Summit. That was so helpful, but we don't do that enough. API (Asian/Pacific Islander) night helps people retouch on their culture."*

Students recognize that having role models who look like them, share their culture, and speak their native language would help them envision themselves in college. They also expressed a desire to learn more about how their cultures are celebrated and valued in different colleges. Awareness of culturally significant institutions, such as Historically Black Colleges and Universities (HBCUs), is limited, which impacts their understanding of available opportunities. One student remarked, *"I just learned about HBCUs. I did not know that existed. Why don't we talk about that?"* This highlights the necessity for schools to provide information about diverse post-secondary institutions and opportunities that honor and support students' cultural identities.

Timing of College and Career Activities. There is also a concern about the timing of college and career readiness programs. While early introduction is considered a strength, not all students have equal access to these opportunities. Programs that start discussions and preparations early in a student's high school career are praised for making students feel more prepared and knowledgeable. However, when these programs are not available or accessible to all students from the beginning, it creates a gap in readiness. For example, some students noted that their advisors do not share the information, and they do not find online platforms as valuable. Other raised concerns about leaving the classrooms to seek out support, as they may miss important information. Still others noted that they cannot attend after-school and/or evening programs due to work and transportation issues. Ensuring that every student has access to these resources from an early stage is crucial for cultivating a culture of readiness and aspiration.

Student Perspective

"They have supports, such as scholarship club, and they offer help after school. But I can't stay after school. Kids have commitments and have jobs and family commitments after school."

Focus on High Achieving Students. Students who want to go to college but do not expect to succeed due to the perceived barriers related to academic performance, especially GPA. Many students feel immense pressure to maintain a high GPA, which is seen as a critical determinant of their future success. This pressure can be overwhelming, particularly for those who struggle academically. One student shared, *"People put the pressure on us to get the GPA higher, and that is hard for me. We need to know that GPA isn't everything."* The emphasis on GPA often overlooks other significant qualities and achievements, leading students to believe that their academic struggles will prevent them from accessing higher education opportunities.

They also reported that a focus on high-achieving students can also contribute to a sense of exclusion and inadequacy among those with lower GPAs. This creates a divide where students with lower GPAs feel marginalized and believe that their experiences and challenges are not acknowledged or addressed, further diminishing their expectations of going to college. A student shared,

I have a 2.7 GPA, and I feel that I don't have as many rights. I know I need to improve my GPA, but that doesn't mean I can't improve. I'm doing better. They need to communicate more. Kids need to be more than their GPA. We need more help.

CHALLENGES IN TRANSITIONING TO COLLEGE

During the focus groups, students were also asked to describe their biggest challenge in attending college. Students identified concerns with tuition and financial burden, limited knowledge and misconceptions, and becoming independent.

Tuition and Financial Burden. One of the most significant challenges students and their families face is the cost of college tuition. Students do not fully understand how scholarships and financial aid work, and the overall expense remains daunting, making it difficult for many to believe they can afford higher education. As one student expressed, "*Money in general is a big issue. Even with scholarships, the cost is still high.*" The rising cost of living and job market uncertainties add to the pressure, making it hard to find well-paying jobs that justify the investment in a college degree. Another shared,

Even finding a career. All the prices are rising, and now you can't find a job you want to do because it won't pay enough. College, it is so hard to figure out tuition. Yes, scholarships help, but even after scholarships, it still costs a lot.

Limited Knowledge and Misconceptions. A significant challenge students face is the lack of understanding about the college system and the value of different degrees. Many first-generation college students noted that they did not have familial support or understanding regarding their college options. Similarly, some students did not understand all the options as well, with some believing they must attend prestigious schools to succeed, not realizing that a degree from any accredited institution can be valuable. This misconception creates unnecessary pressure and limits their choices. One student shared, "*I wish I would have learned earlier that a degree is a degree. There's a stigma that you need to go to the best schools, but it's more important to find the right path for yourself.*" Additionally, some students felt hesitant about pursuing higher education if they were uncertain about their major or career path. As one student expressed, "Committing to a school and a career path is scary because you don't know if it will pay off in the long run." This uncertainty can make it difficult for students to make confident decisions about their education and future careers.

Becoming independent. As students think about transitioning into college and career, they grapple with the realization that they must navigate these challenges independently, which can be daunting and overwhelming. Students raised concerns that they may not have the study skills for college, that they cannot keep up with "*the intense workload or fast-paced nature of college life,*" and that they would not be able to balance academic demands with their personal needs. One student said, "*It is growing up and realizing you are on your own and have to figure it out. That is hard.*" Another commented,

My sister went to college, and hearing from others and how they talk about it, there is a lot of work to do. It goes so fast, and it feels that missing a day is so much to catch up on. Missing a day can set you so far back, and it creates stress.

RECOMMENDATIONS TO IMPROVE COLLEGE AND CAREER READINESS

When discussing college and career readiness, students made the following recommendations: Improve HSBP and advisory, enhance communication and information sharing, and offer more career awareness activities.

Improve HSBP. At every participating school, students reported a need to improve the HSBP. Many felt that working on a computer was impersonal, causing them to rush through the assignment merely to meet graduation requirements. Some students even waited until their senior year to complete their HSBP. They indicated that the templates and “fill-in-the-blank” assignments did not contribute to their learning.” A student shared, “Xello isn’t as helpful as it could be. You get a plan, but nothing besides identifying something you can do. You don’t get personalized information.” Another shared,

Student Perspective

“Even our teachers know HSBP isn’t important. My teacher gave us all the lessons early, so we could get through with it.”

