

This research project was funded by the **Bill & Melinda Gates Foundation**. Thank you for your continued support of Washington state students and communities.

WA College and Career Advising Field Assessment

FULL REPORT

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Project Overview

Project Purpose

This report was prepared for the Bill and Melinda Gates Foundation by Kinetic West. Kinetic West was asked to investigate the enabling conditions that support strong college and career advising for Washington state students and understand how Washington state is performing relative to those areas.



Key questions for this project

What components must be in place to support an equitable and effective advising system for all Washington students?

Where in Washington do these components exist? How strong are they? Where should they develop?

How can various stakeholders of education, including communities, school districts, state agencies and philanthropy strengthen the field of advising in Washington?

Project Components

College and Career Advising Framework:

- Outlines key components of effective and equitable college and career advising
- Builds on Gates Foundation US Program's work

Current State of WA's College and Career Advising Report:

- Analysis of statewide district, school and CBO survey respondents on college and career vision, staffing, partnerships, curriculum, data and equity practices.
- College and career advising workforce analysis
- Deep dives on best practice districts and national leaders in college and career advising
- Recommendations for advancing college and career advising in Washington

How we defined “College and Career Advising”

College and Career Advising in this project means...

Structured support to help a student define, attain, and complete college and career goals (i.e. not general mentorship), including the organized delivery of the following types of supports:

- College and career awareness and exploration
- College selection advising
- College or postsecondary program application support – including financial aid counseling
- High school to college or postsecondary program transition support
- College or postsecondary program persistence support
- Career skills training for students

This research is focused on...

- Advising that leads students toward a degree, industry-recognized certification, or other stackable credential offered by an accredited university, community and technical college, apprenticeship, or training program
- Washington state students, particularly improving college and career advising for Black, Latino, and Indigenous students; students from low-income backgrounds; and rural students
- The wide range of partners and providers that can support advising which might include counselors, teachers, community-based organizations, coaches, or other partners in local communities



Why “College and Career Advising”

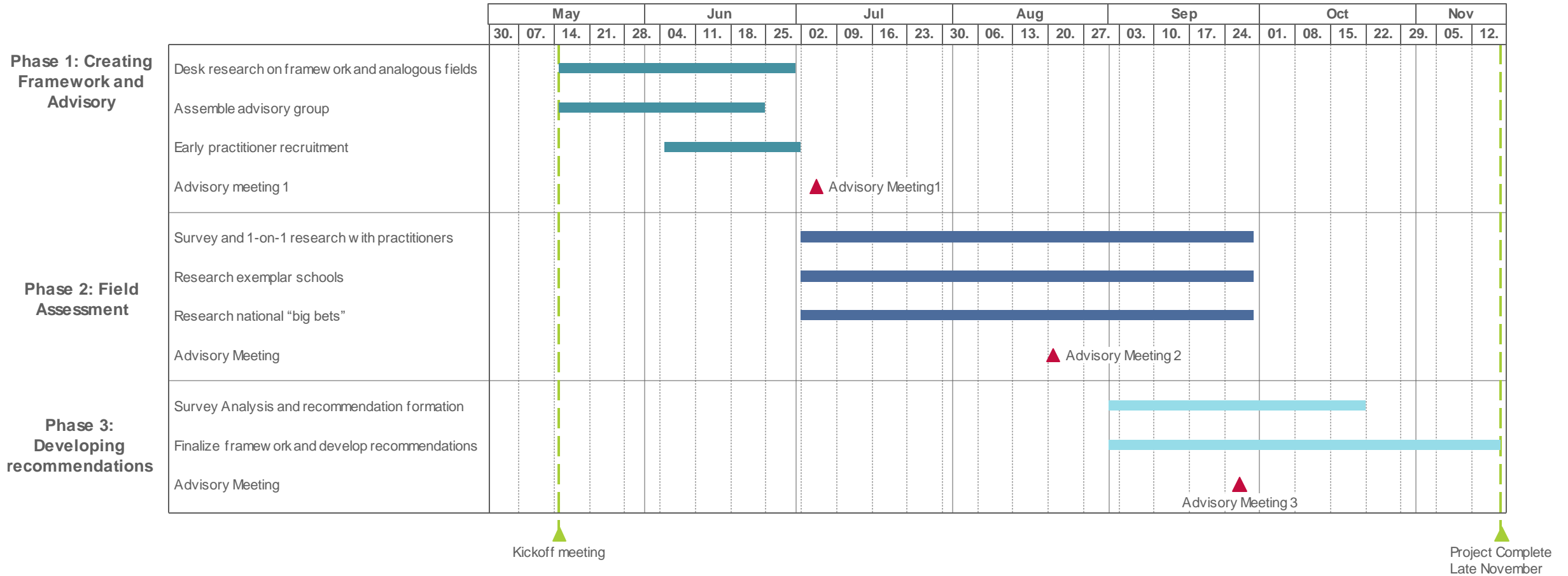
An overwhelming majority of students, across all subgroups, aspire to complete some form of postsecondary education. But many never enroll, and among those who do, too few obtain a degree or credential, with substantial gaps across income levels and racial and ethnic groups.¹

- Universally, Black and Latino high school students report aspiring to achieve financial stability, personal autonomy, and the ability to make meaningful contributions to their communities – aspirations which are closely tied to postsecondary education and training. Still, nationwide only 60% of Black and Latino high school graduates immediately transition into a postsecondary program, compared with 70% of their white peers.²
- Specific to Washington State, while 86% of students in the class of 2021 graduated from high school, only 50% enrolled in a postsecondary program, and only 40% are projected to attain a postsecondary credential by the age of 26.²

Research tells us that advising which places a student in a consistent relationship with access to a trusted and/or well-trained adult can help turn these statistics around.

- Students from low-income families have been found to have the greatest need for advising, but the least access to counselors and advisors.⁵
- School counselor interventions related to college have been found to be a form of “student social capital”⁶ – influencing not just whether a student enrolls in a postsecondary program, but whether a student chooses a program that is a good fit for their skills and future goals.⁷
- Advising interventions do not have to be limited to just the designated school counselor to be impactful – effective advising can come from any trusted adult who makes a student feel “acknowledged, listened to, and valued for who they are”.⁷
- Among students whose parents had a high school diploma or less, 74% attended college within 3 years of high school graduation if they had met with a counselor about college in high school, compared to 49% of those who did not meet with a counselor about college.⁸

Project Timeline



About the Project Team: Kinetic West

Kinetic West is a social impact consulting firm based in Seattle, WA. Our expertise includes strategy, data analytics, human capital, program design, and capacity building. We work across industries, with a focus on workforce development, education, work-based learning and apprenticeship, and housing and homelessness.

Previous clients in education and workforce development include:



Research Team & Advisory Committee

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Practitioners in Washington’s college and career advising field who guided our research and provided feedback on the framework, findings, and recommendations.

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Research Methods

Research Inputs

Interviews: National and Local Promising Practices

Conducted interviews with NCAN, ESG, Texas Impact Network, Texas College Access Network, Texas OnCourse, OneGoal, High Tech High Graduate School of Education, Connecticut Rise, Advise Tennessee, Tennessee Score, as well as four WA school districts with strong postsecondary enrollment and state agencies working on college and career advising

Interviews Conducted
(National + WA)

18 (10+8)

Surveys: District and Partner

Administered two statewide surveys

- District survey: 48% of respondents came from urban school districts, 23% from suburban school districts, 29% from rural school districts.
- Partner survey: Included large and small community-based orgs and higher education partners supporting college and career advising

Survey Responses
(District + CBO)

154 (129+25)

Desk Research: Framework

Reviewed 13 national frameworks, 17 college and career advising models and toolkits, and 13 state policy research reports into college and career advising to establish the initial elements of the Washington State framework

Frameworks Reviewed

43

Desk Research: Workforce

Analyzed job descriptions to learn typical job duties required, qualifications sought and wages offered in various advising-related roles; reviewed OSPI data on counseling workforce demographics

Job Descriptions
Analyzed

37

Note: 143 individuals responded to the district survey, however, middle school respondents were removed from the analysis for consistency of findings. Similarly, 29 individuals responded to the CBO and higher education partner survey, however, duplicate respondents from the same program were removed from analysis.

Research Limitations

Our project used self-reported information from surveys and interviews

We were not able to get responses to our surveys or interviews from every school district or college advising related community-based organization in Washington state. Certain school districts like Vancouver, Federal Way, and Spokane had multiple responses, while other districts like Tacoma or Seattle, only had one respondent to the survey per district (however, the single respondent was from the district-level lead office for college and career advising). Not all school districts who we contacted for an interview had the time or capacity to participate. However, our survey samples are generally representative of the state's high school educators and advising providers.

Postsecondary enrollment data can be limited, conflicting

Postsecondary enrollment data can be challenging to track. We used the [ERDC High School Graduate Outcomes](#) dataset for postsecondary enrollment data which uses National Student Clearinghouse data supplemented with SBCTC data for WA public 2-year colleges and PCHEES data for WA state 4-year colleges. However, this data is not complete for every district (for example postsecondary enrollment disaggregated by race is not always available due to data suppression of small groups). There are other measures of college enrollment in use in Washington, including data from the [Community Center for Education Results](#) or school district's own data which can conflict based on the data sources.

