

HIGH SCHOOL PARTNERS
COLLEGE AND CAREER
NETWORK:
YEAR 1 EVALUATION REPORT
June 2025

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

TABLE OF CONTENTS

Introduction.....	1
Evaluation Design.....	1
Evaluation Questions.....	1
Participating Schools.....	1
Data Sources.....	2
Evaluation Findings.....	3
EQ #1 – What are the intended activities, goals, and outcomes for program?.....	3
EQ #2: What strategies and activities did school personnel use to develop college and career systems?.....	5
School-Based Team.....	5
Data-Informed Decision-Making.....	6
Collection and use of Street Data.....	6
College and Career Systems.....	7
EQ #3: What components of the HSPCC Network (e.g. workshop, team Lead Meetings) helped to support the development of college and career systems?.....	8
Components of the HSPCC Network.....	8
EQ #4: What contextual factors impact program implementation?.....	12
EQ #5: What key outcomes were achieved through program implementation?.....	14
End-of-Year Survey Results.....	15
EQ #6: What are students’ perspectives about college and career readiness at their school?.....	17
Strengths of College and Career Preparation.....	17
Why do Students Not Attend College Events and/Or Expect to Go to College.....	19
Challenges in Transitioning to College.....	19
Interest and Experiences in Participating in Interviews and Focus Groups to Inform College and Career <i>Supports</i>	21
Recommendations to Improve College and Career Readiness.....	21
EQ #7: To what extent did the HSPCC Network help to build capacity across schools and districts?.....	23
EQ #8: To what extent are college and career readiness activities sustainable at the school level?.....	23
EQ #9: What support do districts need to sustain the college and career focus throughout the district?.....	23
EQ #10: What are the emerging best practices?.....	24

EQ #11: What recommendations emerge based on evaluation findings?	25
Recommendations	25
Appendix A: Focus Group Protocol.....	29
High School Partners College and Career Network.....	30
Program Evaluation – Interview/Focus Group Protocols (2024-2025)	30
HSPCC Network Project Leaders	30
HSPCC Network Teams	30
Students.....	31
Appendix B: End-of-Year Survey.....	32

EXECUTIVE SUMMARY

The purpose of this report is to provide formative and summative feedback to the Community Center for Education Results (CCER) on the implementation of the Transformative Futures High School Partners College and Career (HSPCC) Network during the 2024–2025 school year. This marks the first year of implementation under a new model, and the report serves as a process evaluation to support ongoing program development.

The HSPCC Network supports schools in implementing student-centered, equity-driven policies and practices that ensure Black, Indigenous, and People of Color (BIPOC) students thrive in their college and career journeys. Building on the College and Career Leadership Institute (CCLI), the HSPCC Network guides school teams through the Equity Transformation Cycle—Listen, Uncover, Re-Imagine, and Move—using a Street Data framework that centers student voice and promotes anti-racist systems change. Through a collaborative learning community that includes workshops, consultancies, and college and career climate surveys, schools identify equity challenges, analyze culturally responsive college and career supports, and reimagine systems to improve outcomes. Five schools participated in the HSPCC Network.

PROGRAM IMPLEMENTATION

Schools in the HSPCC Network adopted a range of strategies to create more equitable, student-centered college and career readiness systems. Building on the foundation of the CCLI, schools formed cross-functional teams, used data to guide decisions, and elevated student voice to inform planning — all aimed at improving college and career systems. The HSPCC Network provided structured time and tools that enabled schools to reflect, collaborate, and explore new approaches to better align postsecondary planning with student needs and school relationships.

Several key supports were provided by the HSPCC Network to help schools improve college and career readiness. The HSPCC Network offered a range of components, including customized data dashboards, student and educator College and Career Climate Surveys, school-based team meetings, team lead meetings, the March Workshop, and consultancy support. Overall, on the End-of-Year Survey, 77% of respondents agreed they HSPCC Network provided useful tools and resources to support college and career readiness at their school. The most highly valued supports were the data tools, surveys, and school-based team meetings, which helped schools set goals, reflect on progress, and coordinate equity-driven strategies. Other elements received mixed feedback, with participants appreciating their potential but pointing to challenges related to timing, relevance, facilitation, and the need for more hands-on, in-person engagement. Overall, the HSPCC Network provided essential infrastructure and space for collaboration, but participants emphasized the importance of greater clarity, consistency, and intentional alignment to fully support school-based efforts to strengthen college and career systems.

PROGRAM IMPACT

The HSPCC Network contributed to meaningful progress in equity-centered college and career readiness across participating schools, particularly through student voice, exposure, and early systems-level improvements. A central focus this year was the use of street data—qualitative insights gathered from students—which 100% of schools reported collecting as part of an Equity Challenge. These efforts led to

concrete, student-informed changes such as expanded programming for multilingual learners and targeted supports for newcomer students. Survey data confirmed this impact: 82% of respondents said street data helped them center student voice and 76% agreed the Network strengthened their school's college and career systems.

Schools also reported increased student engagement through initiatives like Career Cafés and college fairs, deeper student-staff relationships, and more strategic use of data. While some teams continued effective strategies from prior years, others piloted new interventions to address persistent barriers. Looking ahead, 44% of participants plan to implement a systems change next year, though staffing cuts and limited capacity may constrain these efforts. These findings underscore the promise of the equity-focused model and the need for sustained support to translate early momentum into lasting impact.

CONTEXTUAL FACTORS

A range of contextual factors shaped schools' ability to implement and sustain college and career readiness strategies through the HSPCC Network. District budget cuts had a significant impact, with many teams reporting the loss of key staff and reduced capacity to follow through on plans. The political climate, particularly for undocumented students, created fear and hesitancy around participating in college and career activities. Union contracts limited professional development and after-hours collaboration, while inconsistent engagement from school and district leadership constrained teams' authority and momentum. Systemic challenges—including the late rollout of new state tools, evolving FAFSA processes, and the structure of alternative learning environments—added complexity to implementation. Despite these barriers, many participants affirmed the value of the Network's equity focus, particularly its emphasis on student voice and street data, which helped teams better understand and respond to student needs.

CAPACITY BUILDING AND SUSTAINABILITY

The HSPCC Network helped build school-level capacity by fostering cross-role collaboration, by strengthening internal teams, and by providing structured time for shared planning. Teams brought together staff from counseling, special education, career and technical education, and other departments to align efforts and reduce fragmentation, resulting in more strategic implementation of college and career activities. However, the long-term sustainability of this work remains uncertain. While some schools plan to continue their efforts independently, others face significant staffing cuts, leadership turnover, and shifting district priorities that threaten continuity. With an average sustainability confidence rating of 59 out of 100, participants expressed a clear need for ongoing support, funding, and alignment with district goals to ensure lasting impact.

BEST PRACTICES

Program leaders and school teams identified several emerging best practices from the HSPCC Network. These included the use of “street data” to center equity and student voice, cross-school collaboration to share strategies, and the value of external support to sustain focus and momentum. Qualitative data collection helped schools better understand student experiences and design more inclusive practices. Participants also underscored the value of cross-school collaboration for shared learning, though many noted fewer opportunities for peer engagement than in the past. External facilitation provided

structure, accountability, and space for reflection—supporting deeper, equity-focused college and career planning.

RECOMMENDATIONS

Based upon the findings of this evaluation, we provide the following recommendations: (1) Refine program identity through a clear name, theory of change, and visual framework; (2) Refine HSPCC Network supports; (3) Sustain street data practices while expanding practical postsecondary supports; (4) Improve the college and career system based on students' input; and (5) Work with district leaders to support and sustain the focus on college and career readiness.

HIGH SCHOOL PARTNERS COLLEGE AND CAREER NETWORK: YEAR 1 EVALUATION REPORT

INTRODUCTION

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EVALUATION DESIGN

The evaluation employed a mixed-methods, multiple-measures approach, developed in collaboration with HSPCC Network project leaders to ensure alignment with program goals and priorities.

EVALUATION QUESTIONS

The evaluation questions, as outlined in the proposal, are listed below. The evaluation approach remains adaptive, with student focus groups conducted again this year to gather additional insights on schoolwide implementation and to elevate student voice in the process.

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 HSPCC network (e.g. workshop, team lead 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)
6. What are students' perspectives about college and career readiness at their school?
7. To what extent did the HSPCC Network help to build capacity across 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

Exhibit 1 lists the participating districts and schools in the HSPCC Network. Of the seven schools that began the year, five completed the full program cycle, while two discontinued participation due to shifting priorities.

Exhibit 1.

Participating Districts and Schools

PARTICIPATING DISTRICTS AND SCHOOLS	
District	School
Auburn School District	Auburn High School
	Auburn Mountainview High School
Kent School District	Kentlake High School
Seattle Public Schools	Cleveland High School
	Interagency High School

DATA SOURCES

The following data sources and evaluation tools were used.

Program documents and data. We reviewed documents pertaining to HSPCC Network, including program descriptions, agendas, and hand-outs/worksheets.

Interviews and focus groups. To better understand implementation, successes, and challenges, a focus group was conducted with HSPCC Network program leaders. Additional focus groups were held with school-based HSPCC teams and students at all five participating school sites, with the exception of Interagency, where a student group was not conducted. Although district leaders were invited to participate, none of the three districts currently have a designated lead; two of the positions were eliminated due to funding cuts this year. In total, 49 individuals participated in focus groups. The focus group protocols are included in Appendix A.

Observation of Team Lead Meeting and Workshop. We attended two team lead meetings and the March Workshop to document the type of support provided to team leads and school-based teams.

Student Survey. We administered a student survey across all HSPCC Networks sites. The student survey was designed to focus specifically on Postsecondary/Career, with additional questions around advisory, High School and Beyond Plan (HSBP) implementation, and school supports. The survey was administered in November through December 2024.

Staff Survey. HSPCC Network school staff also completed a College and Career staff survey in September and October 2024. The staff survey aligned with the student survey.