Just get rid of HSBP and reformat it. A key component is resume building and instead of having us fill out things and get a PDF. Maybe they actually teach us how to build one and give us feedback so we can evaluate resumes on what we should keep.

To make HSBP more effective, students suggested integrating it into a hands-on, practical curriculum rather than treating it as a checklist, survey, or online task. They also advocated for more personalized one-on-one meetings with counselors to receive tailored advice and guidance. The plan should incorporate lessons on resume building, understanding financial aid, and exploring career paths through field trips and guest speakers from various industries. Simplifying the process and making it more interactive can help students see the practical value of HSBP. Engaging in real-world tasks such as creating and refining resumes with professional feedback, learning how to apply for scholarships and grants, and participating in internships or job shadowing experiences would significantly enhance the program. By focusing on real-life skills and making the HSBP more interactive, students will be better equipped to plan their future and navigate their post-secondary options effectively.

Additionally, eliminating the solely online experience in favor of engaging activities, including college and career exploration, would help students develop their plans more comprehensively. This approach should also support students in setting short-term and long-term goals aligned with the HSBP. Providing ongoing planning activities starting in the 9th grade and building on the information through 12th grade would ensure continuous and progressive support for students throughout their high school years.

Improve advisory. Students' experiences with Advisory varied widely, both across and within schools. Some students found Advisory beneficial, particularly when advisors discussed college and career options, shared personal experiences, and provided guidance and support. However, many students were frustrated by advisors who merely read from PowerPoint slides without offering additional insights or help. Others felt that Advisory sessions were unproductive, often becoming time to work on computers, do homework, or simply “take a break.” One student remarked, “In my advisory, the class doesn’t care, and no one pays attention. The advisor doesn’t help you.” Another shared, “The advisors are just reading the slides, and I feel that they don’t know what we are talking about. They just tell us what to do. That isn’t helpful.” Another noted,

We don't do anything in advisory. They talk about homecoming, read the bulletin, and let you do what you want. They don't help with what you need. I feel that if they do Advisory, teachers should take it more serious. That would make kids more interested.

To improve Advisory, students recommended that each session have a clear focus, such as college readiness, career exploration, or personal development, and incorporate interactive activities like resume-building workshops, financial literacy sessions, college and career lessons, and discussions on real-life skills such as tax preparation and time management. Additionally, some students suggested increasing the frequency of Advisory sessions to at least three times a week, with regular check-ins to track progress, set goals, and celebrate accomplishments.

Enhance Communication and Information Sharing. Effective communication is crucial for students to understand their options and opportunities. Students suggest better dissemination of information regarding college, clubs, and available resources. New students, in particular, find it challenging to make plans due to a lack of information. They appreciate the assistance they receive and want more comprehensive communication about what is available and who they can talk with about college and career options. *"We just need to know more about what is available, and the clubs. It is hard to make plans, and as a new student it can be awkward."*

Offer more career awareness activities. Students reported that, in addition to college preparation, they wanted more career awareness activities to learn about specific careers, apprenticeships, internships, and job shadows. They suggested inviting more professionals to speak about high-paying and diverse career paths, offering more opportunities for hands-on work and career exploration. Students value experiences such as job visits, field trips to workplaces, and interactions with professionals from various fields, as these activities provide a better understanding of potential careers and help them make informed decisions. One student emphasized, *"We need chances to visit careers and jobs, and more opportunities for hands-on work and getting a preview of that job."* Additionally, students recommended expanding the variety of career-specific clubs and programs to cater to different interests, including less conventional careers. This would offer comprehensive support and guidance tailored to diverse career aspirations. A student summarized, *"We need more support for outlier jobs, like aviation and software engineering. We need internships and opportunities in those areas."*

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

CCLI has significantly helped build capacity in schools through several key strategies. Participants reported that establishing a school-level team with diverse staff representation created a support structure for implementing college and career readiness initiatives. Support from CCLI Program Leaders, including data analysis, technical assistance, and knowledge-building workshops, was crucial in developing and supporting these teams. Gradually transferring responsibility to Team Leads, who then planned and facilitated meetings, encouraged schools to operate more independently while still having access to technical assistance when needed. A district leader reflected,

We have the partnership with CCLI that provides a structure with expectations to have a team, lead a team, and identify goals. That has been helpful, especially early on. It wasn't a new concept to have a team, but a new concept to have a college and career readiness team with multiple positions, goals, and expectations.

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. While scores decreased slightly overtime, Team Leaders still had a high level of confidence the teams would sustain (see Exhibit 12). When CCLI teams were asked the same question on the End-of-Year survey, they had a mean confidence rating of 79, which was higher than Team Lead, and indicative of a high level of confidence.