Our project focused on enrollment, not persistence

Our research focused on postsecondary enrollment for high school students in Washington State. Another important measure of postsecondary success is postsecondary persistence – the continued year to year enrollment in any postsecondary institution. Persistence was not in scope for this research project, but engaging postsecondary education and training providers in further discussion of how advising impacts persistence could be a pertinent field of future study

Our research focused on high schools only

This project focused on advising in 9th-12th grade high schools, where the majority of college and career advising happens as of today. There is a growing interest in also improving college and career advising in middle school or earlier, as reflected in new standards for High School and Beyond planning. This was out of scope for this research project.

About District and CBO Survey Administration

Process

School and District Survey

- Kinetic West directly shared the 20-minute survey with college and career leads and school counselors in 63 school districts – the Top 25 largest school districts in Washington state, and a geographically diverse set of small and mid-size school districts statewide
- The Washington School Counselors Association, OSPI School Counseling team, Washington Student Achievement Council and GEAR-UP also shared the survey with their member partners
- 143 individuals from 70 school districts from across the state completed the survey

CBO and Higher Education Partner Survey

- Kinetic West shared the 15-minute CBO survey with partners who participated in the Gates Foundation’s research conducted the previous summer (2022) into the landscape of community-based college and career advising partners
- 29 individuals from 23 organizations responded to the survey

For both surveys, respondents received a \$50 stipend for participation

Thank you to all our partners



About “Promising Practice” WA Districts

Our goal was to identify WA districts who already had strong outcomes for postsecondary enrollment among specific groups:

- **Students receiving Free and Reduced Price Lunch (FRPL):** The most widely available indicator for approximating the # of low-income students in a school district
- **Students of color:** Specifically Black, Latino, and/or Indigenous students as these populations are a particular focus for the Gates Foundation.

We used [ERDC High School Graduate Outcomes First Year Enrollment Data](#) to identify the top 10 districts in each category in the 2021-22 school year (latest available data) – 20 districts in total (see Appendix for full list)

We then created a list of 10 districts to attempt to interview based on 1) school districts in a top 10 list and 2) geographic diversity based on ESD

We invited all 10 of the districts to participate in interviews about their practices, 4 completed interviews with the team (Highline, Tukwila, Mount Baker, and Spokane)

“Promising Practice” districts we identified for deeper dive interviews

District	Region
Highline	Puget Sound
Manson	Central
Mount Baker	Northwest
Ocosta	Peninsula
Pomeroy	Central
Tukwila	Puget Sound
Warden	Central
Chief Leschi*	Puget Sound
Muckleshoot*	Puget Sound
Spokane*	Eastern

Note: In identifying districts with strong performance among students receiving FRPL and students of color, we used OSPI report card data to narrow our search to districts with at least 40% FRPL enrollment or 40% student of color enrollment – this was to control for districts where a high percentage of each group may enroll in postsecondary, but the absolute number of students in each group was comparatively low

*These districts were not in one of the “top 10” lists based on ERDC data, but we wanted to pursue qualitative data gathering from at least one large Eastern WA school district and a tribal compact school. The two tribal compact districts – Chief Leschi and Muckleshoot – were recommended by OSPI

About National “Promising Practices”

Process

Desk research

- In reviewing the national frameworks in our desk research phase, we identified states with advanced college and career advising practices

Partnering with the Bill and Melinda Gates Foundation

- Bill and Melinda Gates Foundation’s national education team is working on a project focused on “enabling conditions” for high-quality college and career advising
- The research team attended a national convening organized by Gates with leading practitioners in the advising space and learned about national best practices

Interviewing select practitioners

- The team invited the practitioners from states or organizations who were flagged in the desk research phase to sit for additional deep dive interviews
- From those interviews the “Promising Practices” summaries were developed

National practitioners interviewed





Advising Framework

Why have a framework? How can it be used?

Framework Purpose



Help districts and communities understand the components of a strong college and career advising system



Make it easier for districts and communities to highlight their own progress toward a strong college and career advising system



Enable conversations and resource sharing between districts, communities, funders, and policymakers about filling gaps in college and career advising statewide

How to use the Framework

Assess “current state” with a team: Schools or districts looking for a starting place for their college and career advising efforts can use the framework to assess their current college and career advising program

Create prioritized strategy for progress: Schools or districts can use the framework to develop a strategy for working toward more equitable and effective college and career advising systems, with priorities, roles, and actions to be taken by each stakeholder

Seek partnerships: The framework can help schools and districts understand where they need to fill gaps via partnerships with community-based organizations, higher education institutions, training programs, or labor unions and apprenticeship programs

Advocate for policy changes: The framework can also help schools and districts advocate for policy changes needed to improve postsecondary enrollment outcomes for every student

How we created this framework – Desk research and interviews with college and career advising stakeholders



From initial research came the early framework versions, which we workshopped with the advisory committee

Elements of a Successful Advising System	Texas Education Association Effective Advising Framework	Aligned Advising	Beyond 12	KIPP Match Framework	PACE Illinois	Bellwether Equitable postsecondary advising systems	Data Quality Center	OneGoal Rubric for Postsecondary Readiness	CARA (College Access and Readiness Assessment)	Momentum Metrics	UnlockED
Effective partnerships to support identification, persistence of students from underrepresented backgrounds	X							X			X
Clear roles and responsibilities	X										
Data sharing agreement											
Family and community engagement											
Partnerships focused on high barrier students		X									
High quality content and curriculum											
Scaffolded for 9th-12th grades											
Consistently implemented, comprehensive in scope		X									
Providing engaging instruction, not just information		X									
Tools that support real time/in-time tracking and interventions	X	X									
Regular reporting and accountability to goals											
Data quality standards	X										
Case management system providing real time tracking	X										
Access to labor market information	X										

The full framework will have indicators for each element...

An equitable and effective college and career advising system...

That could look like....

Has committed leadership and a resourced vision for success	<i>Sets a clear and measurable goal for postsecondary attainment that leaders and staff are committed to</i>	<i>Has a designated district- level leader with control of a designated college and career readiness budget</i>	<i>Provides regular public updates to board, report cards toward progress</i>
Invests in staff capacity and content expertise to execute vision	<i>Trained staff with clear roles and responsibilities</i>	<i>Specific designated staff person in each school with college and career readiness responsibilities, supported by all staff</i>	<i>Sufficient staffing (teachers, counselors, college access providers, etc.) to meet student needs</i>
Builds sustained and impactful partnerships to equitably support all students with college and career advising	<i>MOUs with partners with clear roles and responsibilities</i>	<i>Data sharing agreements in place</i>	<i>Specific, culturally responsive practices for family and community engagement</i>
Uses a high-quality curriculum	<i>Scaffolded for 9th-12th grade, comprehensive in scope</i>	<i>Consistently implemented during the school day and culturally responsive</i>	<i>Provides instruction, not just information</i>
Centers and elevates student voice and family engagement	<i>Structured process for helping students define and explore their own interests and identities, beginning at least in 9th grade</i>	<i>Provides varying, year-round college and career exploration experiences to all students starting at least in 9th grade</i>	<i>Checks in with students regularly to update planning</i>
Provides access to data tools that provide real-time tracking and in-time interventions	<i>Data systems staff are trained to use and update daily</i>	<i>Data quality standards that are shared across districts</i>	<i>Regular meetings to track data against goals</i>

Final Framework for Effective and Equitable College and Career Advising



Vision



Curriculum



Staffing



Data



Partnerships



Equitable Supports

Framework for effective and equitable college and career advising in Washington State



Vision

District and school level leaders are committed to a shared, resourced vision for students' college and career success



Curriculum

School leaders deliver student-informed college and career advising curriculum to every student from 6-12th grade



Staffing

District and school level staff have the time, budget, and training to execute their shared vision



Data

District and school leaders have data tracking tools that allow real-time and in-time interventions for district, schools, and students



Partnerships

District and schools build impactful, sustainable partnerships to equitably support all students with college and career advising



Equitable supports

College and career advising is available to every student, is inclusive of all career and higher education pathways. Students define, explore, and develop a plan around their specific post-high school interests, and students, families, and communities share feedback that is regularly used to help college and career advising improve.

Deep Dive: Framework for Effective and Equitable College and Career Advising (1/6)



Framework Element

District and school-level leaders are committed to a shared, resourced vision for students' college and career success

That looks like...

- *Superintendents, principals, teachers, and staff are committed to a shared goal that every student graduates prepared for and enrolled in a college, postsecondary training, or career training program*
- *Each district and school has a designated leader responsible for college and career advising*
- *District has established partnerships with community-based organizations and works with them to develop the goal*
- *District is focused on helping students develop a “postsecondary mindset” – the view that their learning and planning must extend beyond high school graduation*
- *District has a budget and resource plan dedicated to college and career advising*

Deep Dive: Framework for Effective and Equitable College and Career Advising (2/6)



Framework Element

District and school-level staff have the time, budget, and training to execute their shared vision

That looks like...