HSPCC Network Final Survey. An End-of-Year survey was administered in May 2025 to all HSPCC Network participants to assess progress during the first year of implementation and gather process feedback on the new programming. In total, 17 participants completed the End-of-Year survey. Exhibit 2 shows the districts, schools, and positions of people completing the End-of-Year survey. A copy of the survey is in Appendix B.

Exhibit 2.

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

SURVEY COMPLETION	
District	% of Sample
Auburn School District	47.1%
Kent School District	23.5%
Seattle Public Schools	29.4%
School	% of Sample
Auburn High School	41.2%
Auburn Mountainview High School	5.9%
Cleveland High School	23.5%
Interagency High School	5.9%
Kentlake High School	23.5%
Positions	% of Sample
District Administrator	0%
School Administrator/Dean of Students	11.8%
Counselor	29.4%
Teacher	17.7%
College/Career Specialist	23.5%
Community Based Organization Representative	5.9%
Other (e.g., GEAR UP Specialist, Student Support)	11.8%

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?

The Transformative Futures High School Partners College and Career (HSPCC) Network aims to support schools in adopting transformative, student-centered policies, practices, and programs that ensure Black, Indigenous, and People of Color (BIPOC) students thrive throughout their educational journey and beyond. Building on the foundation laid by the College and Career Leadership Institute (CCLI), the HSPCC Network addresses ongoing equity gaps by guiding schools through the Equity Transformation Cycle (Listen, Uncover, Re-Imagine, and Move) (see Exhibit 3).



Exhibit 3. Equity Transformation Cycle 1

Rooted in a Street Data framework, the initiative centers the voices of students at the margins and encourages anti-racist, holistic approaches to school improvement. Each school team identifies an equity challenge related to culturally responsive college and career supports and engages in deep learning to reimagine systems and culture. As one project leader explained, *“With the pilot, we wanted to hone in on the why behind what we were seeing through CCLI... Through the cycle, we wanted them to hear from students at the margins.”*

The HSPCC Network is structured as a collaborative learning community that supports school teams in advancing equity-centered college and career readiness efforts. Core components of this support include Team Lead Meetings, a March Workshop, Research Practice Consultancies, the Student and Educator College and Career Climate Surveys, and ongoing School-Based Team Meetings. One project leader described the intention behind this structure as *“helping schools develop a strategy around hearing directly from students around the transformation cycle.”* Building on the foundation of CCLI, the HSPCC Network incorporates both street data and other data sources to deepen school teams’ understanding of equity trends. As another leader noted, *“What we heard is that we want to help them develop further insights about the trends they have been seeing.”*

The community goals, as stated in the commitment form, include:

1. Team Leads work through the Equity Transformative Cycle to address an area of focus at their schools to provide students culturally responsive college and career supports.
2. Team leads engage in a praxis of deep learning and action between (i.e. analyze survey data) and during meetings (debrief and discuss survey interpretations) to ultimately support their school-based teams in systems change.
3. Provide student and staff survey data and a learning community for discussions through a street data lens.
4. Cross collaboration between schools and districts in the Roadmap region to increase college and career information sharing and better support students in the region to obtain aspirational goals

Participants generally understood the goals of the HSPCC Network as centering equity in college and career readiness by creating space for purposeful reflection, amplifying student voice, and addressing gaps in postsecondary access. A key feature of the network’s approach is its use of Street Data – insights drawn from students’ lived experiences – to inform and improve practice. Others highlighted the value of the network’s collaborative structure, noting, *“I appreciate the network of other collaborative schools to bounce back other initiatives. It isn’t fully racial equity, but social justice and working with students who are the most marginalized.”* The network’s emphasis on reflection was also valued. As one participant noted, *“In education, you do a lot of work, and you don’t assess if it is efficacious. This allows that time.”*

Team Member Perspective

“It is looking at Street Data... to help us inform practices, what we are doing well, and what we can improve upon. It is guiding us in thinking through different strategies through a racial equity lens.”

Participants also viewed the HSPCC Network as a tool for strengthening postsecondary transitions. One participant described its purpose as *“to bridge the gap between high school and post high school,”* while another emphasized *“helping to increase access, knowledge, and information about college, career, and postsecondary options.”* Many appreciated how the focus evolved from a broad college and career

agenda to a more tailored, equity-driven approach: *“I felt that it shifted... to a problem of practice to focus on and tailor to what you wanted and needed. Equity was at the center.”*

However, others expressed a desire for more practical tools and guidance, such as *“financial literacy around the cost of college”* and greater visibility into *“technical colleges and on-the-job trainings.”* Some noted that this was less of a focus this year. The need for such support has become more urgent amid recent budget cuts. Some schools have eliminated college and career specialist positions, and two districts have removed district-level roles focused on postsecondary planning. These reductions have created uncertainty about how schools will sustain their college and career readiness efforts. As one participant shared, *“We lost the person working on post-secondary,”* underscoring how the HSPCC Network is needed to fill a critical gap in support and strategy during this transition.

Team Member Perspective

“It pulls together people from the school... being able to talk across departments allows us to be more transparent with decisions.”

In addition, several participants noted that the network’s title and branding posed barriers to understanding and engagement. One participant remarked, *“I don’t like the title of ‘the network,’”* while others found the name too long or abstract, making it difficult to explain within their schools, and few could remember the name. This lack of clarity made it harder for team members to feel connected to the work. As one participant explained, *“It felt hard to bring others in when I couldn’t clearly explain what the title meant.”*

EQ #2: WHAT STRATEGIES AND ACTIVITIES DID SCHOOL PERSONNEL USE TO DEVELOP COLLEGE AND CAREER SYSTEMS?

Schools participating in the HSPCC Network implemented a range of strategies to transform their college and career readiness systems in more equitable and student-centered ways. Central to this work was the formation of cross-functional, school-based teams; the use of data to guide decision-making; and a growing emphasis on integrating student voice and lived experience into planning—all aimed at improving college and career systems. These efforts built on the foundation laid by CCLI. As one participant reflected, *“We do a lot here because of CCLI, and we learned a lot through the previous work. All the pieces—we started with CCLI.”*

While implementation varied across schools, the HSPCC Network provided structured time, tools, and a reflective space that many schools found invaluable. With this dedicated time, some teams began exploring new approaches—such as student-led panels and stronger partnerships with community organizations—to better connect students’ postsecondary planning with the relationships already built in to schools. The following sections highlight how schools have begun leveraging formal data, contextual insights, and collaborative planning to shape more inclusive and equity-focused college and career systems.

Team Member Perspective

“We spend so much time responding, and it was good to have time reserved to talk about how to shift things for next year.”

SCHOOL-BASED TEAM

A foundational strategy across schools in the HSPCC Network was the formation or reactivation of school-based teams dedicated to advancing equity-centered college and career readiness. These teams

typically met monthly and brought together staff from multiple departments to collaborate across roles and focus on system-level improvements. This cross-role collaboration enabled schools to develop shared strategies, align efforts such as class scheduling with postsecondary goals, and create space for more intentional planning. A team member shared, *“We feed off each other.”* As another team member noted, *“It forces us to do this, otherwise it would be on the bottom of our to do list,”* underscoring the importance of protected time. However, sustaining engagement remained a challenge for some schools, particularly when meetings were scheduled after school hours, which often limited participation and weakened the sense of connection among team members.

DATA-INFORMED DECISION-MAKING

Using data—both quantitative and qualitative—was central to how school teams identified focus areas, developed programming, and strengthened their college and career systems. Schools frequently relied on results from the student and staff College and Career Climate surveys to inform goal setting, identify priority student groups, and monitor progress over time. As one participant explained, *“We used the data for goal setting and to figure out who to reach out to. We have tracked the data over time.”* Others noted that the data helped reinforce existing initiatives, such as AVID, and provided a foundation for professional development: *“We are able to use this data to demonstrate what staff and students know.”* Although several schools had previously integrated these data into professional learning sessions, others reported that staffing constraints and union contract limitations had prevented them from continuing this practice. Nonetheless, the consistent use of survey results illustrates the role of data-informed strategies in shaping more intentional and equity-focused college and career readiness systems.

In addition to quantitative survey results, teams emphasized the value of qualitative data—particularly open-ended responses from surveys—as critical tools for understanding student experiences and shaping more responsive programming. Several school teams reported that qualitative data provided important context behind the numbers, helping to illuminate student perceptions of readiness, access, and support. As one staff member shared, *“Honestly, the data that is more helpful is the qualitative data... that is more useful in helping us decide what we should offer.”* This information was used to surface emerging needs, refine advisory activities, and guide schoolwide conversations about where to invest time and resources. These qualitative insights enabled schools to identify gaps not always visible in numerical indicators and to design initiatives that better reflected the lived realities of their students. The use of “street data” will be discussed further in the following section.

COLLECTION AND USE OF STREET DATA

In addition to traditional data sources, teams engaged in street data collection—including empathy interviews and small focus groups—to better understand student perspectives and lived experiences. These methods helped uncover barriers that conventional metrics often miss. For example, one team conducted focus groups with Latinx students to explore what would improve school engagement, leading to a plan where students will *“design a school day that makes them feel connected and valued.”* Another staff member noted, *“Collecting the data was insightful... students said they needed more hands-on work and that would give more buy-in.”*

In another example, street data also prompted schools to reevaluate their systems for supporting multilingual learners (MLs). In response to student and family needs, one school moved away from using Google Translate during registration and shifted toward more culturally and linguistically

responsive practices: *“We are changing practice to know that we need an interpreter.”* Additionally, another school hosted a postsecondary night specifically for Afghan ML girls, surfacing aspirations and identifying academic barriers, such as the need for stronger language and math preparation. These efforts reflect a broader movement toward culturally affirming college and career readiness rooted in the lived experiences of students at the margins.