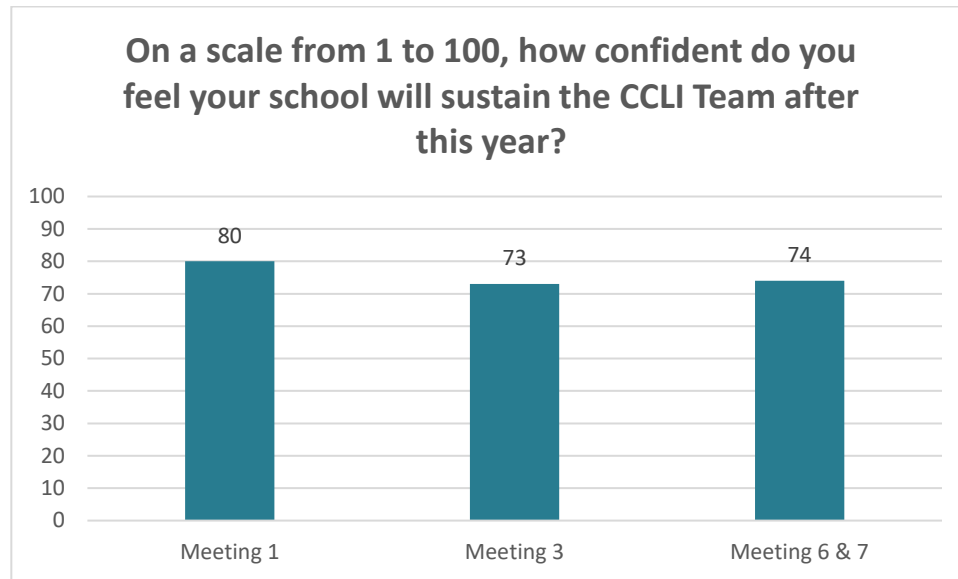


Figure 12. Confidence with Sustaining CCLI Team

The qualitative data regarding the sustainability of the CCLI team reveals a mix of positive momentum and significant challenges. Many members express a strong commitment and eagerness to continue their involvement in the CCLI, underscoring a collective recognition of the positive impacts it has had on students' readiness for post-secondary pathways. This dedication is evident in the passionate and action-oriented nature of the team members who are focused on elevating student outcomes, have administrative support, and worked with CBOs to develop a strong system of support. Successes mentioned include improved survey results on students' knowledge of financial aid, increased participation in college and career readiness events, and targeted support for specific student groups like multilingual learners. A Team Lead shared,

Team Member Perspective

"The fact that we have been part of the team for awhile has helped to make it sustainable. We have started practices, and while we had team members coming in, we would have to pivot, adjust, and adapt. I feel that our team is strong, we know the goals."

From the beginning, we stepped back, and we took charge of the meetings, and early on, we took charge of the agendas, and because of that, I think it is sustainable. We have meetings with our team, and we collaborate with CBOs. I think that helps to keep it sustainable.

However, the data also highlights substantial obstacles that could hinder the team’s effectiveness and sustainability. Several responses point to a lack of consistent participation and engagement from school leadership and administrative support, which is crucial for the continuity of any institutional initiative. Budget cuts, staffing reductions, and the elimination of specialist positions have created gaps in support that jeopardize the ongoing success of the program. Additionally, there is a clear need for more structured and consistent communication and meeting practices to ensure that all team members are aligned and engaged. This variability in operational stability and leadership engagement must be addressed to maintain the momentum and ensure that the CCLI teams can continue to provide support to students navigating their college and career pathways. A person summarized, *“It has been difficult engaging the team, and full staff buy-in has been difficult. Without admin and district-buy-in, it will be difficult to gauge how long we can keep this up. It is hard to know.”*

Moving forward, team members identified several supports that could be provided through *Transformative Futures* to enhance sustainability. They emphasized the need for continuous access to data, including surveys and other metrics, to understand student needs better and track the impact of their efforts. Access to workshops was also highlighted as crucial, as these would offer more opportunities for cross-school collaboration, learning, and networking. Additionally, professional development is necessary to stay updated on changes in the post-secondary landscape, such as new FAFSA rules, apprenticeship opportunities, and vocational programs. Engaging with external experts was seen as vital for educators to provide relevant and accurate information to students. To support these initiatives, team members expressed a need for on-demand technical assistance and support, ensuring they have the resources and guidance needed to maintain and enhance their programs.

EQ #9: WHAT SUPPORT DO DISTRICTS NEED TO SUSTAIN THE COLLEGE AND CAREER FOCUS THROUGHOUT THE DISTRICT?

This year, we interviewed district leads to better understand the goals and supports the district has in place to support college and career readiness, as well as needs that would help to sustain the college and career focus.

DISTRICT LEVEL GOALS AND SUPPORTS

District Lead Perspective

“Our goal is that each student has an educational experience to prepare them for the future they choose. One of the things we emphasize is that the choice is authentic and informed.”

Across districts, leaders shared that the overarching vision is to prepare students not only academically but also as informed global citizens, ensuring they can make educated decisions about their futures. This means equipping students with the tools to thrive by providing access to all opportunities and pathways. Key indicators include on-time graduation and the completion of dual credit programs such as Advanced Placement, International Baccalaureate, and College in the High School. Additionally, the district emphasizes Career and Technical Education pathways, career exploration, and internships to

prepare students for various career fields. However, there is a recognized need for a more systematic approach to college access, including comprehensive support for FAFSA completion and college applications. Programs like Seattle Promise and GEAR UP provide significant support, but there is a call for more consistent foundational support across all schools.

Districts support a focus on college and career readiness through varying approaches, with some taking a proactive, systematized stance while others adopt a more hands-off, compliance-focused role. Proactive districts often have a dedicated district lead who supports the vision, develops resources like dashboards, and collaborates with Team Leads to strategize and implement programs. These districts might also provide resources to HSBP and advisory periods, although the implementation of these programs can be inconsistent across schools. Some districts facilitate regular professional development sessions and require schools to offer certain career readiness lessons, but the lack of a mandated advisory period can lead to variability in how well-informed the educators are about these initiatives. For example, a district leader shared,

There are several things in place, including having a district level position that has a district-wide support in program implementation and oversight. We help them we adhere to financial aid advising day, HSBP. My position is more what is happening and what needs to happen to ensure we are doing the best we can with our capacity.