- *District has documented roles and responsibilities for college and career advising, including the role of district leadership, school leadership, teachers, school staff, and community partners*
- *Each school has a designated leader for college and career advising, and that leader trains all staff to participate in developing a student's college and career mindset*
- *School staff have time for professional development needed to implement the district's shared vision for college and career advising*
- *Schools have defined roles and responsibilities assigned to specific staff – including counselors, teachers, and paraprofessionals – to meet the needs of students and support effective advising*

Deep Dive: Framework for Effective and Equitable College and Career Advising (3/6)



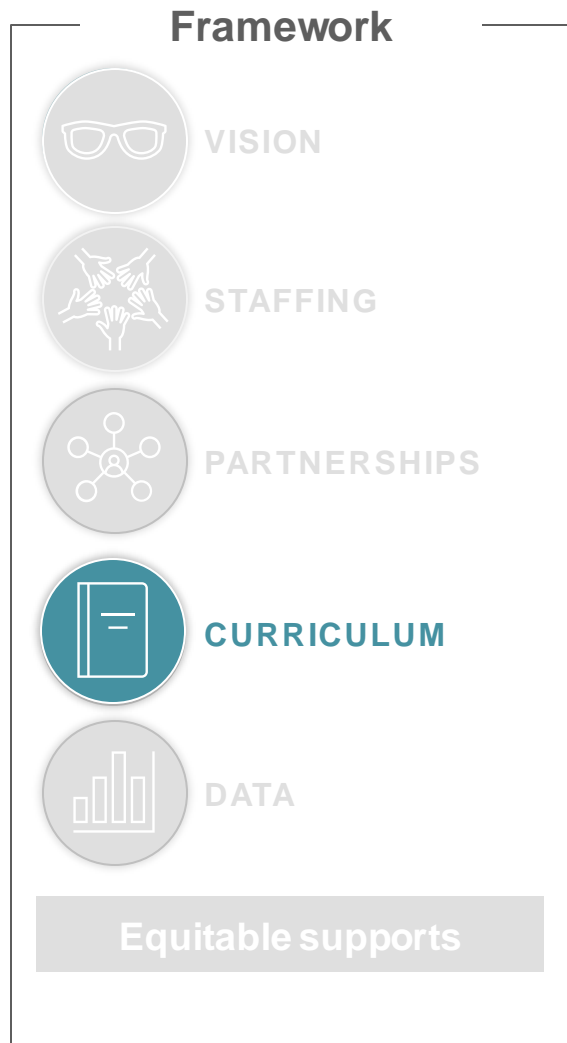
Framework Element

District and schools build impactful, sustainable partnerships to equitably support all students with college and career advising

That looks like...

- *District assesses student supplemental needs for college and career advising and proactively builds partnerships with local and/or statewide partners to meet student and families' needs*
 - *Local and/or statewide partners can include higher education partners, apprenticeship programs, and community-based organization supporting college and career advising*
- *Partnerships are documented, sustainable (e.g. scaled to district needs, funded on an ongoing basis, not one-off), and have clear roles and responsibilities*
- *Specific partnerships are in place to support the major cultural communities present in each school with effective college and career advising*
- *Each school has sustainable practices for engaging community and family members in supporting students' college and career advising*

Deep Dive: Framework for Effective and Equitable College and Career Advising (4/6)



Framework Element

School leaders deliver student-informed college and career advising curriculum to every student from 6-12th grade

That looks like...

- *District/school clearly outlines college and career advising curriculum with year-by-year delivery milestones that guide what lessons students are receiving, when, and by whom (e.g. teacher, CBO, etc.)*
- *Trained teachers and school college and career advising leaders deliver specific instruction in college and career advising during the school day*
- *Goal of curriculum is to cultivate a “postsecondary mindset” in students, by helping students define, explore, and develop a plan around their specific post-high school interests*
- *Curriculum is designed in partnership with community organizations that support college access*
- *Curriculum is informed by at least annual feedback from students and parents/families*
- *Curriculum includes experiential learning (e.g. work-based learning, campus visits, etc.) and implementation of High School & Beyond planning aligned to state requirements*

Deep Dive: Framework for Effective and Equitable College and Career Advising (5/6)



Framework Element

District and school leaders have data tracking tools that allow real-time and in-time interventions for district, schools, and students

That looks like...

- *District/schools use an online platform to capture students High School and Beyond plan, so it can be easily updated over time, and accessed by teachers and advisors with privacy training (including CBO and higher education partners)*
- *Schools track student progress toward college and career advising in real-time (including grades, college and career activities completed, FAFSA/WAFSA completion, etc.). School staff receive in-time alerts to keep students on-track*
- *Schools collect qualitative data from students about their experience with college and career advising supports and use data to inform improvements*
- *District can track and report progress toward their overall college and career advising goals (such as postsecondary enrollment, financial aid completion) in real-time and provide regular reports*
- *Data can be seen at the individual student level or at population level and is disaggregated by race, ethnicity, gender, IEP status, free and reduced priced lunch enrollment, primary language, or other focus population indicator*

Deep Dive: Framework for Effective and Equitable College and Career Advising (6/6)



Framework Element

Equitable support underlies all elements of the framework, and racial equity should be viewed as a critical part of all college and career advising programs

In the context of this framework, equitable support means...

- *College and career advising that is available to every student*
- *College and career advising that is inclusive of all career and higher education pathways*
- *Advising that encourages students to define, explore, and develop a plan around their specific post-high school interests*
- *Advising that helps students, families, and communities share feedback*
- *Advising that regularly uses that feedback to help college and career advising improve*
- *Advising that supports targeted universalism – providing high-quality college and career advising to all students, with specific additional supports for focus populations in a school district*

Recap: Framework for effective and equitable college and career advising in Washington State



Vision

District and school level leaders are committed to a shared, resourced vision for students' college and career success



Curriculum

School leaders deliver student-informed college and career advising curriculum to every student from 6-12th grade



Staffing

District and school level staff have the time, budget, and training to execute their shared vision



Data

District and school leaders have data tracking tools that allow real-time and in-time interventions for district, schools, and students




Partnerships

District and schools build impactful, sustainable partnerships to equitably support all students with college and career advising



Equitable supports

College and career advising is available to every student, is inclusive of all career and higher education pathways. Students define, explore, and develop a plan around their specific post-high school interests, and students, families, and communities share feedback that is regularly used to help college and career advising improve.



Current State
Research Findings

The research focused on getting practitioner input on the central categories of the equitable advising framework



Vision

District and school level leaders are committed to a shared, resourced vision for students' college and career success



Curriculum

School leaders deliver student-informed college and career advising curriculum to every student from 6-12th grade



Staffing

District and school level staff have the time, budget, and training to execute their shared vision



Data

District and school leaders have data tracking tools that allow real-time and in-time interventions for district, schools, and students



Partnerships

District and schools build impactful, sustainable partnerships to equitably support all students with college and career advising



Equitable supports

College and career advising is available to every student, is inclusive of all career and higher education pathways. Students define, explore, and develop a plan around their specific post-high school interests, and students, families, and communities share feedback that is regularly used to help college and career advising improve.

We reviewed results from 172 surveys which had strong representation across staff roles, geography and school size

143 school and district level respondents – 129 made the final sample

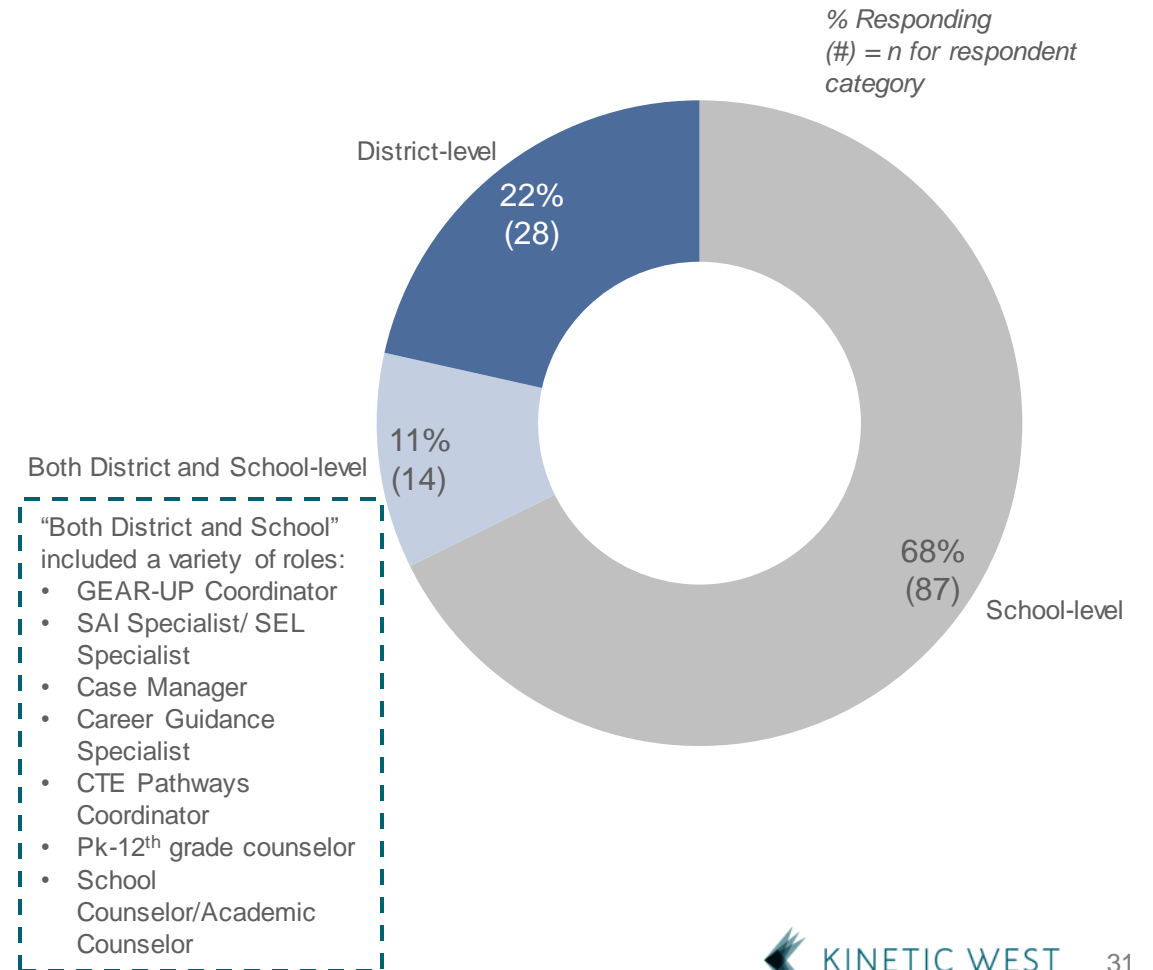
- 15 respondents were eliminated from the sample because they represented only middle schools or junior highs (research focus was high schools)