Despite these promising practices, many school personnel expressed challenges in implementing street data with consistency and purpose. Limited time, unclear expectations, and a lack of support made it difficult to integrate insights into action. *“It’s a lot on me, and I can’t support my team on how to collect Street Data or implement a plan,”* one team lead noted. Others felt the work was disconnected from college and career goals or lacked transparency: *“The street data could be valuable, but don’t fit it under college and career.”* Still, when effectively applied, street data created opportunities for more responsive and equitable systems and helped to shift staff members’ understanding of their students. As one staff member reflected after interviewing a longtime student, *“He was vulnerable... he was able to talk about what he would’ve done differently, and it helped me shift my thinking.”* These moments, though challenging to implement, demonstrated the potential of street data to drive meaningful change.

Survey findings reinforce the impact of this work. On the End-of-Year survey, 82% of respondents agreed they gained insight into how their beliefs and biases may affect the delivery of college and career supports at their school. The same percentage agreed that using a Street Data lens helped their team interpret data in a way that centered student voices and experiences, and 77% reported that engaging with Street Data shifted how they think about college and career readiness. These results suggest that, even amid implementation barriers, the emphasis on student voice contributed to meaningful shifts in adult mindsets and laid a foundation for more equitable systems.

COLLEGE AND CAREER SYSTEMS

Drawing from multiple data sources, schools implemented a range of strategies to strengthen their college and career systems—shifting away from one-size-fits-all programming toward more responsive, culturally grounded approaches. For example, teams hosted Career Cafés based on student feedback, inviting alumni and community members to share their postsecondary journeys. Schools also

Team Member Perspective

“Because of things like this, they are showing we aren’t afraid to step out of the box and create new opportunities for students.”

organized college and trade fairs, expanded financial aid supports, revised registration processes, and launched targeted field trips to connect students with real-world opportunities. One notable example involved bringing 100 multilingual learners to visit Highline College — a first-time effort designed to increase access for students historically underrepresented in postsecondary pathways. These actions reflect a growing emphasis on equity, personalization, and community voice.

Despite notable efforts, some teams reported challenges aligning HSPCC network activities with their school’s existing goals, often citing a lack of clarity or actionable guidance. Several staff expressed that aspects of the work felt disconnected or overly burdensome without sufficient support. These implementation demands, compounded by limited time and resources, made it difficult for some teams to fully integrate the network’s approach into their ongoing college and career work. Still, some schools were able to leverage insights to evolve their systems in ways that more meaningfully supported student pathways. The emphasis on community engagement, targeted outreach, and culturally inclusive

programming marked clear progress, even as teams continued to navigate capacity constraints and uneven participation.

EQ #3: WHAT COMPONENTS OF THE HSPCC NETWORK (E.G. WORKSHOP, TEAM LEAD MEETINGS) HELPED TO SUPPORT THE DEVELOPMENT OF COLLEGE AND CAREER SYSTEMS?

This section summarizes participant feedback on the key supports provided by the HSPCC Network to strengthen college and career readiness systems. The Network offered a comprehensive suite of supports, including customized data dashboards, Student and Educator College and Career Surveys, school-based team meetings, team lead meetings, the March Workshop, and consultancy support, that

Team Member Perspective

"We spend so much time responding, and it was good to have time reserved to talk about how to shift things for next year."

created a structured environment for schools to reflect, plan, and take action. Overall, on the End-of-Year Survey, 77% of respondents agreed the HSPCC Network provided useful tools and resources to support college and career readiness at their school. While participants identified areas for improvement, many expressed gratitude for the dedicated time and support to focus on this work. Being part of the Network itself was seen as a powerful source of motivation and accountability. Participants valued the structure, shared goals, and

external perspective the Network provided. As one participant noted, *"All the stuff we did is what I would have loved to do, and not being in the Network, we would not have done this."*

COMPONENTS OF THE HSPCC NETWORK

On the End-of-Year survey, participants rated various components of the HSPCC Network on a scale from 1 to 10 (see Exhibit 4). The highest-rated elements, including the customized data, Student and Educator College and Career Surveys, and School-Based Team Meetings, each scored above 8.0, reflecting strong perceived value. Other components received scores ranging from 6.8 to 7.3, suggesting moderate levels of helpfulness. Additional detail on these components is provided below.

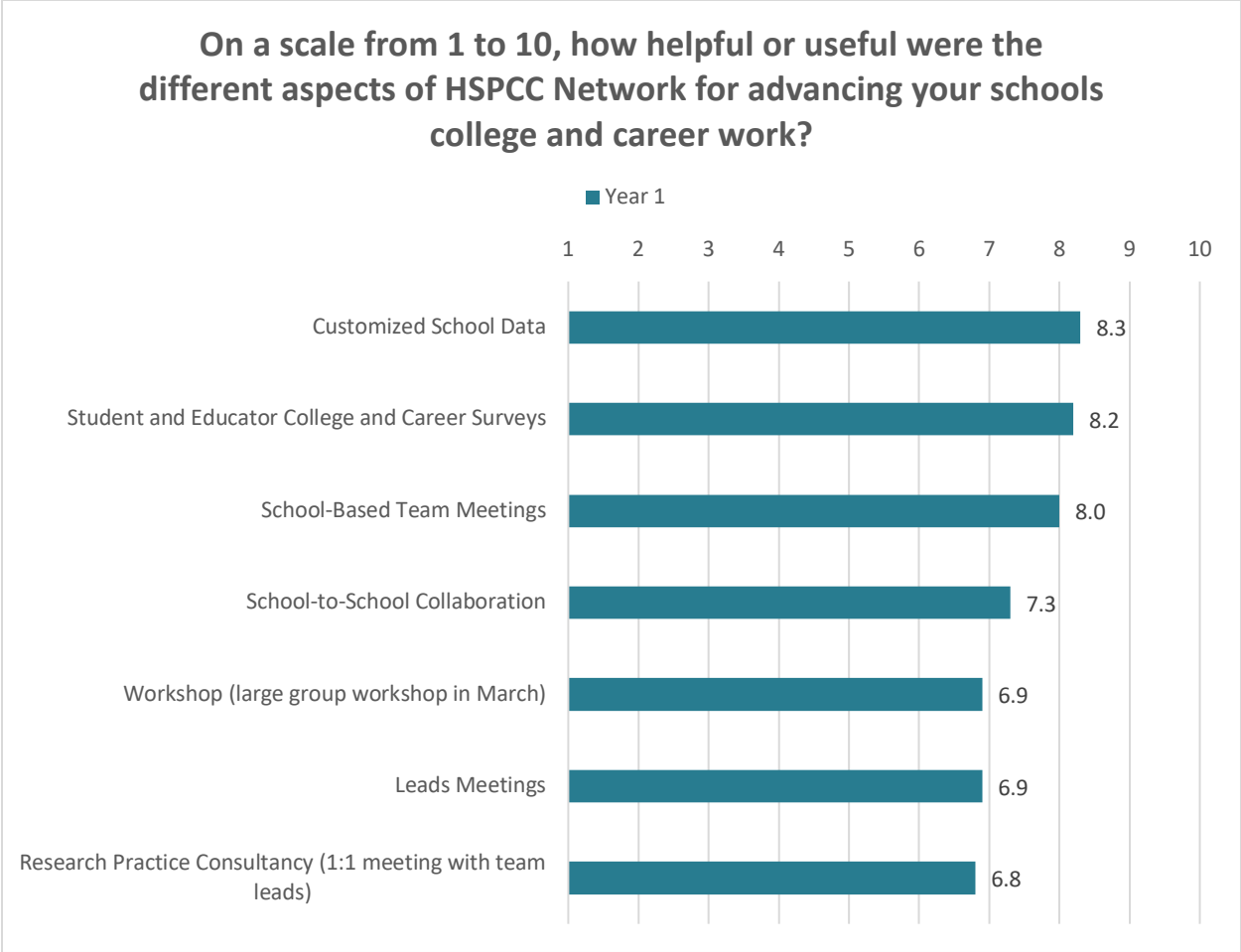


Exhibit 4. HSPCC Network Components – Scale of 1 to 10

Customized School Data. Several school teams found meaningful value in using data dashboards and financial aid information to guide planning, assess progress, and strengthen college and career readiness systems. Access to the dashboards enabled staff to analyze longitudinal, disaggregated data across key variables such as race, gender, and first-generation college status. Teams used these insights for goal setting, identifying priority student groups, and monitoring outcomes over time. In some cases, the data was integrated into classroom programs to reinforce college readiness content, while others used it to inform staff conversations and development: *“We are able to use this data to demonstrate what staff and students know.”*

Student and Educator College and Career Surveys. The Student and Educator College and Career Surveys were widely seen as valuable tools for identifying gaps, guiding schoolwide reflection, and informing strategic planning. Many schools used the data to support school re-evaluation efforts and staff discussions, with one participant noting, *“We talked about what we want to strengthen as a school.”* The surveys’ anonymity and external administration added credibility and encouraged honest engagement. On the End-of-Year survey, 88% of HSPCC Network participants reported sharing their staff and student survey data at some point during the year. When used effectively, the data helped expose discrepancies between student needs and staff perceptions, leading to more targeted supports.

However, the ability to take action on survey findings varied. Some teams reported strong follow-up, noting, *“This was tangible, and we were able to give them the next steps... we closed the loop.”* Others faced barriers such as limited time, lack of structured follow-up, or restricted access to the data. As one participant reflected, *“Even if it had changed, we didn’t have time to come away with the action steps.”* Inconsistent data use and implementation limited the impact in some cases, but overall, the surveys served as a critical foundation for schools to evaluate program effectiveness and align college and career efforts with the real needs of students and staff.

School-Based Meetings. School-Based Team meetings played a central role in supporting the development of more intentional and equity-driven college and career systems. As a core structure within the HSPCC Network, these teams—composed of staff from multiple departments—typically met on a monthly basis to coordinate efforts, share perspectives, and align systems across the school. This cross-role collaboration allowed schools to address complex challenges such as course scheduling, postsecondary planning, and advisory redesign with a more unified approach, highlighting the value of collective problem-solving. Another emphasized that the meetings provided much-needed accountability and structure: *“With this team in place, we have a dedicated meeting time, and we hold each other accountable for our commitments.”*

These meetings also created dedicated time for reflection and planning, which was critical in schools where day-to-day demands often leave little room for long-term strategy. Teams used the space to review student and staff survey data, develop new initiatives like Career Cafés or financial aid outreach, and plan future programming with an equity lens. In some cases, the meetings led to concrete improvements in communication across departments and increased clarity around shared goals. However, sustaining engagement remained a challenge, particularly when meetings were held after school hours or when leadership turnover disrupted continuity.