In districts with a less systematic approach, individual schools have more autonomy, resulting in a diverse range of practices. For example, all high schools may have 9th-grade success teams to support algebra readiness, but the execution of advisory programs and career readiness lessons can differ significantly from one school to another. In some cases, specific roles such as college and career specialists or support from CBOs like the College Success Foundation (CSF) or GEAR UP help to provide targeted support and resources, including organizing college visits and career fairs. A district lead described,

We have the HSBP, and a series of required lessons, Naviance, and regular PD sessions with the Naviance leads. The basics are there, but the downside, is that we don't have a required advisory, and you have to opt into it. It is hit and miss when schools do it, so they don't always have well informed adults to talk about it. Schools do a wonderful job on their own, but we don't have a system of support.

DISTRICT LEVEL SUPPORTS THAT WOULD CONTRIBUTE TO SUSTAINABILITY

According to district leaders, working with CCLI enhanced the school-level focus on college and career readiness in several ways. Schools like Cleveland High School became exemplary models, achieving one of the highest FAFSA completion rates in the state due to a robust advisory period and dedicated support. CCLI facilitated the desiloing of work by encouraging the development of school wide CCLI teams, which included multiple roles and goals, fostering collaboration and shared responsibility. The program also emphasized the importance of a dedicated College and Career Counselor, providing necessary support and guidance. However, some participants noted that CCLI's initial hands-on approach sometimes led to dependency, necessitating a balance between support and autonomy. Data support from CCLI was particularly valued, helping schools track progress and adjust strategies effectively. For instance, intentional efforts led to significant increases in financial aid submissions among Black and Latino students. Moreover, CCLI's influence extended to building a culture of trust and prioritization within schools, even when direct administrative involvement was limited. Challenges included ensuring consistent administrative buy-in and navigating the transition of responsibility from CCLI to school staff. Despite these hurdles, district leaders believe CCLI helped in creating structured, effective, and sustainable college and career readiness programs.

District Lead Perspective

"It has had a tremendous impact on our work in building the culture. I had the resources and PD, and the cadence for how often to meet, enhanced by lead support and workshops was beyond impactful. It helped us focus on what are we doing, what do we want to do, and how do we know what was working. That was foundational to the team being here."

Moving forward, district leaders echoed many of the CCLI teams' suggestions for ensuring sustainability. At the district level, they emphasized the need for improved communication with CCER to enhance partnerships and align support efforts. Additionally, they requested guidance on best practices and foundational standards for college and career readiness, including a scorecard or resource to help districts and schools understand what effective districts do, particularly with limited resources. This resource should include practical examples and a framework for coherence to avoid the necessity of introducing new initiatives each year. At the school level, continuous access to data and surveys was deemed critical, along with support for FAFSA completion and navigating new system changes. On-demand technical assistance was identified as essential for maintaining momentum. District leaders also advocated for workshops that facilitate cross-school collaboration, exposing participants to different programs and best practices. These workshops should prioritize active engagement and the sharing of successful strategies. Furthermore, professional development was highlighted as a key area of need, with sessions covering topics such as financial aid, support for undocumented students, apprenticeships, and effective one-on-one student advising. For example, a district lead shared, *"I think improving communication would help. With the staffing changes [at CCER], it has impacted communication."* Others commented,

Data is still needed. We have done all the work on HSBP. We have district standards, and we use Xello as our tool. We need feedback from our students. We need support on FAFSA completion. We may need more support with FAFSA, as that went so bad. The number completing the FAFSA will be significantly less. We had experienced momentum, and that is a shame.

We need the workshops to bring together schools from other districts and prioritize that time for active engagement across schools. We can do everything else internally, but we need the

support for the teams to come together for collaboration, that would be the most helpful. We are OK without the other meetings.

EQ #10: WHAT ARE THE EMERGING BEST PRACTICES?

CCLI employs several best practices rooted in evidence-based professional development research. This approach emphasized learning from continuous improvement models to address systemic inequities and transform educational systems. Despite not being content specialists, CCER program leaders partnered with knowledgeable partners to provide necessary expertise, and early in the initiative, they facilitated tough conversations about race, bias, and equity that challenged ideas. Reflecting on the early technical assistance, one person explained,

They pushed us as leaders and kept up on track. The opportunity for growth was so helpful. I learned so much from [name], and I could trust her to be completely vulnerable. They had the right people leading the work. She was non-apologetic to our White staff talking about their whiteness, and as a young leader of color, I didn't know how to do that. She said what needed to be said.

Key elements of CCLI's best practices include developing engaging virtual and in-person learning environments, focusing on adult learning principles, and offering sequential, differentiated technical support through workshops and site-based meetings, and utilizing student voice. The program prioritizes team time for reflection and capacity building, incorporating peer-to-peer support, best practices sharing across sites, student voice integration, and an equity lens in discussions and data analysis. Additionally, CCLI emphasizes leadership development by gradually releasing responsibility to Team Leads, promoting sustainability.

CCLI Member Perspective

"This is some of the best professional development I have ever had. I appreciate the strong focus on college and career readiness, combined with time to plan with our team."

EQ #11: WHAT RECOMMENDATIONS EMERGE BASED ON EVALUATION FINDINGS?