29 respondents from community-based organizations, with 25 in the final sample

- Four respondents were eliminated because we received either multiple responses from a single program or because the respondent was from an organization primarily focused on serving college students

Surveys ran from July/August through mid-September and survey takers were compensated for participation

Is your role primarily based at the school-level or the district-level?



The District and School survey sample captured the wide breadth of college and career advising roles

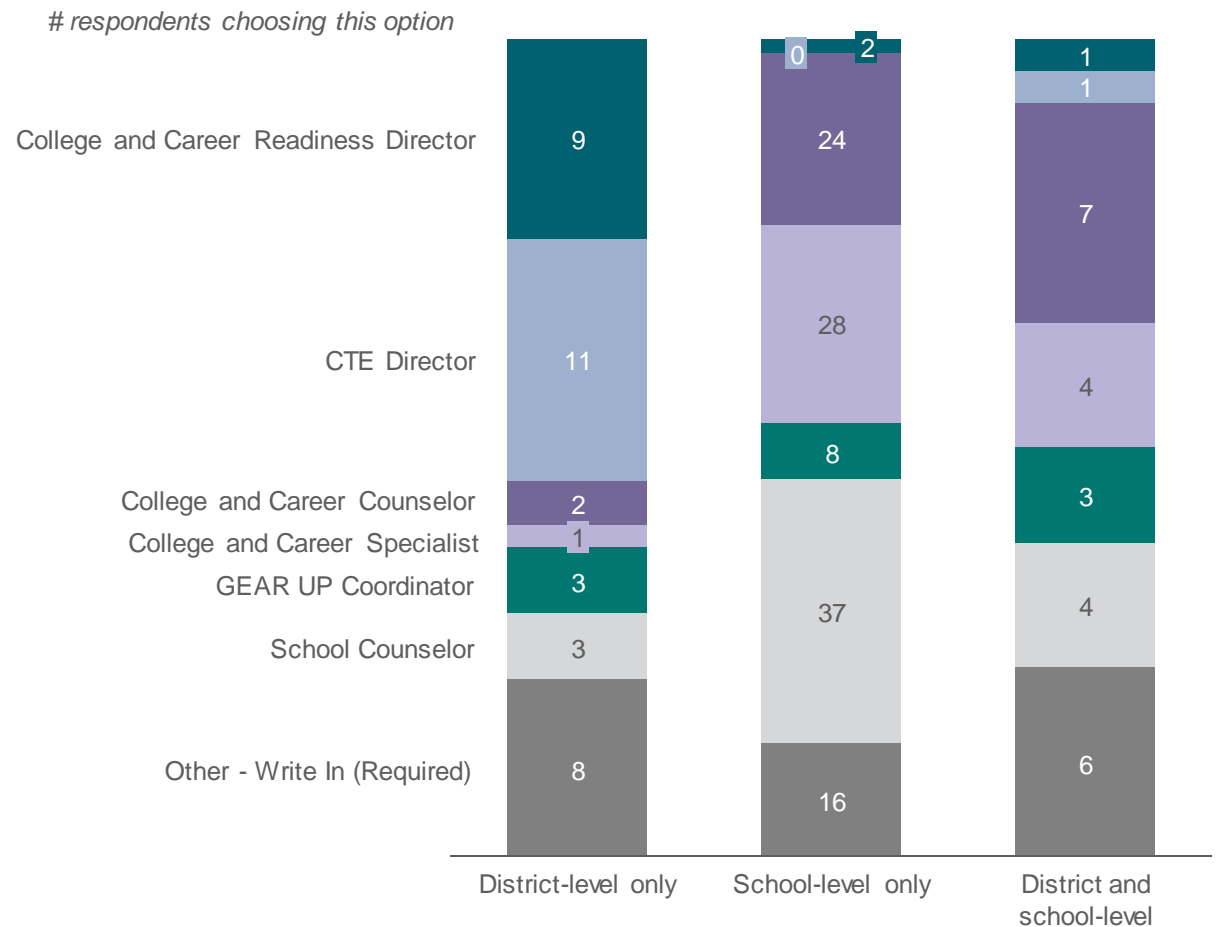
Many respondents indicated they held more than one role

- The total sample for the survey was 129, but because we allowed respondents to check all the college and career advising roles that they held, there were 178 total responses for this question

The large portion of respondents citing “other” speaks to the variety of roles that college and career leads have at both district and school level

- Examples of “Other” responses from district-level: Secondary School Director, AVID District Director, CTE Partnership Lead, Native Education, Principal, Projects in Career Pathways and Partnerships
- Examples of “Other” responses from school-level: Job coach, AVID or CTE teacher, IB coordinator, Scholarship coordinator, College and career counseling/guidance, Teacher

Roles held by survey respondents



Question: “Which of the following roles focused on college and career advising do you hold (check all that apply)?”; Because respondents could check more than one role, n=178; District and school-level n = 26; School-level n = 115; District-level = 37

School and District Respondents were also fairly representative of the state’s comprehensive high schools

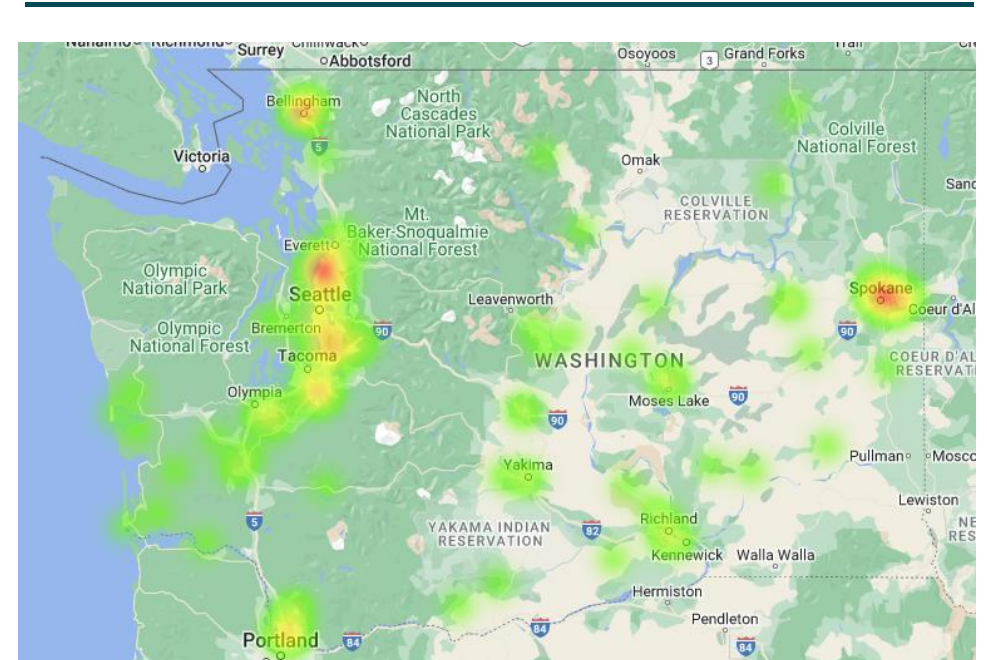
70 school districts from across the state were represented, including 9 of the 10 largest districts in the state

- 48% of respondents work in urban school districts – which serve the most students in Washington state
- 23% of respondents work in suburban school districts
- 29% of respondents work in rural school districts

64% of Washington counties – and 75% of Washington’s top 20 most populous counties are included in the survey sample

Demographic	% in survey sample	% in WA	% of WA HS students served
Urban school districts	48%	29%	53%
Rural school districts	29%	43%	17%

Map of survey respondent locations



Orange/Red = High response intensity/Most # of respondents; Yellow = medium response intensity; Green = low response intensity