School-to-School Collaboration. School-to-school collaboration was consistently identified by participants as a highly valued component of the HSPCC Network. Educators emphasized that collaboration offers a chance to gain fresh ideas, hear diverse perspectives, and learn how other schools are tackling shared challenges, particularly around equity in college and career readiness. As one participant noted, collaboration helps *“re-energize the work”* and brings much-needed innovation to local efforts. However, opportunities for meaningful peer learning were limited this year due to reduced in-person engagement, lower participation in Team Lead meetings, and a lack of opportunities to support cross-school dialogue. For example, on the End-of-year Survey, 77% of respondents agreed they had meaningful opportunities to collaborate with peers from other schools and districts. However, only 47% agreed that learning from peer schools helped them identify promising practices they could apply at their school, and only 35% of respondents implemented a best practice they had learned from another school, signaling missed opportunities to learn from and adopt practices from other schools.

According to participants, much of the collaboration centered on shared challenges rather than concrete solutions. For example, at the March Workshop, several schools noted low student turnout at events, but the discussion stopped short of exploring strategies to improve participation. Some collaboration did occur—such as sharing supports for multilingual learners—but participants overwhelmingly expressed a need for more intentional, facilitated peer learning. Several recommended that future gatherings include dedicated time for idea exchange, guided reflection, and cross-site problem-solving, particularly to support team leads working to implement system-level change without feeling isolated in the work.

Workshop. The March Workshop was broadly appreciated by participants for its focus on data engagement and peer connection, offering an opportunity for school teams to step back and reflect on their college and career readiness efforts. Many highlighted the data dashboards as the most valuable component, noting that they allowed teams to process student and educator survey results and identify trends over time: *“The data dashboards are helpful... that is the most helpful piece.”* Participants also appreciated the chance to hear from other schools: *“I love it, I like that they are sharing their ideas.”* These elements supported schools in connecting data with practice and surfaced opportunities to improve alignment between programming and student needs.

However, participants also shared several challenges that limited the workshop’s overall impact, particularly around timing, facilitation, and technology access. Because the HSPCC Network introduced new concepts and tools this year, many strongly recommended moving it earlier in the year, ideally to September, so that schools could use the information to guide planning: *“It would have been better to have a one-day [workshop] in the fall, because we got ideas but it was too late to implement.”* Several attendees also expressed that the event felt more like a “show and tell” than an opportunity to engage deeply in peer learning or hands-on application. Facilitation lacked clarity at times, especially during gallery walk activities and small group transitions, which left participants unsure how to connect discussions back to their school’s work. Others pointed out that technology issues, including login issues, internet filters, and incompatible devices, hampered their ability to access survey data.

Participants also expressed a desire for deeper, more relevant professional development, particularly around topics like apprenticeships, local labor markets, and culturally responsive pedagogy. As one participant put it, *“We know how to support students getting into college, but we need to know more about what’s available in our local area—living wage jobs and what we have to offer.”* This is particularly important, as this type of professional development is not available elsewhere. Others asked for more structured time to learn from their peers, reflect with their teams, and access concrete resources they could bring back to their schools. While the workshop offered valuable insight, participants emphasized the need for intentional design and earlier timing in future years to ensure that learning is actionable and aligned with the rhythm of school planning cycles.

Team Lead Meetings. Team Lead Meetings played a varied role in supporting the development of college and career systems across schools in the HSPCC Network. For some, these meetings offered a valuable space to connect with peers and generate new ideas. However, many participants noted that the virtual format combined with fewer teams limited engagement, with low attendance, reduced buy-in, and minimal interaction. *“There is too much time of them talking to us,”* one team lead remarked, suggesting a need for more collaborative, dialogue-driven facilitation. Others described the meetings as disconnected from their immediate goals or lacking relevance: *“It felt like a homework assignment that we weren’t excited about or didn’t understand.”* One team lead reflected, *“As a team lead, I feel that my ideas are stale... I don’t have anyone to brainstorm with,”* emphasizing the importance of peer-to-peer collaboration in reenergizing the work. The reliance on worksheet-based tasks, following the meeting, further contributed to a sense of disengagement: *“Our energy was spent filling in worksheets, and we didn’t deviate much.”*

Participants also expressed a strong desire for more personalized and consistent support. Several noted the absence of school visits and the loss of more intentional coaching. *“We didn’t have a visit, and we liked more hands-on support, sharing ideas, and an intentional thought partner,”* one team member shared. Others felt some disconnect from the newer CCER leadership team, because they had not done

in-person work. These reflections highlight that while the intent behind Team Lead Meetings was valued, their impact was often limited by inconsistent implementation and a lack of individualized guidance. Moving forward, deeper collaboration, stronger relationships with network facilitators, and more context-responsive support will be critical for team leads to fully align their efforts with the broader goals of equitable college and career system development.

Consultancy. Consultancy support played a mixed role in advancing college and career system development across schools in the HSPCC Network. Many teams reflected positively on the hands-on, relationship-based support they received during CCLI, which helped them reflect on progress, troubleshoot challenges, and build shared understanding across team members. As one participant noted, *“It was more helpful when they were coming to our school,”* highlighting the value of in-person engagement, especially when navigating new content. With the introduction of new frameworks and tools this year, team leads expressed a strong preference for one or two in-person meetings with their full teams rather than virtual one-on-ones, which made it difficult to build buy-in or share information effectively. While some technical assistance was offered, it was often limited to self-guided tools rather than the collaborative planning and facilitation that had previously supported stronger implementation. One person shared, *“It was a worksheet that I needed to do with my team... prior, they would help us form an agenda, with purpose, and support us at our school.”* These reflections suggest that future support should prioritize intentional, team-based consultation—ideally in person—even if limited to a few visits per year. Sustained relationships and context-specific guidance remain critical to building momentum and deepening school-level ownership of college and career readiness work.

EQ #4: WHAT CONTEXTUAL FACTORS IMPACT PROGRAM IMPLEMENTATION?

Schools’ ability to implement and sustain college and career readiness efforts through the HSPCC Network was shaped by a range of contextual factors—including budget cuts, political dynamics, union constraints, leadership engagement, broader systemic challenges, and student voice—which either supported or hindered progress depending on local conditions.

District Budget Cuts. Teams at many schools reported that district-level budget cuts significantly hindered their ability to implement and sustain college and career readiness strategies, and they expressed concern that these constraints would continue into the next year. Teams described the loss of key support personnel, including college and career specialists, assistants, district leads, and partnerships with community-based organizations. One participant shared, *“All assistants got laid off, and now we have to pick it up,”* underscoring the added burden on remaining staff. These losses reduce schools’ internal capacity to maintain momentum, distribute responsibilities, and act on data-informed goals. As one participant put it, *“The challenge is consistency of the team and spreading out the work.”* Others emphasized the need for clearer priorities and more targeted support in light of these constraints: *“We are seeing budget cuts, and I think we need to challenge the program to really address what they want to do and clarify their goal.”* In some cases, the absence of previously reliable district contacts created confusion: *“We don’t have [district lead], so I don’t know how we are going to get approval to participate again.”* These financial and structural shifts left schools struggling to maintain continuity in college and career readiness work.

Team Member Perspective

“My assistant was let go. I don’t have a College Success Foundation specialist. The career center budget was cut. It’s difficult.”

Political Climate and Student Concerns. The current political climate posed significant barriers, particularly for immigrant and undocumented students. Educators noted that federal-level policies and rhetoric have contributed to heightened fear and mistrust, discouraging students from engaging in key college and career readiness activities. One participant shared, *“I have students who are afraid because they don’t want to release information to the government, so they won’t fill out the FAFSA. People are uncomfortable.”* This climate of distrust made it more difficult for schools to support students in planning for their futures. In some cases, students also expressed hesitation about participating in evaluation activities, asking whether their interviews would be recorded or shared with the government.

Union Contracts and Staffing Limitations. Union contracts also posed constraints that limited the implementation of key HSPCC activities, particularly around professional development and staff engagement outside of regular hours. One educator explained that although survey data had previously informed staff development efforts, *“No PD this year due to union contracts.”* Others cited contractual restrictions on how advisory periods could be used. These limitations made it challenging for teams to schedule collaborative planning time, adapt staff roles, or introduce new programming aligned with HSPCC goals.

Leadership Engagement. The level of support from school and district leadership was a critical factor in determining how deeply teams could engage with college and career readiness efforts. Leadership serves as both a facilitator and, at times, a barrier to implementation. When leaders were actively involved—setting a clear vision, allocating resources such as time and funding, participating in meetings, and promoting the work across staff—teams were better positioned to make meaningful progress. Effective leadership also fostered capacity building by empowering teams to lead and sustain programmatic change. However, several participants noted a decline in leadership engagement this year. Some principals did not consistently attend meetings, and key district positions were eliminated, weakening system-level support. One participant emphasized the impact of this gap: *“They aren’t contributing as much. We need their support and promotion to be part of this work. It is coming from [our lead], and we need admin support.”* The absence of visible leadership endorsement not only diminished momentum but also made it more difficult for teams to gain buy-in and authority to move initiatives forward.

System and Structural Challenges. Participants pointed to broader systemic constraints that limited their ability to implement college and career readiness efforts effectively. These included the delayed rollout of the new High School and Beyond Plan, changes to the FAFSA process, and the structural complexities of serving students in alternative learning environments (ALEs). As one team noted, *“We got the introduction of the new High School and Beyond system really late,”* making it difficult to integrate the tool into schoolwide planning. For ALE schools, such as Interagency High School, challenges such as managing multiple campuses and diverse student needs added further complexity to implementation.