Evaluation findings were positive, and participants agreed their college and career readiness system has improved, and many believe they have built capacity to sustain their CCLI team. However, participants identified contextual factors and areas for improvement. Based on these findings, we offer the following recommendations, which build on recommendations from the previous years, to inform *Transformative Futures*.

RECOMMENDATIONS

[Work with District Leaders to Sustain the Focus on College and Career Readiness](#). To sustain the focus on college and career readiness, it is essential to work closely with district leaders to establish a robust foundation and continuous support system. Enhancing communication will strengthen partnerships and align support efforts more effectively. Some suggested regular check-ins and collaborative meetings to provide the necessary framework for continuous improvement. Providing district leaders with guidance on best practices and foundational standards, such as a comprehensive

scorecard or resource, will help them understand and implement effective strategies, especially when operating with limited resources. Additionally, offering targeted support in areas identified by CCLI team members—including technical assistance, data access, and professional development—will further reinforce these efforts. This is described in more detail below.

Continue to Support some CCLI Program Elements to Ensure Sustainability. As CCLI transitions to *Transformative Futures*, district leaders and CCLI team members identified elements that they believe will help sustain the improvements they have made and continue to propel the college and readiness work forward. These are described below in order of priority:

- *Provide Access to Data:* CCLI teams have emphasized that access to comprehensive data is a key driver of their success. They specifically requested ongoing support with staff and student surveys, including regular updates to the tableau dashboard, and the provision of additional data on post-secondary enrollment and persistence. Furthermore, teams expressed a need for technical support to effectively utilize this data, ensuring they can interpret and apply the insights to improve their programs. Addressing these needs will help maintain the momentum and effectiveness of college and career readiness initiatives across schools.
- *Increase Opportunities for Collaboration Among Schools.* To sustain and enhance college and career readiness efforts, it is essential to prioritize cross-school collaboration. CCLI teams have highlighted the critical importance of such collaboration, noting a significant gap in district and school-level support for these initiatives. To address this, increasing opportunities for cross-school interaction through job-alike sessions, workshops, and other collaborative mechanisms is recommended. Additionally, implementing platforms or tools that facilitate resource sharing can further strengthen these efforts. These measures will enable educators to share best practices, leverage collective expertise, and create a more cohesive approach to supporting students' post-secondary success.
- *Increase Opportunities to Develop Content Knowledge:* Participants expressed a strong desire for expanded opportunities to enhance their content knowledge through both large workshops and standalone sessions. They identified several key areas of interest: (1) updates and changes in FAFSA processes; (2) comprehensive information on apprenticeships; (3) panel discussions featuring colleges, graduates, and current students; (4) the finalized universal HSBP requirements and platform; (5) technical assistance with data utilization; (6) targeted support for undocumented students; and (7) effective student advising strategies.
- *Continue to Provide Technical Assistance.* While CCLI teams have developed plans to sustain their initiatives, they have significantly benefited from technical assistance when needed. To support ongoing success, it is recommended to provide teams with access to a dedicated point person who can be contacted for questions and resources as necessary. This point person would offer timely support, ensure that teams have the guidance and information they need to address challenges, and continue making progress.
- *Continue to Build Capacity in Team Lead Meetings.* Team Lead meetings have helped build the capacity of Team Leads, but attendance waned towards the end of the year. To ensure these meetings continue effectively, it is recommended to increase active involvement and commitment from Team Leads across all schools. This can be achieved by dedicating more time for resource sharing, learning to set and monitor actionable goals, and acquiring new content to share with their teams. Additionally, providing support for developing basic leadership skills would also be beneficial.

Improve the College and Career System Based on Students' Input. During student focus groups, several key recommendations emerged to improve the college and career readiness system at their schools. Students identified four main areas for enhancement: refining the High School and Beyond Plan (HSBP) and advisory periods, improving communication and information sharing, and offering more career awareness activities. These recommendations underscore the need for more personalized and practical guidance in HSBP and advisory sessions, better dissemination of critical information, and increased opportunities for students to explore various career paths through hands-on experiences and exposure to different professions. Detailed insights on each of these areas can be found in the *Students' Perspectives* section.

In addition to the previously mentioned recommendations, students who are not participating in college and career awareness activities or who aspire to attend college but do not expect to, identified several barriers that need to be addressed. These include a lack of cultural representation, poorly timed college and career experiences, and an overemphasis on high-achieving students. Students feel that these factors contribute to their perception that college is unattainable. Addressing these issues by ensuring diverse cultural representation, scheduling timely and accessible career activities, and providing support for all students regardless of their academic standing, can help more students envision themselves as capable of attending and succeeding in college.

| 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 | | | | |
| <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. College and career system mapping. School-based technical assistance (TA). External project evaluation that includes pre- and post-surveys, on-site focus groups with high school teams, workshop observation and evaluations and document review. 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>Systems/conditions/environment occur?</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 | | |
| <i>Resources that will be used to support the project.</i> | <i>The main activities that the project will involve.</i> | <i>Size + scope of tangible products/ services that will be delivered.</i> | <i>Short-Term: After each large workshop</i> | | <i>Intermediate-Term: After CCLI, June 2019</i> | | <i>What long-term change in systems/conditions/environment do you project will occur?</i> |
| <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><i>11 HS multi-stakeholder college and career teams established</i></p> <p><i>4 large group workshops and a celebration held for 11 HS teams, including 83 team participants and 11 facilitators</i></p> <p><i>26 hours of PD and facilitated team planning time provided to each team/participant at large workshops</i></p> <p><i>12 hours tailored and facilitated site-based meetings provided to each HS team</i></p> <p><i>3,154 total hours training and facilitation provided</i></p> <p><i>32 clock hours available to each participant</i></p> <p><i>15 partner organizations, including 6 local CTCs engaged in content delivery or facilitation</i></p> <p><i>11 schools receive customized student survey analysis and college and career data</i></p> <p><i>83 participants complete pre-and post college and career system surveys and formative workshop surveys</i></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)