Methodology: Conducted [NCES data search](#) for “regular” high schools starting in grade 9 in [Washington State, which includes NCES’ numbers-based locale classification system](#). Using ERDC 2010 Research Brief Definition for Washington State, collapsed NCES definitions to “Large Metro (NCES codes 11 and 12)”; “Metro Suburb (NCES code 21); “Mid-Size” (NCES codes 13,22, 23); “Urban Fringe (NCES codes 31 and 41 if in an MSA)”, “Distant” (NCES code 41 if not in MSA and codes 32, 33, 42, 43)”. For this report, we define “urban” as any school district in the Large Metro and Metro Suburb category; Suburban as “Mid-size and Urban Fringe” and Rural as “Distant”

Most of our respondents come from large high schools in single high school districts – similar to the state population

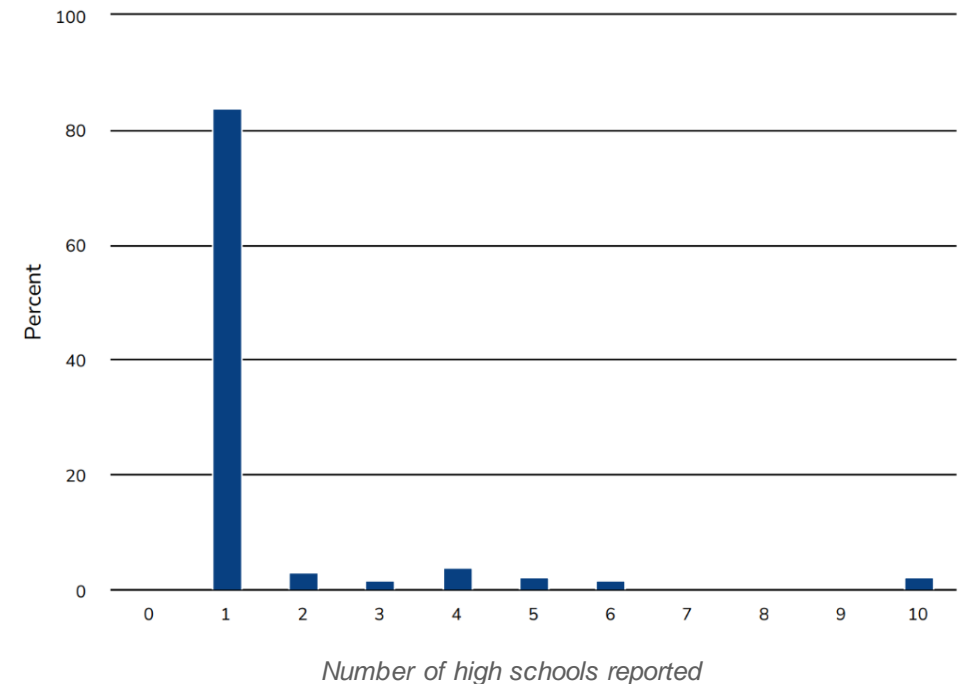
53% of school-level respondents work in high schools with 1300 students or more

85% of all of respondents report only 1 comprehensive high school in their district

Statewide, 81% of school districts serving grades 9-12 have 1 comprehensive high school³

Demographic	% in survey ¹	% in WA ²	% of WA HS students served
Single High School Districts	85%	81%	37%
High schools with 1300+ students	53%	17%	61%
High schools with less than 1300 students	23%	83%	39%

We asked respondents: How many comprehensive high schools in your district?



1. Question: "How many comprehensive high schools are in your school district?"; n = 123

2. Source: OSPI 2023-2024 State Report Card Enrollment Data, filtered by 9th, 10th, and 12th grades only; student n for schools with more than 1300 students = 214,678; student n for schools with less than 1300 students = 136,174; Total HS population = 352,713; # of single comprehensive HS districts in WA: 220, Total # of districts serving grades 9-12: 271; total # of HS students served

3. 2023 OSPI Enrollment Report Card Data, based only on districts with high schools serving grades 9-12, does not include alternative learning environment schools

Survey Response – Community-based organizations (CBOs) and higher education institutions

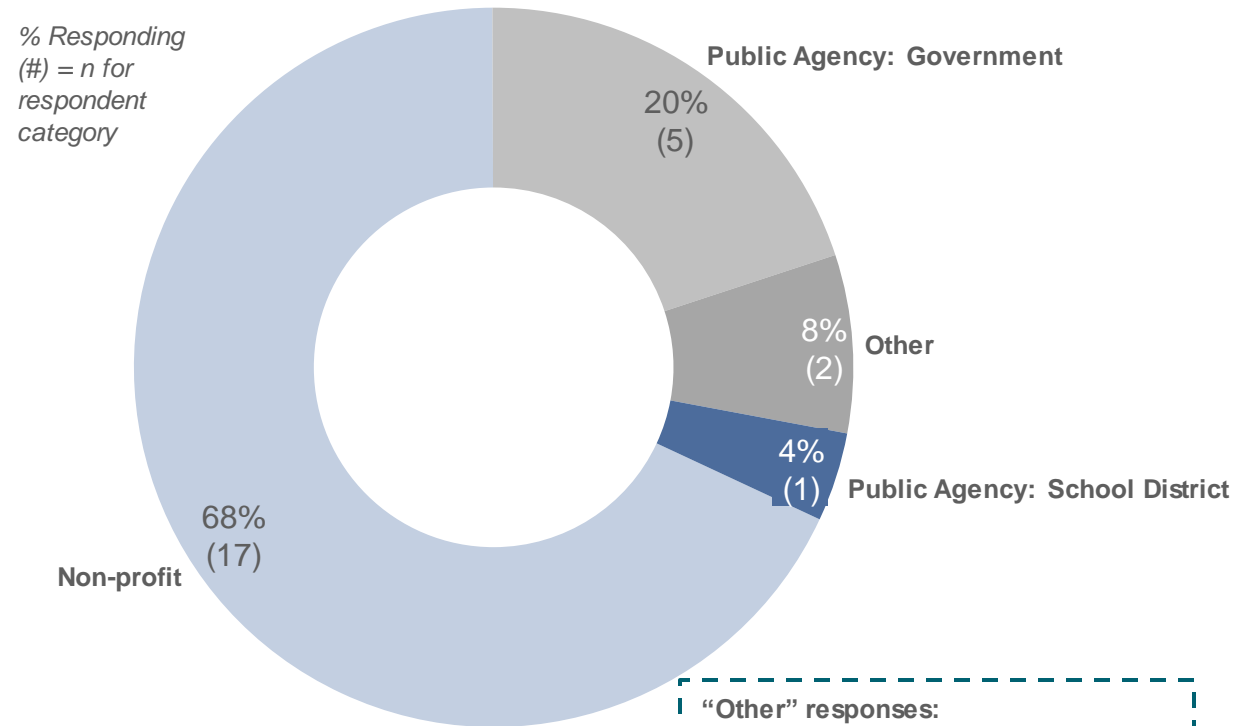
25 respondents working in CBOs or at college access programs at higher ed institutions took our survey

Organizations and programs where respondents worked

- Altera
- Atlantic Street Center – After school
- BRAVE—Trailblazers Program
- College Planning Network
- College Possible Washington – College Access & Success
- College Success Foundation – Rally for College
- Evergreen Goodwill of Northwest Washington -- Youth Aerospace, Youth STEM, Youth Maritime, Youth At Work, Youth On Track
- Evergreen State College – Upward Bound*
- FuturesNW – Learning with Leaders, QuickStart to College, and in-school mentorship
- Girls Inc. of the PNW – Leadership Council, Eureka!
- Leadership Foundations – Proyecto MoLE
- Minds Matter Seattle
- NW Education Access – Post-Secondary Success
- University of Washington – UW College Advising Corps
- WA Student Achievement Council – WA State GEAR UP
- Washington State University – GEAR UP
- Washington State University Tri-Cities – Upward Bound*
- Western Washington University – Compass 2 Campus
- Yakima Valley College – Upward Bound

Note: Some organizations have multiple program sites and thus had multiple respondents for separate programs, for example the Evergreen State college runs Upward Bound in Tacoma, Clover Park, and Shelton. In addition, sometimes organization name is the same as the program name.

“In what type of community-based organization do you work?”