Student Voice and Equity Focus. Despite the challenges, many participants valued the Network's emphasis on student voice and street data as critical tools for equity. *“I like the emphasis on Street Data and Student Voice. In the past, it was only quantitative data, and having that voice is nice,”* one educator

Team Member Perspective

“Accountability and reminder. We are doing this for students, and we want to hear voices with the most marginalized students. It challenges us to not do the same old but to think more critically.”

shared. These approaches helped teams better understand student needs and refine their strategies.

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

The HSPCC Network supported a range of meaningful outcomes across participating schools, particularly in the areas of student voice, exposure, relationship-building, and early systems-level improvements. A central focus this year was the collection and use of street data—qualitative insights gathered through interviews, focus groups, and listening sessions. On the End-of-Year survey, 100% of respondents reported that their teams collected street data and participated in an Equity Challenge, underscoring a shared commitment to equity and student-centered practice. Survey results further reinforced this focus: 82% agreed that using a Street Data lens helped their team center student voices, and 77% said engaging with student voice and lived experience shifted how they think about college and career readiness. Teams focused on a range of student populations—including multilingual learners, Black students, Afghan students, students with high absenteeism, and returning seniors—to better understand barriers and shape strategies. These insights led to student-informed improvements, such as

Team Member Perspective

“We interviewed students and got to see where the disconnect was and what students actually want to hear and see from their school.”

expanding postsecondary education for 9th and 10th grade multilingual learners and enhancing transitions for newcomer students. Several schools emphasized how listening to students directly—whether through structured interviews or creative prompts like *“If you could design the perfect school day...”* which provided actionable insights that helped shape more inclusive and responsive college and career systems.

Participants also described increased student exposure and engagement. Many noted growth in student awareness, planning, and interest—especially among multilingual learners: *“We are high ML, and we are exposing them, and we have more students wanting to pursue this... now they have more plans, and we are having expanded conversations.”* Others emphasized deeper staff-student relationships: *“We are building more relationships with students.”* Programs like Career Cafés, college fairs, and field trips were praised as *“concrete deliverables”* that inspired students and offered real-world relevance: *“Having kids show up, and even if they are shy, it does plant a seed.”* These findings align with survey results showing that 76% of respondents felt the Network strengthened their school’s college and career readiness efforts, and 71% said it led them to question previously held assumptions about student motivation or access.

Schools also reported progress toward early systems-level change, with some continuing successful strategies from previous years and others piloting new interventions tailored to their local contexts. As one participant shared, *“We have continued all the work... it’s been positive for kids,”* highlighting the value of building on prior efforts to maintain momentum. Other teams experimented with new approaches designed to reach students more effectively and address persistent barriers. For example, one school adapted its FAFSA outreach by shifting from a centralized model to campus-specific efforts: *“We did FAFSA differently, on each campus on a smaller scale. I had more parents fill out a FAFSA on one campus than I did for the whole school the prior year.”* These emerging strategies reflect a broader pattern across schools of refining what works while testing new solutions. Together, these actions lay the groundwork for more sustainable systems change by aligning interventions with student needs, school structures, and available capacity.

Reflecting on longer-term potential, 44% of survey respondents said they plan to implement a systems change next year. Proposed changes include expanding postsecondary programming for multilingual learners through new community partnerships, increasing access to college and career opportunities across campuses, and sustaining annual events such as college fairs and career panels. Yet, some raised concerns about their capacity to expand or even maintain current efforts, citing staff reductions and structural constraints. As one participant shared, *“Honestly, I doubt it... our college and career team is getting gutted.”* This tension, between clear momentum and limited capacity, highlights the importance of sustained support and strategic investment to help schools translate learning into durable systems change.

END-OF-YEAR SURVEY RESULTS

End-of-Year survey results reinforce the HSPCC Network’s role in shaping more equity-focused, student-centered approaches to college and career readiness (see Exhibit 5). Over 82% of respondents reported that using a Street Data lens helped their team center student voice, and a similar percentage said it deepened their understanding of how their own beliefs and biases may affect student support. More than three-quarters indicated that the Network strengthened their school’s college and career strategies, with 82% applying student and educator survey data to inform planning. While 71% said the experience helped them re-examine assumptions about student readiness or access, fewer participants (65%), felt they gained new knowledge or were well-equipped to lead equity-driven change. Notably, only 47% agreed that learning from peer schools helped them identify promising practices to apply locally, pointing to a need for more intentional peer-to-peer learning structures in future iterations of the HSPCC Network. These findings confirm that while foundational practices like street data and the Equity Transformative Cycle are taking root, deeper collaboration and continued capacity-building will be essential to advancing systems-level impact.

Please indicate your level of agreement with the following statements



Exhibit 5. End-of-Year Survey Results

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, who were identified by school personnel. When possible, we tried to target students who had empathy interviews or focus groups. However, only one student who participated, was able to join the focus groups. 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; their thoughts about including student voices in school improvement efforts; and what additional supports students need to be college and career ready.

STRENGTHS OF COLLEGE AND CAREER PREPARATION

Students shared a range of ways in which their school has supported them in exploring and preparing for college, careers, and other future goals. Many emphasized the importance of coursework, strong relationships, dedicated programs, and real-world experiences that help them chart a meaningful path forward.

Coursework and Academic Pathways. Students emphasized that specific classes played a key role in helping them discover their interests and explore potential career paths, especially when those courses aligned with their goals and connected them with educators who had real-world experience. As one student explained, *“Psychology, Civics, and English classes, and things that I’m interested in, have helped me decide my career.”* Many students appreciated the school’s structured pathways for guiding course selection, with one noting, *“Implemented pathways help with the future classes to see if they are a fit for you,”* and another adding, *“Offering classes like CTE (Career and Technical Education) that are actual career things like Business Law is helpful.”* Specialized classes such as AP computer science, sports medicine, and health sciences gave students opportunities to engage more deeply in fields of interest and determine whether those subjects were the right fit. When students realized a path wasn’t for them, they felt supported in pivoting to try something else, which helps build both confidence and clarity in making informed decisions about their future.

Student Perspective

“I’m taking classes that align with what I want to do—psychology, AP anatomy—and the teachers are able to provide concrete advice about what I want to pursue. They’ve been on a similar path and can talk with me.”

CTE teachers were especially praised for offering in-depth, career-specific preparation. One student highlighted their experience in a health sciences course: *“It was exactly what I wanted to do. She teaches you exactly what you need to do in the university,”* emphasizing that the curriculum included both foundational medical knowledge and job shadowing opportunities. Several students expressed a strong desire for more classes that offered this level of depth and hands-on experience across a broader range of career fields.

Teacher, Counselor, and Staff Support. Strong relationships with teachers and staff emerged as a consistent source of support for students planning their futures. Many emphasized the value of being able to have one-on-one conversations and seek personalized guidance from teachers, counselors, or college and career specialists. As one student shared, *“The teachers help me, because I can go to them for advice on my future plans.”* These individualized conversations allowed students to ask specific questions, receive tailored recommendations, and talk through their uncertainties, something they felt was not always possible in large group settings. Students also appreciated how teachers and staff drew from their own professional or academic experiences to offer practical insights. CTE teachers, in particular, were seen as valuable because they could connect classroom learning to real-world career paths and provide concrete next steps.

Student Perspective

“Counselors and advisors are open to having one-on-one conversations with us. You aren’t afraid to talk with them about anything—help you need with classes, or Running Start, or problems you have.”

In addition to informal conversations, structured workshops and career-focused discussions led by counselors or college and career specialists also provided students with opportunities to reflect on their goals, explore unfamiliar fields, and gain new perspectives. Just as important as the content, however, was the trust and rapport students had with these adults. Several noted that they felt comfortable seeking help because the relationships were supportive, approachable, and nonjudgmental. This sense of connection not only made students feel seen and valued but also increased their confidence and motivation as they navigated decisions about their future.

Career Center and Structured Programs. The Career Center, AVID, classes, and student organizations like DECA were consistently cited as essential supports that helped students explore their interests and prepare for the future. Students described these programs as both informative and empowering, offering opportunities to gain clarity about potential career paths and access practical tools to move forward. *“The reason I want Graphic Design is because I was in DECA, and I really started getting interested in it,”* one student shared, highlighting how exposure to hands-on, career-related activities sparked the passion. Another student explained, *“Career Connect teaches about careers, takes you to college, and builds resumes,”* emphasizing how these programs provide step-by-step guidance and skill-building. The Career Center, in particular, was viewed as a vital resource. Students praised it for offering individualized support with resumes, scholarships, tutoring, and career exploration workshops. *“The Career Center helps kids learn about scholarships and college,”* one student said, while another appreciated the regular updates from staff: *“[The College and Career Specialist] sends out college and career emails about college, volunteer, and internship opportunities.”* These supports helped students feel more prepared, connected to opportunities, and confident in navigating their post-high school plans.

Hands-On Learning and Real-World Experiences. Internships and applied learning experiences were highly valued by students as key opportunities to explore career paths in a real-world context. *“I took a Careers with Children class and got to do an internship at Sawyer Woods Elementary, and that gave me an idea,”* one student explained. Others mentioned similar opportunities: *“I got to shadow what people do,”* and *“Being able to experience it first-hand... I once considered politics, and I went to the Capital and talked to people, and I found out I didn’t want to do it.”* These experiences gave students clarity on their interests and aspirations, helping them make more informed decisions about their futures. Many emphasized that classroom learning alone wasn’t enough—they needed to see what a job was actually like to determine whether it was a good fit. These experiences give students greater confidence in

choosing a direction that feels right and increase their motivation to invest time and resources in pursuing that path.