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | | IMPACT |
|---|--|--|---|--|---|
| <p><i>Resources that will be used to support the project.</i></p> <p>CCER college and career team staff time to support planning and implementation</p> <p>Support of school district and school building administration</p> <p>Communications staff to disseminate learnings</p> <p>Data staff to create customized school data</p> <p>Administrator, teacher, counselor and CBO partner time to participate in workshops, site-based meetings and related evaluation</p> <p>External evaluators, survey tools, and student outcome data to measure impact</p> <p>Budget Resources</p> | <p><i>The main activities that the project will involve.</i></p> <p>Large group workshops that facilitate school through a continuous improvement process, and also include professional development (PD), sharing of best practices, role alike discussions, data review and team planning time</p> <p>Tools to support root cause analysis and inform strategies, including college and career system mapping, HSBP baseline survey, process mapping, student survey, and listening sessions.</p> <p>Plan Do Study Act (PDSA) continuous improvement cycles</p> <p>Monthly school-based meetings</p> <p>External project evaluation that includes pre- and post surveys, on-site focus groups with high school teams and the principal, workshop observation and evaluations and document review</p> <p>Communications products that share learnings and practices (like Let Us Succeed report, newsletter and Padlet)</p> | <p><i>Size + scope of tangible products/ services that will be delivered.</i></p> <p>20 HS multi-stakeholder college and career teams established and maintained</p> <p>4 large group workshops and a celebration held for 20 HS teams, including over 140 team participants</p> <p>26 hours of facilitated continuous improvement and professional development provided to each team/participant at large workshops</p> <p>12 hours tailored and facilitated school-based meetings provided to each HS team</p> <p>5,320 total hours training and facilitation provided</p> <p>24 clock hours available to each participant</p> <p>3-4 local CTCs engaged as workshop host locations</p> <p>16 partners and educators engaged in advisory role through CCLI Educator Advisors and Latinx Advisory Group</p> <p>20 schools receive access to online data dashboard with customized student survey analysis and college and career data</p> <p>20 schools have Google Doc file folder with consolidated notes and materials for entire school year</p> <p>140 participants complete formative workshop surveys</p> <p>6 on-site focus groups held w/ college and career teams and principals</p> <p>Final evaluation report</p> | <p><i>Short-term (indicate time frame): After each large workshop</i></p> <p>Results:</p> <p>Schools form a college and career team</p> <p>Cohort 2 schools map their college and career support system and learn gaps</p> <p>School teams learn how to build ownership of college and career readiness in their building</p> <p>School teams learn components of a meaningful, high-quality High School and Beyond Plan and assess their current HSBP</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>Indicators:</p> <p>80% Cohort 2 schools teams have college and career system maps</p> <p>100% Cohort 1 schools complete HSBP survey</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>100% report participation in DiscoverU on December workshop survey</p> <p>*Note: Indicators will be revised after planning retreat in June</p> <p><i>Intermediate-term (indicate time frame): After CCLI, June 2020</i></p> <p>Results:</p> <p>CCLI cohort 2 school teams have a definition of college that is inclusive of multiple pathways is 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 work site tours into their college and career system of supports-M21</p> <p>Indicators:</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>80% of CCLI cohort 1 school teams have conducted 3 or more small tests of change (PDSAs)</p> <p>80% of CCLI cohort 1 schools show improvements in HSBP components</p> <p>80% of CCLI cohort 1 schools feel they better understand needs of their Latinx students and how to support them</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>CCLI schools send students on 80 work site tours</p> | | <p><i>What long-term change in systems/conditions/environment do you project will occur?</i></p> <p>Stronger college and career culture schoolwide</p> <p>Improved college and career student and family supports</p> <p>At least 70% of schools in CCLI increase overall postsecondary enrollment in the year after high school graduation, and move low income or Latinx enrollment 6% percentage points or more.</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 D: REVISED LOGIC MODEL (YEAR 5, 6, AND 7)

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

Program Outcomes/Impact

Assumptions *Conditions assumed to be true*

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

Rationale

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

Inputs/Resources

Investments required for implementation

CCER

Funding

- Boeing
- College Spark
- Gates Foundation

Staffing

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

Partners

- GEAR UP
- WSAC
- PSCCN

Processes and Tools

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

Schools and Districts

Funding

- Budget Resources
- Team Lead Stipend

Staffing

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

Strategies *May be temporary or ongoing*

CCER

Support Schools and Districts with high-quality professional learning opportunities

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

Schools and Districts

Participate in CCLI professional learning opportunities

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

Lead with Racial Equity

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

Learn from Students

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

Increase In-School Supports

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

Shift Adult Mindsets

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

Products/Outputs

Products that result from activities

Participants

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

Facilitated Activities

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

Data and Surveys

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

Resources

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

Short-Term Outcomes (End of School Year)

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

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

Intermediate Outcomes (One to Two Years)

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

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

Long-Term Outcomes (Three to Five Years)