“Other” responses:

- Federal grant administered by a higher education institution
- Partnership between a nonprofit and public agency
- State college



From the Survey:
Vision



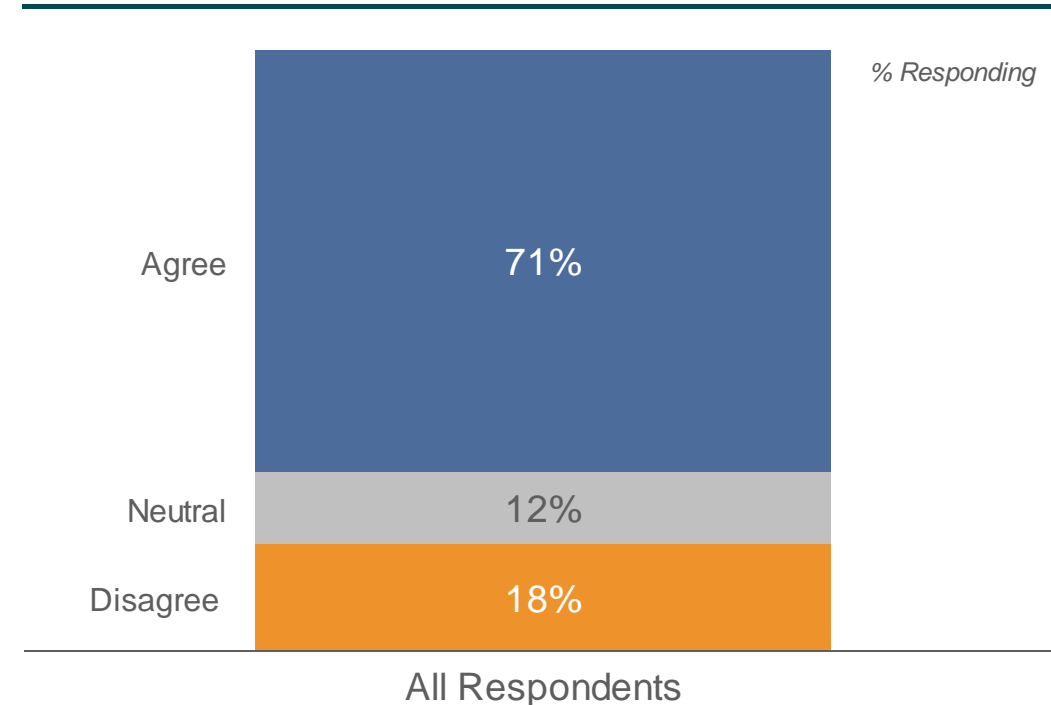
The majority of district and school-level respondents believe their district has a clear goal for postsecondary enrollment

In addition, 67% of all respondents agree that their superintendent is committed to increasing the number of students enrolling in postsecondary education*

- 86% of district-level respondents said they “agree” or “strongly agree” with this view
- 60% of school-level respondents “agreed” or “strongly agreed” with this view

70% of all respondents agree that their high school principals are committed to the same goal of increasing postsecondary enrollment

Does your district have a clear goal for postsecondary enrollment for high schoolers? **



*Q1: The superintendent in my district is committed to increasing the number of students directly enrolling in postsecondary training after high school – including apprenticeships, 2-year, and 4-year college); Q2: The high school principals in my district are committed to increasing the number of students directly enrolling in postsecondary training after high school – including apprenticeships, 2-year, and 4-year college; Agree = sum of “strongly agree” and “agree” responses N=129

**Graph: Q: To what degree do you agree or disagree with the following states: My district has a clear goal for postsecondary enrollment for our students after high school graduation; Response Options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree. “Agree” is a sum of “Agree” and “strongly agree”; Disagree is a sum of “Disagree” and “Strongly disagree”; Neutral is “Neither agree nor disagree”; n=129



However, most staff do not feel they have opportunities to discuss progress toward postsecondary goals

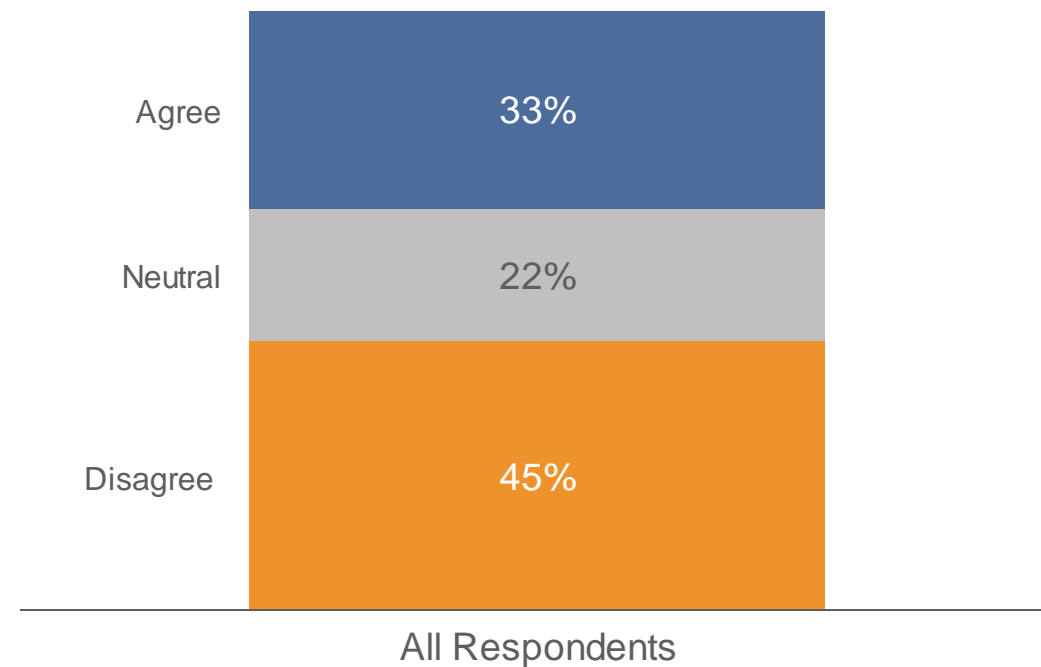
67% of respondents disagreed or were neutral when asked if staff are given regular updates on their postsecondary enrollment goal

69% of respondents disagreed or were neutral when asked if staff meet regularly to discuss progress toward their postsecondary enrollment goal

District-level respondents were more likely to agree they meet regularly to discuss goal progress

- 46% of district-level respondents said they “agree” or “strongly agree” with this statement
- Only 26% of school-level respondents said they “agree” or “strongly agree”

Are regular updates on your district’s postsecondary enrollment goal shared with staff?

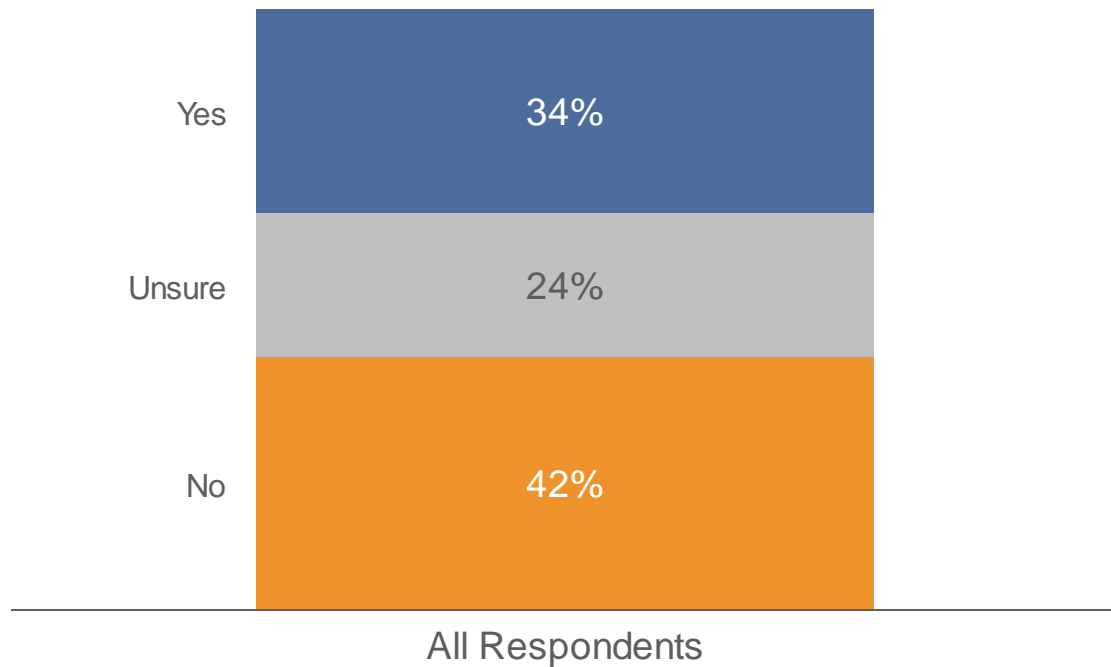


Question: To what degree do you agree or disagree with the following statements: “Regular updates on our district’s [school’s] post-secondary enrollment goal are shared with staff”; Response Options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree. For graph, “Agree” is a sum of “Agree” and “strongly agree”; Disagree is a sum of “Disagree” and “Strongly disagree”; Neutral is “Neither agree nor disagree”; N=129, District-level respondent n = 28; School-level respondent n = 87; Both school and district level respondents n = 14