Access to Practical Information. Students expressed appreciation for receiving clear, personalized information from their schools, noting that tailored guidance appropriate to grade level, made postsecondary planning more manageable and less overwhelming. As one student shared, *“The best thing is they provide the exact information, not just the general information. If you want a major, they can tell you what to take. We can learn about the salary and scholarships.”* This kind of specific support helped make the future feel more tangible and achievable. However, younger students—particularly those in 9th and 10th grades sometimes felt they lacked sufficient information. Many said that having a clear roadmap or benchmarks for each grade level would ease their anxiety and help them stay on track. While some reported receiving this guidance during Advisory, others said their Advisory periods focused on unrelated topics, such as homework support or socioemotional learning, leaving them to seek information on their own through counselors, the Career Center, or optional workshops. Students recommended making this guidance more consistent by incorporating it into Advisory or ensuring dedicated one-on-one meetings with counselors or college and career specialists to ensure all students receive this information.

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

Several themes emerged in students’ reflections on why some of their peers do not attend college and career events or expect to go to college, including discomfort in accessing support and limited awareness of available resources.

Lack of Initiative and Visibility of Support. Students also acknowledged that many of their peers don’t take the initiative to seek out help or attend events. *“No, not all students ask and come to the counselor’s office. They don’t come here,”* one student said. Another observed that *“If we have students have one-on-one times, they would learn about the support.”* These reflections suggest that while resources may be available, they are not always visible or accessible in ways that feel approachable to all students. Without proactive outreach or personalized guidance, many students may miss opportunities simply because they are unsure how or where to begin.

Fear, Uncertainty, and Need for More Outreach. Fear and uncertainty also play a role. *“They could get more information, but they need to know more about the support and how nice they are. It is scary,”* a student explained, indicating that students may feel intimidated or unsure about accessing college-related help. Suggestions included offering more direct outreach, such as incorporating college and career information into Advisory where staff could *“tell about the support.”* Students emphasized the importance of creating a more welcoming and inclusive environment for these conversations.

CHALLENGES IN TRANSITIONING TO COLLEGE

Students identified a wide range of challenges that make going to college or starting a career feel overwhelming, for both themselves and their families. These barriers include uncertainty about career direction, financial pressures, lack of accessible guidance, systemic inequities, and the emotional difficulty of transitioning into greater independence. Their insights reveal the need for earlier, more personalized, and more inclusive supports to ensure all students feel equipped to take their next steps.

Uncertainty about Future Plans. A major concern for many students was not knowing exactly what they want to do in the future or fearing they might make the wrong choice. As one student put it, *“Finding what you like. I know what I like, but I’m still not sure.”* Another explained, *“Even though I know what I want to do, I realize I may change my mind... What holds people back is a fear they will choose something they regret.”* Students expressed the need for more time and flexibility to explore different fields in high school, especially through CTE and hands-on learning. *“I wanted to be a doctor, and I took Sports Med, and I hated it,”* one student shared. *“We need opportunities to explore in high school... or we just find out too late.”* Others recommended career fairs or informational sessions during advisory when more students might be likely to participate.

Confusion about the College Application Process. Many students felt overwhelmed by the college application process and unsure where to start. Others noted that key information, like the Common App, FAFSA, or scholarship opportunities, was often learned secondhand or too late. One student explained, *“Last year, I wasn’t here, and in my senior year, I didn’t know how to apply. I learned about the Common App from my friends.”* Others described gaps in support for part-time or Running Start students, noting that *“if you’re not here, you don’t get the information,”* and that *“Running Start students feel they have to do things on their own.”*

Student Perspective
“I’m looking for colleges, and the process feels all over the place. I don’t know where to start, and I would like to learn more about the process instead of having to find it ourselves.”

Financial Strain and Lack of Knowledge About Funding. Finances were repeatedly mentioned as a significant barrier. *“Financing. About 60% at this school are low income, and we need more support financing college,”* said one student. Others raised concerns about the cost of applying to multiple colleges, housing, food, and other expenses. *“The money part, it’s hard. College is expensive,”* one said. Another added, *“When you apply to colleges you need to apply to five or six... It costs money to apply to colleges, and it is hard because it is expensive.”* While some students knew fee waivers were available, they noted that not everyone is aware of them.

Concerns Navigating the Transition to College: Academic, Emotional, and Cultural Challenges. Students described a complex mix of academic, emotional, and cultural barriers that make the transition to college feel daunting. For many, the prospect of leaving home and managing increased independence is overwhelming. *“Going away from family... I will be four or five hours away and depend on myself,”* one student shared. Others expressed anxiety about keeping up with college-level coursework, especially when feeling underprepared. *“Not enough preparation for it. I think that college courses are faster than our year-long courses,”* one student noted. Large, unfamiliar campuses and crowded classes also added to students’ concerns. *“Assignments, I’m worried about them, and the classes are so big, with more pupils. That feels hard,”* another said.

Student Perspective
“I’m Hispanic, and many feel limited in the types of careers they can go into. In our culture, we don’t think we can go into medical or science fields.”

These challenges are often intensified for first-generation students and those from immigrant backgrounds, who may lack family guidance or feel out of place in predominantly white or competitive college environments. One said, *“It is scary to navigate the application process, FAFSA, when you have no family members ever attending college.”* Another highlighted the emotional toll of self-doubt: *“Because we have a lot of diversity, we have some imposter syndrome... We may struggle with the competitive atmosphere.”* Language barriers further complicate the experience for some students. *“Maybe I will*

learn English better, but it is hard... Universities are all big, and it will be difficult to find things. I don't know if I can go until I am better at English."

INTEREST AND EXPERIENCES IN PARTICIPATING IN INTERVIEWS AND FOCUS GROUPS TO INFORM COLLEGE AND CAREER SUPPORTS

Students shared mixed experiences when it comes to having a voice in shaping college and career supports at their school. While some students reported positive opportunities through programs like AVID, DECA, or the principal's advisory committee, many felt that access to decision-making is limited to students already involved in clubs, leadership, or who have strong relationships with staff. As one student put it, *"If you aren't involved, you can't do this. Without that, I don't think I could talk about this."* Others echoed that unless you're in the *"right circles,"* your voice often goes unheard.

A recurring theme was the need for more inclusive, low-pressure ways for students to provide input. Students suggested offering one-time, topic-focused volunteer opportunities, such as quarterly focus groups open to all, rather than ongoing committees that may feel burdensome. *"I don't want to be extra committed,"* one student said. *"I would like if they would just offer a specific focus group with a topic and ask people to do it once or twice."* Others emphasized the importance of hearing from a broad range of students, not just *"the smart kids."* At the same time, students acknowledged internal barriers such as fear of speaking up, lack of confidence, or social isolation: *"We need to be comfortable enough to be uncomfortable,"* one student reflected. Many expressed a desire for more encouragement from teachers to step outside their comfort zones, especially for those without a strong support network or who cannot attend after-school activities due to jobs or family responsibilities. Overall, students want more equitable, accessible ways to share their perspectives paired with adult encouragement and systems that ensure all voices are heard, not just those who already know how to speak up.

RECOMMENDATIONS TO IMPROVE COLLEGE AND CAREER READINESS

Based on student feedback, the following recommendations emerged as key strategies to improve college and career readiness supports. Each recommendation is grounded in direct student perspectives and highlights both challenges and potential solutions.

[*Replace or Reframe Advisory and Homeroom Time.*](#) Students recommended repurposing advisory or homeroom periods to provide structured, engaging, and equitable opportunities for college and career exploration. Currently, this time is often used for unstructured activities like homework or socializing, which students described as a missed opportunity. *"[Advisory] is free time and homework. We need to really use it for more information,"* one student noted. Many students face barriers to accessing after-school supports due to work or family responsibilities, making it essential to embed this guidance within the school day.

Students also shared that existing platforms like Xello are not effectively implemented and often feel disconnected from their actual interests. Instead, they called for more meaningful, relevant content—such as interactive presentations on majors and career paths, guest speakers, student panels, and guided planning workshops. Students also suggested aligning the content with grade-level milestones to help them build a clear, step-by-step roadmap through high school and beyond. Financing college

Student Perspective

"Use advisory to talk about college and career... Xello is not helpful, and I stopped using it,"

was another key concern. Students want information on scholarships and financial aid to begin as early as ninth grade, not just during senior year. *“Scholarships, we need to add more and talk about them more,”* one student said. While some found presentations, like those with Scholarship Junkies, helpful, they noted that such opportunities were not consistently available.

Improve Tools or Investigate Different Processes for Exploring Majors and Careers. Students expressed frustration with existing digital tools like Xello and Naviance, describing them as confusing, overly generic, and misaligned with their individual interests. *“I wish we had a program you could look at majors,”* one student shared. *“We have College Board or Xello, but it isn’t student friendly.”* Others felt limited by the platforms’ structure, which often funneled them into predefined pathways. *“Xello is a good start, but the app is not good. It seems to force us to make a choice,”* said one student. Another added, *“I want to look at Graphic Design, but it directed me into Sports Management, so it isn’t helpful with specific areas.”*

Students called for more dynamic, intuitive tools that support in-depth exploration of specific careers, required skills, and relevant high school coursework. They also emphasized the need for human interaction when using these tools, noting the lack of opportunities to ask questions or engage in meaningful conversations with staff. To address this gap, several students recommended incorporating career exploration into advisory periods, including opportunities to meet with professionals, participate in career fairs during the school day, and engage in guided discussions that connect their interests with real-world pathways.

Strengthen One-on-One Support and Academic Advising. Students consistently asked for more personalized academic and career guidance. *“I know I created a four-year plan with my counselor, but it isn’t required. I initiated it,”* said one student. They recommended that all students receive help proactively, not just those who ask. *“If a student doesn’t initiate it, then they won’t have a plan.”* Another noted that as a 10th grader, *“I have to research and go out of my way to see what I need. It feels independent.”* Students requested regular one-on-one meetings, at least once a year, starting in their 9th grade year, to better plan coursework and postsecondary options.