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

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

Impact

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

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

APPENDIX E: FOCUS GROUP PROTOCOL

COLLEGE AND CAREER LEADERSHIP INSTITUTE PROGRAM EVALUATION – INTERVIEW/FOCUS GROUP PROTOCOLS (2023-2024)

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

CCLI PROJECT LEADERS

1. What were the goals of CCLI? In what way do you see these changing as you move forward?
2. Over the years, support has varied somewhat, with a gradual release of responsibility of the supports, what do you perceive has been the greatest catalyst of change over time? Why?
3. What were some of the greatest successes you would highlight?
4. What were the biggest challenges?
5. What were the contextual factors that helped or hindered implementation?
6. To what extent do you believe this is sustainable? Why or why not?
7. What are the differences you observe between high performing schools and low performing schools?
8. What additional support do schools need to sustain programming?
9. What are your plans for next year to support schools/districts?
10. What recommendations do you have to improve programming? To improve school level implementation?
11. Anything else?

DISTRICT LEADERSHIP

1. What are your district's goals around college and career readiness?
2. What district supports are in place to support college and career readiness. What has been the most impactful?
3. Your school(s) have been a part of CCLI for several years? In what way, if any, did CCLI impact or enhance their work?
4. What have been the greatest accomplishments of your high school(s) around college and career readiness that you could attribute, in part, to CCLI?
5. What do you believe is your high schools biggest challenges in supporting college and career readiness?
6. Do you believe the work that has been accomplished through CCLI can be sustained? Why or why not?
7. In what ways can CCLI further support college and career readiness in your schools?
8. What recommendations do you have for improving college and career readiness efforts in your high schools?
9. What recommendations would you make to improve supports through CCLI?
10. Anything else?

CCLI TEAMS

1. Please describe the goals of CCLI.
2. Please describe how you incorporate CCLI processes into your school.
 - Team meetings, Engagement:
 - Focus/work with CBOs:
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:
 - Other:
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 help students (specific examples)? What evidence is that that this is contributing to student’s college and career readiness?
 6. How do you work with your district or other schools in supporting college and career readiness?
 7. What contextual factors have helped or hindered the improvement of your college and career system?
 8. What additional supports would help strengthen your college and career system?
 - From CCLI
 - From the district
 - What additional content knowledge do you need?
 - What support do you need for cross-school collaboration?
 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?
 - What contributes to sustainability?
 - What are the challenges to sustainability?
 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?
 13. Anything else?

STUDENTS

1. Please provide your first name, grade level, and plans for the future.
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 support do you need from the school to help you achieve your future plans?
4. If you haven’t received any support about college and career readiness, why?
5. Do you have a step-by-step plan on how to get into the college/career of your dreams?
6. What part of going to college or starting your career feels the most challenging for you or your family? What may make it more difficult to go to college/enter the career of your choice?
7. In what ways do students have a voice in improving the college and career supports at this school?
8. Reflecting on all activities that help to support college and career readiness, what has been the most helpful?
9. How could college and career planning and support be improved at your school? What information do you need?
10. Anything else

APPENDIX F: TEAM LEAD SURVEYS

**College and Career Leadership Institute
Team Leads 2023-2024
Thursday, September 21, 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. | i | i | i | i | i |
| 2. I feel prepared to lead my team during their monthly meetings. | i | i | i | i | i |
| 3. I have a clear understanding of my team’s areas of focus for this academic year. | i | i | i | i | i |
| 4. I set goals and developed a scope of work to guide my team this academic year. | i | i | i | i | i |
| 5. The planning time has helped me prepare for future CCLI monthly team meeting. | i | i | i | i | i |
| 6. After participating in this meeting, I feel confident facilitating our CCLI team meetings. | i | i | i | i | i |
| 7. My skills as a Team Lead are improving due to these meetings. | i | i | i | i | i |
| 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. | i | i | i | i | i |

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

1 2 3 4 5 6 7 8 9 10

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?

1 2 3 4 5 6 7 8 9 10

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 2023-2024
Thursday, November 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. | i | i | i | i | i |
| 2. I feel prepared to lead my team at the upcoming CCLI Winter Workshop. | i | i | i | i | i |
| 3. I understand how to access the data dashboards to review the staff survey data and how to access the workshop materials. | i | i | i | i | i |
| 4. The break-out group helped me prepare for future CCLI monthly team meetings. | i | i | i | i | i |
| 5. After participating in this meeting, I feel confident facilitating our CCLI team meetings. | i | i | i | i | i |
| 6. My skills as a Team Lead are improving due to these meetings. | i | i | i | i | i |
| 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. | i | i | i | i | i |

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

1 2 3 4 5 6 7 8 9 10

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?

1 2 3 4 5 6 7 8 9 10

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 2023-2024
Thursday, February 15, 2024**

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. | i | i | i | i | i |
| 2. I feel prepared to lead my team at the upcoming CCLI March Workshop. | i | i | i | i | i |
| 3. By collaborating with other CCLI participants around the new FAFSA, I have new ideas to bring to my building. | i | i | i | i | i |
| 4. I understand how to access the data dashboards to review the student survey data and how to access the workshop materials. | i | i | i | i | i |
| 5. The break-out group helped me prepare for future CCLI monthly team meetings and the March Workshop. | i | i | i | i | i |
| 6. After participating in this meeting, I feel confident facilitating our CCLI team meetings. | i | i | i | i | i |
| 7. My skills as a Team Lead are improving due to these meetings. | i | i | i | i | i |
| 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. | i | i | i | i | i |

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

1 2 3 4 5 6 7 8 9 10

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?