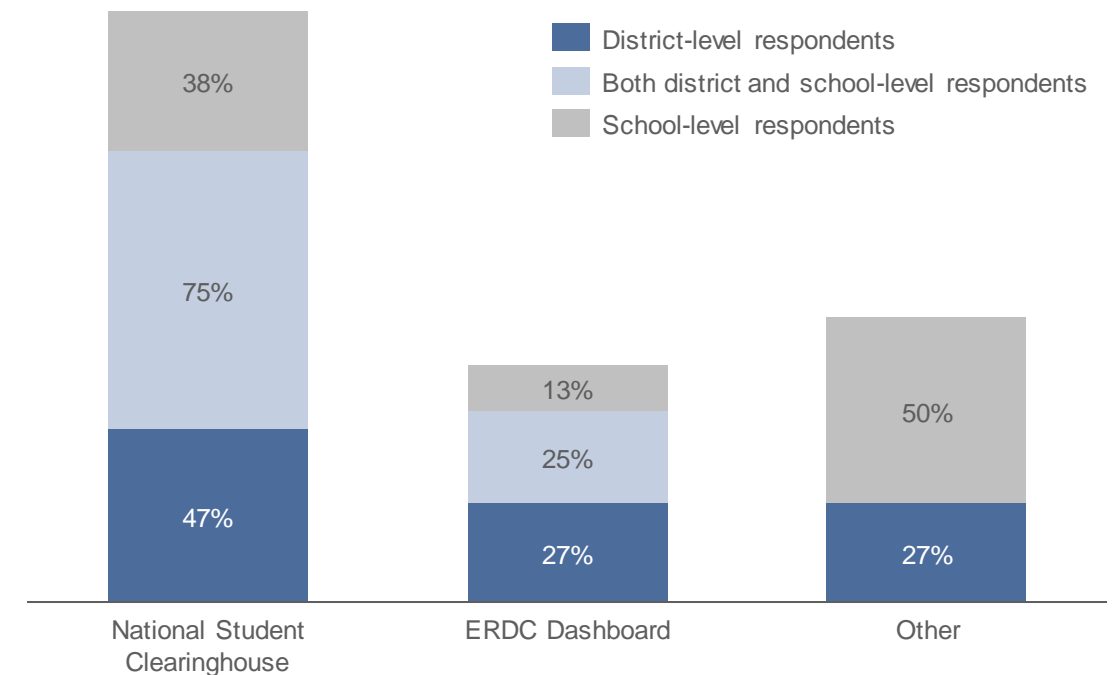


The majority of respondents did not know or were unsure about where to find postsecondary enrollment updates

Do you know where to access annual updates of your school/district's postsecondary enrollment rate?



If yes, where do you access the annual updates of the enrollment rate?

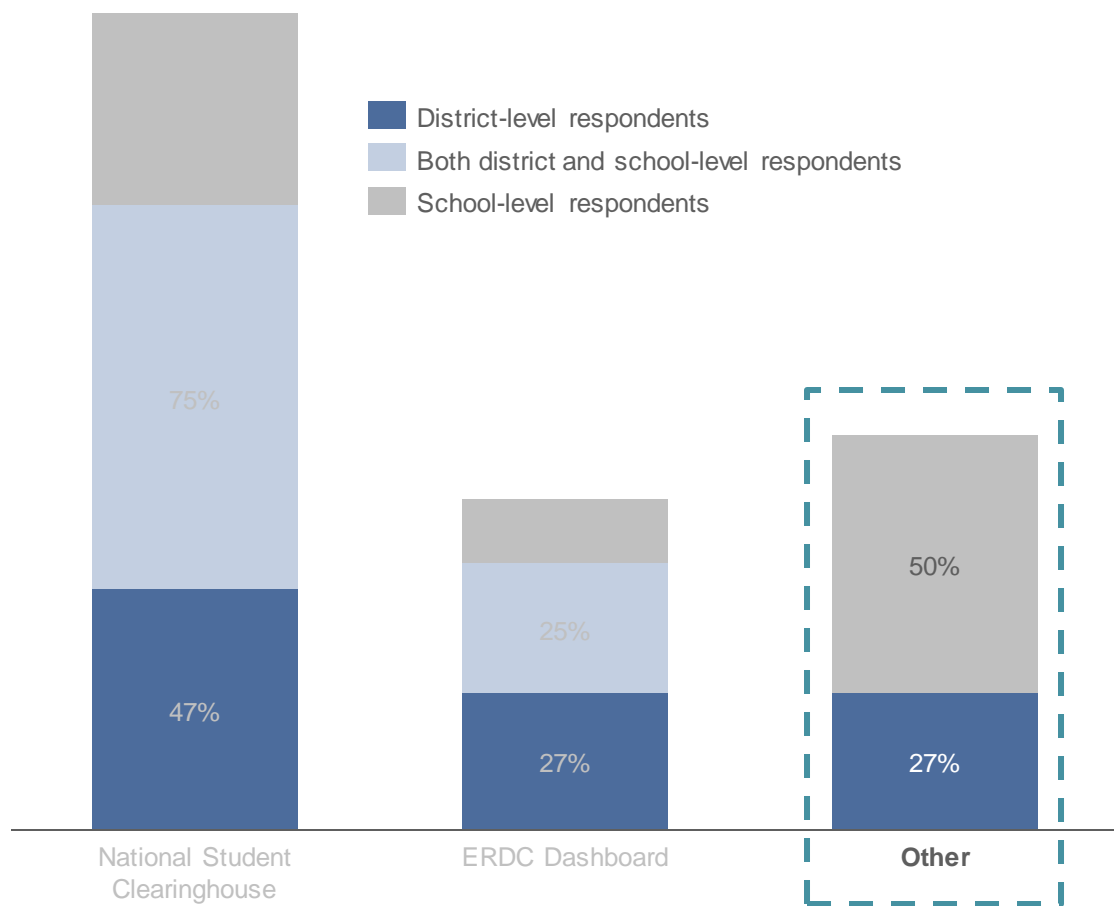


Q1: Do you know where to access the annual updates of your school/district's direct postsecondary enrollment rate?; Responses: Yes, No, Unsure; N=129;
 Q2: "If yes, what data source do you access to learn your school/district's post-secondary enrollment rate?"; Responses: National Student Clearinghouse, ERDC High School Graduate Outcomes Dashboard, Other; District-level respondent n = 15; School-level respondent n = 24; Both school and district level respondents n = 4



Respondents not using NSC or ERDC data rely on internal data or CBO partners to track postsecondary outcomes

If yes, where do you get access the annual updates of the enrollment rate?

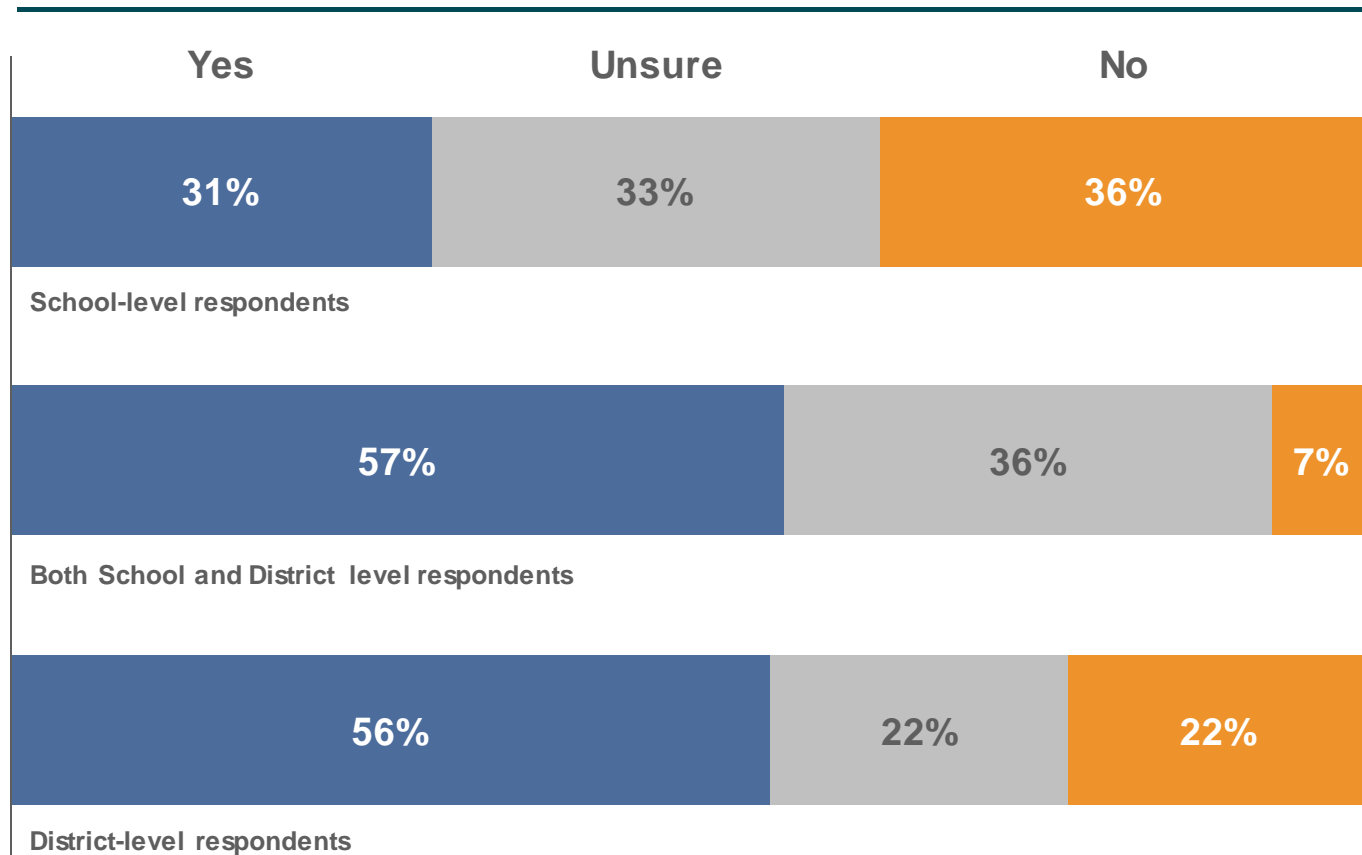


Survey respondents who replied “Other” cited the following alternate sources for researching enrollment:

- Naviance
- Collecting our own data
- From our counselor; Spreadsheet maintained by school counselor
- School profile on school website
- CCLI Data
- Roadmap Project
- Maia Learning
- OSPI, WA State Report Card
- GEAR-UP

Even if the school or district thinks they are familiar with their postsecondary enrollment outcomes, their data may be off

Are you familiar with your district's and/or school's post secondary enrollment rate?