Market CTE Programs and Courses Earlier and More Effectively. Many students shared that they discovered key electives like AP Computer Science or Graphic Design too late to fit them into their schedules. *“I just learned that we have Graphic Design and AP computer science here, and I’m a junior. Now I can’t take it because I have no room in my schedule.”* Recognizing the importance of early exploration, students called for more communication and early exposure to CTE and elective offerings, ideally beginning in 9th grade. *“We just get put in random ones. We need to understand them in depth.”* They suggested using class time, QR codes, or visual displays to improve visibility of opportunities and to understand more about the different options.

Increase Access to Internships and Real-World Opportunities Students want more support connecting with internships and community-based experiences. *“I wish we had connections outside of the high school,”* one said. *“We would like to do internships, but we have to make those connections.”* Others noted difficulty accessing existing programs: *“I need support finding internships. I applied for Boeing, and I didn’t get it. Maybe they are full, but I don’t know.”* They suggested that schools assign a staff person to help facilitate internships and connect students with opportunities aligned to their interests.

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

The HSPCC Network helped build capacity by fostering cross-role collaboration, strengthening internal teams, and providing a structure for shared planning. Participants described how the HSPCC Network created space for staff from diverse roles—such as CTE, special education, and counseling—to work together more intentionally: *“We are unique in what we do... we are able to collaborate and create more support across it.”* Monthly meetings and shared planning structures helped break down silos and reduce one-off efforts, contributing to more cohesive and strategic implementation: *“We did a good job building a team with a lot of resources.”* Some participants also emphasized the value of relationship-building and the peer learning environment: *“I like the people here.”* Together, these elements allowed schools to more effectively organize around college and career goals, plan events, and leverage internal assets.

EQ #8: TO WHAT EXTENT ARE COLLEGE AND CAREER READINESS ACTIVITIES SUSTAINABLE AT THE SCHOOL LEVEL?

Across schools, participants expressed mixed views about the sustainability of college and career readiness efforts beyond the current year. On the End-of-Year survey, team members were asked to rate their confidence in sustaining the HSPCC team on a scale from 1 to 100. The average confidence rating was 59, reflecting a moderate level of optimism and highlighting the uncertainty many schools face.

Much of this uncertainty stemmed from anticipated staffing reductions, leadership transitions, and shifting district priorities. Some teams plan to continue college and career work independent of the HSPCC Network: *“We plan on continuing as a college and career focused team but not with HSPCC.”* Others expressed concern about diminishing capacity, particularly due to the loss of career specialists and federal funding: *“We heard of five teachers laid off, and I don’t think they’re going to get rid of the college and career team—but we’ll be spread thin.”* While some teams felt well-positioned to sustain elements of the work, such as empathy interviews or school-based planning, others felt the tools were not new or actionable enough to maintain: *“I don’t feel that I learned anything new... I wouldn’t do [focus] groups again.”* In some cases, teams anticipated alignment with district priorities like work-based learning, but noted they lacked the resources to sustain both. Overall, sustainability will likely depend on local leadership, staffing, and whether schools can adapt college and career planning structures in the face of constrained resources.

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

School-based teams provided the following recommendations based on their experiences in the HSPCC Network. While efforts were made to include district leadership perspectives, direct interviews were not possible this year: one district had eliminated the college and career readiness lead position, another was in the process of doing so as their representative transitioned out, and a third did not have a clearly designated point person. As a result, the insights below reflect what school teams identified as essential district-level supports.

School teams appreciated that districts had supported their initial participation in the HSPCC Network but noted a lack of sustained coordination and communication. As one participant shared, *“We lost [District Lead] and there is no replacement... there hasn’t been a consistent push-out of resources.”* Others emphasized the need for more visible engagement from both school and district administrators, noting that without leadership buy-in, progress stalls: *“We could shift school functioning—but not without admin participation.”*

At the district level, teams called for stronger alignment, more consistent messaging, and protection from staffing cuts that threaten college and career readiness efforts. Some expressed concern that district leaders do not fully understand the goals or impact of HSPCC work, resulting in fragmented priorities and diminished capacity: *“They keep putting in new initiatives and stripping staff... we need them to understand how to support this.”* Participants also urged districts to reduce competing demands and preserve time for core college and career activities. *“With me gone, she needs the extra time,”* one educator explained. *“Cut out the extra things so they can focus on this.”*

To address these challenges, participants suggested CCER take on a more intentional role as a strategic liaison between school teams and district leadership. CCER could elevate promising practices, share data-informed outcomes, and help districts integrate HSPCC-aligned efforts into broader priorities like equity, graduation pathways, and multilingual learner support. Additionally, CCER could strengthen district capacity by offering planning tools, supporting cross-district or departmental collaboration, and facilitating communities of practice for district leaders. These supports would help reduce fragmentation, reinforce alignment, and position college and career readiness as a sustained, districtwide priority.

EQ #10: WHAT ARE THE EMERGING BEST PRACTICES?

Program leaders and participating school staff identified several emerging best practices that have taken shape during the initial implementation of the HSPCC Network. These include practices centered on equity and student voice, collaboration across schools, and the value of external support.

Centering Equity and Student Voice Through Street Data. An emerging best practice across the HSPCC Network is the intentional integration of equity and student voice into data collection and reflection, particularly using “street data.” Rather than relying solely on quantitative measures, schools are using qualitative data, such as focus groups and student interviews, to better understand the lived experiences of students, especially those at the margins. This approach has helped schools reflect on how race, culture, language, and identity shape student outcomes and engagement. One school, for example, disaggregated focus groups by gender and used translators to ensure all voices were heard. Staff described how this shift allowed them to *“think about who are their students at the margins”* and challenged them to move beyond traditional data practices. Others shared that adding equity-focused questions to the College and Career Climate Survey helped surface additional insights. By incorporating student perspectives and contextual stories, schools reported a deeper understanding of their challenges and greater clarity in how to address them. As one staff member explained, *“We are getting*

Team Member Perspective

“We are doing this for students, and we want to hear voices with the most marginalized students. It challenges us to not do the same old but to think more critically.”

the story,” which allowed schools to make more informed, meaningful decisions that align with their students’ needs and aspirations.

Collaborating Across Schools to Share Learning. Cross-school collaboration is a valuable practice within the HSPCC Network, even though participants noted fewer opportunities for this kind of engagement compared to previous years within CCLI. When it does occur, the ability to connect with peers from different schools provides a critical space for shared reflection, problem-solving, and idea generation. Despite differences in context, participants emphasized that meaningful insights still emerged from hearing how other schools approach similar challenges. These exchanges help broaden perspectives, spark new strategies, and reduce the sense of isolation that often comes with site-specific work.

Benefits of External Support and Facilitation. Participants consistently emphasized the value of the external support and facilitation provided by the HSPCC Network, noting that it played a key role in keeping equity, student voice, and data reflection at the center of their work. Without this dedicated structure and focus, these priorities can easily become sidelined amid the demands of the regular school day. The external facilitation offered accountability, fresh perspective, and a rhythm for continuous reflection, helping teams step back from their routines and engage in deeper, more intentional work. As one participant shared, *“All the stuff we did is what I would have loved to do, and not being in the Network, we would not have done this.”* Another noted, *“When you are in it, you don’t see the outside perspective,”* underscoring how external guidance created space to question assumptions, adopt new practices, and stay focused on student-centered improvement.

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

Evaluation findings were largely positive, with participants reporting improvements in their college and career readiness systems and many noting increased capacity to sustain their teams. However, participants also highlighted contextual challenges and opportunities for enhancement. Based on these insights, the following recommendations are offered.

RECOMMENDATIONS

Refine Program Identity Through a Clear Name, Theory of Change, and Visual Framework. To strengthen engagement and improve internal and external communication, the HSPCC Network would benefit from a revised program identity that includes a clearer, more memorable name, a concise Theory of Change or Logic Model, and a visual framework that illustrates the connection between activities, equity goals, and intended outcomes. To address this, we recommend the following:

- **Develop a concise, resonant name** that reflects the initiative’s core values, such as student voice, equity, and postsecondary readiness, while being easy to remember and share. Consider co-designing the name with current participants to foster ownership and relevance.
- **Create a Theory of Change or Logic Model** that visually maps out how the network’s activities (e.g., Street Data, team meetings, consultancies) lead to short-term and long-term outcomes related to equitable postsecondary access.

- **Use this model to guide communications and onboarding**, helping current and prospective schools understand what the initiative is, what it aims to achieve, and how each component contributes to systemic change.
- **Design supporting visuals and one-pagers** that can be used by Team Leads and CCER staff to build understanding and excitement among school teams, administrators, and external stakeholders.

Refine HSPCC Network Supports. To strengthen the impact of the HSPCC Network in the coming year, the following recommendations are proposed based on participant feedback across all program components:

- **Deepen In-Person, Team-Based Support:** Participants consistently emphasized the value of relationship-based engagement and expressed a strong preference for in-person consultation. Reintroducing one to two site-based visits per year—especially during key planning periods—would help teams better apply new content, strengthen internal collaboration, and ensure alignment across roles.
- **Improve the Design and Timing of the Annual Workshop:** While the March Workshop was appreciated, participants urged that it be moved to the fall to support early-year planning. They also recommended clearer facilitation, improved technology access, and deeper engagement with data. Time should be built in for hands-on analysis and structured peer learning. Participants emphasized that earlier timing and facilitation that ensures learning is actionable and aligned with the school year’s planning cycle is essential.
- **Provide Targeted and Timely Professional Development:** Participants expressed a clear desire for deeper, more relevant professional learning tied directly to college and career readiness, which could be integrated into the workshop or offered separately. Future offerings should focus on topics such as local labor market trends, apprenticeships, student voice practices, and culturally responsive pedagogy. These topics are often not covered elsewhere and should be prioritized to build educator knowledge and capacity.
- **Ensure Team Lead Meetings Promote Collaboration and Relevance:** To reenergize this space, Team Lead Meetings should move away from presentation-heavy formats and instead center dialogue, co-planning, and reflection. Meetings should include time for cross-role sharing, peer learning, and joint problem-solving around systems change.
- **Facilitate Meaningful School-to-School Collaboration:** Participants highly valued opportunities to learn from one another but found this year’s efforts too limited. Future programming should include dedicated time for school-to-school exchange, such as facilitated case studies, rotating showcases of best practices, and small-group consultations. Only 35% of participants reported learning a new practice from another school—indicating significant potential for improvement.