1 2 3 4 5 6 7 8 9 10

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 2023-2024
Thursday, March 28, 2024**

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. | i | i | i | i | i |
| 2. I have gained clarity on the future of this work and my role. | i | i | i | i | i |
| 3. I am able to identify next steps for my team to work on. | i | i | i | i | i |
| 4. After participating in this meeting, I feel confident facilitating our CCLI team meetings. | i | i | i | i | i |
| 5. My skills as a Team Lead are improving due to these meetings. | i | i | i | i | i |
| 6. 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. | i | i | i | i | i |

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

1 2 3 4 5 6 7 8 9 10

8. Please describe the reason for your answer.

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

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

1 2 3 4 5 6 7 8 9 10

11. Please describe the reason for your answer.

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

APPENDIX G: WORKSHOP AND END-OF-YEAR SURVEYS

College and Career Leadership Institute 2023-2024 Thursday, Nov 30, 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. | i | i | i | i | i |
| 2. Our team understands our staff survey data. | i | i | i | i | i |
| 3. Our team used our staff survey data to inform and develop our plans. | i | i | i | i | i |
| 4. I understand my role within my school's college and career system. | i | i | i | i | i |
| 5. Our team understands our role in supporting a college and career system at our school. | i | i | i | i | i |
| 6. The time working with our team supported our learning. | i | i | i | i | i |
| 7. Cross-school knowledge sharing during this workshop contributed to our learning. | i | i | i | i | i |
| 8. After participating in this workshop, I can directly apply the information I learned into my school setting. | i | i | i | i | i |
| 9. I believe the information I learned from the workshop will improve our school's college and career system. | i | i | i | i | i |
| 10. The school-based CCLI monthly meetings help to advance our college and career improvement efforts. | i | i | i | i | i |

11. Did your school implement DiscoverU activities this fall?

Yes

No

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?

14.

College and Career Leadership Institute 2023-2024
Thursday, March 7, 2024

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. | i | i | i | i | i |
| 2. Our team understands our student survey data. | i | i | i | i | i |
| 3. Our team used our staff survey data to inform and develop our plans. | i | i | i | i | i |
| 4. I learned about Street Data and how I could utilize it in my work. | i | i | i | i | i |
| 5. I learned different ideas around what is working at other schools or districts. | i | i | i | i | i |
| 6. not | i | i | i | i | i |
| 7. I understand my role within my school's college and career system. | i | i | i | i | i |
| 8. Our team understands our role in supporting a college and career system at our school. | i | i | i | i | i |
| 9. The time working with our team supported our learning. | i | i | i | i | i |
| 10. Cross-school knowledge sharing during this workshop contributed to our learning. | i | i | i | i | i |
| 11. After participating in this workshop, I can directly apply the information I learned into my school setting. | i | i | i | i | i |
| 12. I believe the information I learned from the workshop will improve our school's college and career system. | i | i | i | i | i |
| 13. The school-based CCLI monthly meetings help to advance our college and career improvement efforts. | i | i | i | i | i |

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

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

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

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

CCLI: 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?

- Workshops (large Group)
- School-based meetings
- School-to-school collaboration
- Resource sharing
- Customized school data on Tableau

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

If yes, please describe the best practice.

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

- Yes
- No

If yes, please describe the change you implemented.

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

- Yes
- No

If yes, please describe the indicator and improvement.

11. Please rate the questions below on a scale indicating the level of progress made toward each of the indicators. (Scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)

- a. Our college and career team understands our students' college and career outcome data, such as postsecondary enrollment.
- b. Our team used our school's college and career outcome data to identify root causes/student barriers and inform our strategies.
- c. Our college and career team understands our student survey results.
- d. Our college and career team used our student survey data to inform our strategies and make adjustments if needed.
- e. Our college and career team understands our staff survey results.

- f. Our college and career team used our staff survey data to inform professional development for staff (e.g., identify knowledge gaps and provide training/support).
- g. Our school has a common definition for college that includes the full range of postsecondary options/pathways.
- h. Our college definition is communicated schoolwide.
- i. Our staff consistently messages all postsecondary options.
- j. Our staff understands the college and career supports, (e.g. curriculum, programs and events) offered at our school.
- k. Our staff understands the importance of providing college and career supports during the school day.
- l. Our school has increased the amount of college going support offered during the school day.
- m. Staff participation in supporting college and career readiness has increased this year.
- n. High School and Beyond Planning at our school has improved since participating in CCLI.
- o. Our college and career team understands the elements of a strong High School and Beyond Plan.
- p. Our staff understands more about what is involved in High School and Beyond Planning because of our participation in CCLI.
- q. Our staff understands more about what is involved in building a college and career system because of our participation in CCLI.
- r. Our college and career team implemented plans to support seniors' transition to postsecondary education.
- s. Our schoolwide college going culture has improved since participating in CCLI.
- t. Our college and career system has improved since participating in CCLI.

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

1 2 3 4 5 6 7 8 9 10

13. Please describe the reason for your answer.

14. What recommendations do you have for improving CCER College and Career Programming (e.g., school-based team meetings, quarterly workshops, other relevant data)?

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

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

17. CCER support is changing next year. What components of CCER College and Career Programming is important to maintain to sustain your college and career focus?

18. What additional supports do you need from your district or school to help sustain your college and career focus?