Sustain Street Data Practices While Expanding Practical Postsecondary Supports. To maintain momentum and impact, the HSPCC Network should continue to prioritize Street Data as a central strategy for equity-centered school improvement, while also expanding practical supports for college and career readiness in response to staffing losses and participant feedback.

Street Data remains a powerful framework for elevating student voice and reimagining systems with equity at the center. However, given the recent elimination of college and career specialist positions and district-level roles, schools need additional tools and guidance to translate this data into actionable postsecondary strategies. Participants expressed a clear demand for resources on financial literacy, technical college pathways, and workforce-based training options—areas often dependent on

specialized staff. To sustain the focus and address immediate needs, CCER could offer a set of shared tools and capacity-building supports. Below are some ideas that emerged during focus groups

- **Continued support and guidance around college and career readiness** in general, including strategies that are adaptable across varying staffing and resource contexts.
- **Curated toolkits and guides aligned with common postsecondary planning needs** (e.g., financial aid literacy, non-college career pathways, labor market alignment).
- **Professional learning modules or webinars** open to broader school team or staff who may be absorbing responsibilities once held by specialists.
- **Continued facilitation of the Equity Transformation Cycle**, ensuring that student voice and racial equity remain central to planning.
- **Expanded access to postsecondary planning templates**, examples of advisory models, and college and career-focused lesson plans.
- **Cross-site sharing sessions** focused specifically on emerging practices in postsecondary readiness, especially in under-resourced settings.

Improve the College and Career System Based on Students' Input. Students emphasized the importance of creating a college and career readiness system that reflects the diversity of the student body and actively addresses barriers related to culture, language, and economic background. They noted that many students struggle to see themselves in certain careers or higher education pathways due to limited representation and a lack of tailored guidance. This contributes to feelings of self-doubt, imposter syndrome, and disengagement from postsecondary planning.

To address these challenges, students recommended integrating culturally responsive practices into all aspects of college and career programming. This includes ensuring that events, materials, and guest speakers reflect the diverse identities of the student population and that supports are available to students who may be the first in their family to attend college or who speak a language other than English. Additionally, students stressed the need for earlier and more consistent outreach, particularly in the 9th and 10th grades, so that all students—regardless of prior exposure or academic standing—can make informed and confident decisions about their futures.

Finally, students identified specific areas for enhancement: replace or reframe advisory and homeroom time; improve tools or explore different processes for exploring majors and careers; strengthen one-on-one support and academic advising; market CTE programs and courses earlier and more effectively; and increase access to internships and real-world opportunities. These recommendations underscore the need for more personalized and practical guidance advisory sessions and HSBP, increased personalized support, and increased opportunities for students to explore various career paths through CTE and hands-on experiences and exposure to different professions. Detailed insights on each of these areas can be found in the Students' Perspectives section.

Work with District Leaders to Support and Sustain the Focus on College and Career Readiness. To strengthen district-level support for college and career systems, CCER can play a critical role in aligning strategy, building leadership capacity, and reinforcing the value of the HSPCC Network's equity-focused approach. Specifically, CCER should consider the following:

- **Serve as a strategic liaison** between school teams and district leadership to elevate key insights and recommendations from the field. Several participants expressed concern that district

decision-makers do not fully understand the intent or impact of HSPCC efforts. By sharing data summaries, case examples, and outcomes from school teams, CCER can help districts see the value of this work.

- **Advocate for college and career readiness as a district priority** by reinforcing how HSPCC-aligned practices support broader goals like graduation rates, postsecondary enrollment, and equity for BIPOC and multilingual learners. This includes helping districts make the case for sustaining roles such as district leader and career specialists and ensuring that strategic plans reflect postsecondary readiness outcomes.
- **Build district leadership capacity** through targeted learning sessions, tools, and role-specific communities of practice. This could include convening district-level administrators to deepen their understanding of effective college and career readiness strategies, share best practices, and collaboratively address common implementation challenges.
- **Develop tools for districtwide monitoring and accountability**, including dashboards, planning templates, and equity rubrics that help districts assess and support schools' progress. These tools can support continuity during leadership transitions and ensure more consistent implementation across campuses.

APPENDIX A: FOCUS GROUP PROTOCOL

HIGH SCHOOL PARTNERS COLLEGE AND CAREER NETWORK PROGRAM EVALUATION – INTERVIEW/FOCUS GROUP PROTOCOLS (2024-2025)

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

HSPCC NETWORK PROJECT LEADERS

1. What were the goals of Transformative Futures? Where does it fit in with the overall Education Strategy?
2. What were the expectations for schools?
3. What support did you provide?
4. What were some of the greatest successes you would highlight?
5. What were the biggest challenges?
6. What were the contextual factors that helped or hindered implementation?
7. In the first year, what outcomes were achieved? What outcomes are you tracking?
8. To what extent do you believe this is sustainable? Why or why not?
9. What are the differences you observe between high performing schools and low performing schools?
10. What are your plans for next year to support schools/districts?
11. What recommendations do you have to improve programming? To improve school level implementation?
12. Anything else?

HSPCC NETWORK TEAMS

1. Please describe the goals of High School Partnership College and Career (HSPCC) Network.
2. In what ways has CCER supported your work thought High School Partnership College and Career (HSPCC) Network?
 - Team Meetings
 - Team Lead Meetings
 - Workshop
 - Data
 - Staff and Student Survey
 - 1:1 Consultation
 - Street Data
 - Resources
3. What has your team done this year in alignment with the High School Partnership College and Career (HSPCC) Network goals and work?
4. What changes have you made that you attribute to participation in the High School Partnership College and Career (HSPCC) Network. What have you implemented to strengthen your college and career system?
5. In what ways is your work with HSPCC helping students (specific examples)? What evidence is that that this is contributing to student's college and career readiness?
6. What is the strength of this initiative? Weakness?
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 CCER
 - From the district
9. What is the next step for continuing the focus around college and career?

10. In what ways did HSPCC help to build capacity?
11. To what extent do you believe this work is sustainable? Why or why not?
12. What recommendations would you make to further improve the HSPCC?
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? Is it helpful? If you don't have one, would you like to have one? Why?
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?
 - If you participated in an interview or focus group, what was that experience like? How did that experience contribute to changes in the school?
8. Do all students have information about college and career? Why or why not?
9. Reflecting on all activities that help to support college and career readiness, what has been the most helpful?
10. How could college and career planning and support be improved at your school? What information do you need?
11. Anything else

APPENDIX B: END-OF-YEAR SURVEY

High School Partners College and Career Network: End-of-Year Survey

Introduction

Thank you for participating in the High School Partners College and Career (HSPCC) Network. To understand the impact of HSPCC Network 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 the HSPCC Network.

1. District Name:

- Auburn
- Kent
- Seattle

2. School Name:

- Auburn
- Auburn Mountainview
- Cleveland
- Interagency
- Kentlake

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 HSPCC Network for advancing your school's college and career work?

- Workshop (large group workshop in March)
- Research Practice Consultancy (1:1 meeting with team leads)
- Leads Meetings
- Student and Educator College and Career Surveys
- School-Based Team Meetings
- School-to-School Collaboration
- Customized School Data

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

If yes, please describe the best practice.

8. Our team conducted an equity challenge and collected street data related to the equity challenge this year.

- Yes
- No

If yes, please describe the equity challenge and the street data you collected.

9. Our school plans to implement a college and career system change in the new school year (e.g., added to the curriculum, changed school-wide policies, etc.) due to participation in the HSPCCN.

- Yes
- No

If yes, please describe the change you plan to implement.

10. Please rate the questions below on a scale indicating the level of agreement with each of these statements. (Scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)

- a. I gained new knowledge and skills through participation in the HSPCC Network.
- b. The HSPCC Network provided useful tools and resources to support college and career readiness efforts at my school.
- c. As a result of participation, I feel better equipped to lead equity-driven change related to college and career supports.
- d. I had meaningful opportunities to collaborate with peers from other schools and districts.
- e. Learning from peer schools helped me identify promising practices we could apply at our school.
- f. My team used the educator and/or student climate survey data to inform our college and career strategies.

- g. Using a Street Data lens helped our team interpret data in a way that centered student voices and experiences.
- h. Our team had adequate support to analyze, interpret, and apply survey data in our planning.
- i. Our school-based team has clearly identified an equity challenge related to college and career supports.
- j. The Equity Transformative Cycle (Listen, Uncover, Re-Imagine, Move) has helped guide our approach to systems change at our school.
- k. Our team has identified culturally responsive college and career strategies we plan to implement as a result of this process.
- l. Participation in the Equity Transformative Cycle deepened my understanding of how systems impact BIPOC students' college and career experiences.
- m. This experience led me to question previously held assumptions about student readiness, motivation, or access.
- n. I gained insight into how my beliefs and biases may affect how college and career supports are delivered at my school.
- o. Engaging with Street Data (e.g., student voice, lived experience) shifted how I think about college and career readiness.
- p. Participation in the HSPCC Network strengthened our school's efforts to provide equitable college and career supports for BIPOC students.
- q. Participation in the HSPCC Network strengthened our school's efforts to provide college and career supports.

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

1 2 3 4 5 6 7 8 9 100

Please describe the reason for your answer.

12. Please describe one specific way your school-based team has changed its approach to college and career readiness as a result of the HSPCC Network.

13. How did the Equity Transformative Cycle (Listen, Uncover, Re-Imagine, Move) help you grow in your role?

14. What recommendations do you have for improving the HSPCC Network for next year?

15. What barriers did you face in implementing college and career readiness strategies this year?

16. What additional supports do you need from your district or school to help sustain your college and career focus (e.g. continued climate survey support, opportunities to convene, etc.)?