69% of school-level respondents said they did not know or were unsure of their school's postsecondary enrollment rate

56% of district-level respondents said they were familiar with their enrollment rate...

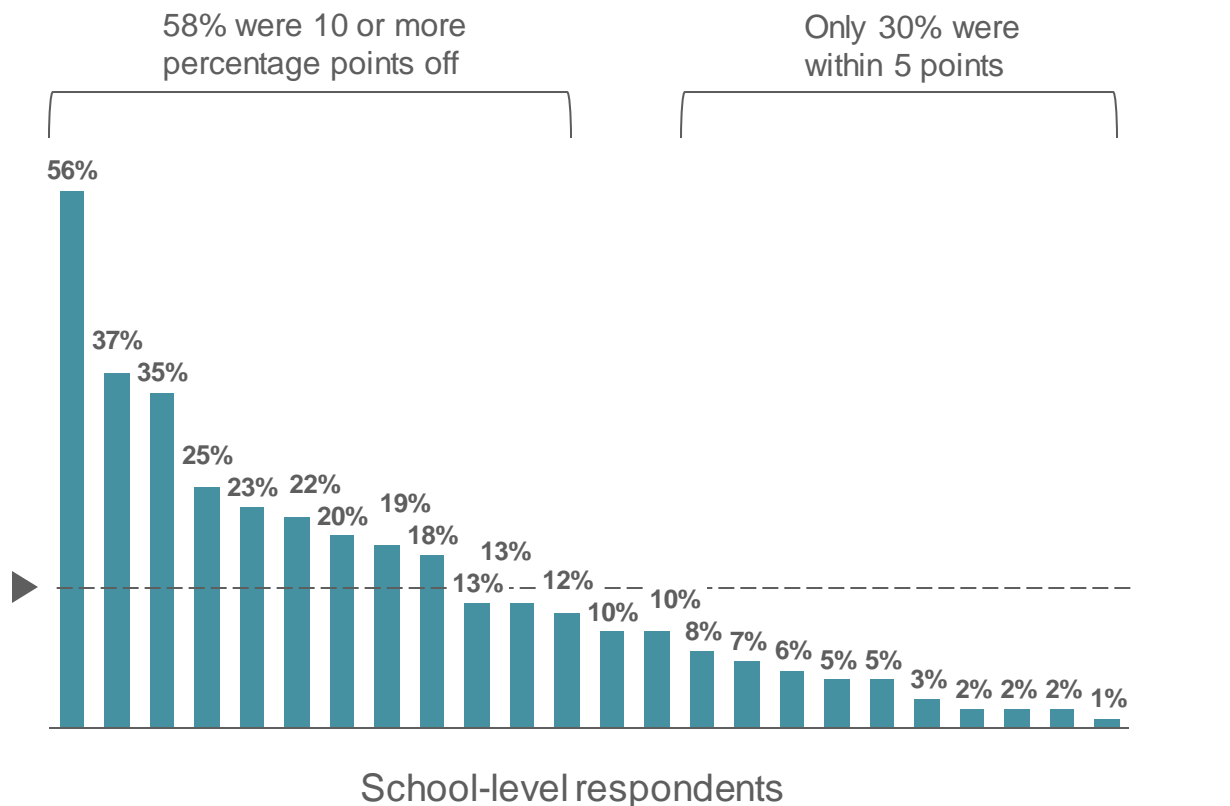
...But when we compared their self-reported postsecondary enrollment rates to ERDC data, we found some discrepancies – and some alignment

- Three out of four district-level respondents *overestimated* the postsecondary enrollment rate
- Only one out of four district-level respondents *underestimated* the rate.
- Approximately 41% of district-level respondents reported enrollment rates that were within 5% of the actual postsecondary enrollment rate

Question: Are you familiar with your school's or district's direct postsecondary enrollment rate (e.g., % of graduating seniors entering a 2-year or 4-year college in the first year after graduation?); Response Options: Yes, No, and Unsure. Note that the Education Research and Data Center does not have complete data for each jurisdiction's postsecondary enrollment rate.; School-level n: 87; District-level n: 27, District and school level n: 14)

At the school-level, there is particular misalignment between perceived and actual postsecondary enrollment rates

Difference between actual postsecondary enrollment rates, and self-reported postsecondary enrollment rates



On average, school-level respondents' self-reported postsecondary enrollment rates were off by about 15% compared to ERDC data

30% of school-level respondents estimated graduation rates that were within 5% of ERDC reported graduation rates for that school

- District-level respondents were slightly more accurate in their estimates. 41% of district-level respondents reported a postsecondary enrollment rate within 5% of ERDC reported graduation rates for that district

Data Notes:

- ERDC datasets may vary from a school's internal data or some of the other sources used like NSC data alone
- ERDC's latest high school graduate outcomes data only goes to class of 2021, so districts and schools may have seen increases in more recent data

There were a total number of 27 school districts that responded to the follow-up of the previous question, "If yes, what is your school's postsecondary enrollment rate?". Three of the schools did not have data on actual postsecondary enrollment rate in the ERDC High School Graduate Outcomes database, so this visual is representative of only 24 respondents.

Source for actual postsecondary enrollment rate: [ERDC 2021 High School Graduate Outcomes](#)



Equitable Supports: Creating an inclusive vision for postsecondary enrollment

Equitable practice recommendation:

- Review disaggregated postsecondary enrollment data regularly
- Specify focus populations in the vision and build strategies to serve those populations

Example of practice in action:

- Some school districts in WA already tailor their postsecondary enrollment goals and supports based on the need to improve outcomes for specific populations – e.g. young Black men, Pacific Islanders, etc.
- Highline School District partners with “Becoming a Man” (BAM), Highline College, and NWEA to better serve young men of color and specifically to increase their postsecondary enrollment outcomes

Continued research questions for school districts

- What are the focus populations for your school district?
- How does your vision for postsecondary enrollment include their needs?
- What strategies can you connect to your vision to serve these populations?

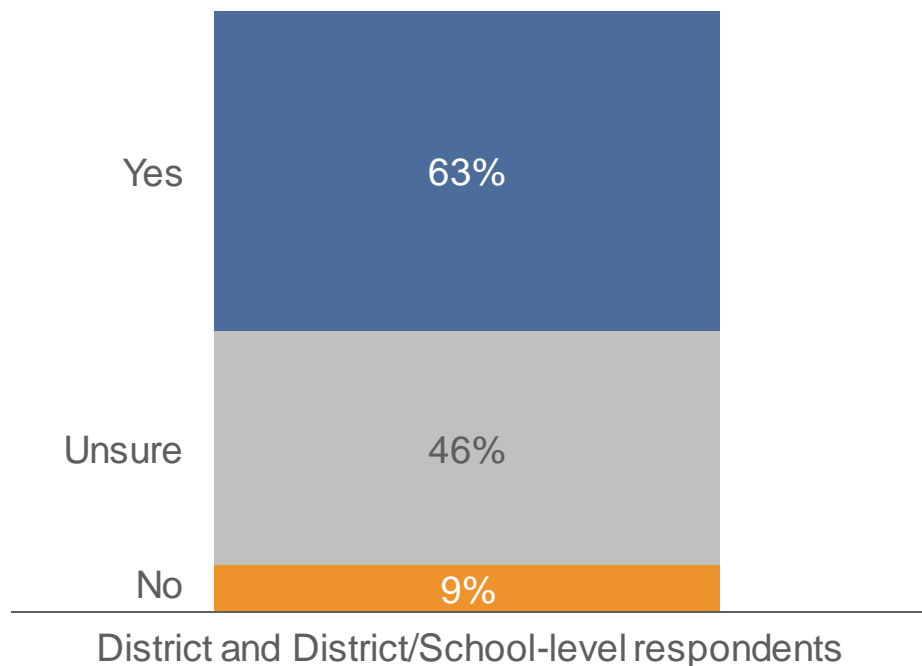


Staffing



Most districts reported having a designated college and career advising lead, but that designee may hold many roles

Does your district have a designated lead for college and career advising?



Question: Does your district have a designated staff lead for college and career advising?; Response options: Yes, No, Unsure; District and District/School Respondents is a combination of respondents who self-identified as working at the "District-level" or "District and School-level"; N=41

The title held by each district’s designated college and career advising lead varied based on district size – with larger districts having more specific roles

Respondents from districts with 100-3000 high school students called their district advising leads:

- School counselor
- College prep teacher
- GEAR UP specialist

Respondents from districts with 3000-7000 high school students called their district advising leads:

- Executive Director, College, Career Readiness, and CTE
- CTE Director
- Director and Assistant Director of College and Career Readiness
- Secondary Director of Teaching and Learning
- School Principal

Respondents from districts with 7000+ high school students call their district advising leads:

- Assistant Director of College and Career Readiness
- Executive Director of Student Success
- Executive Director of College and Career Readiness



At the school-level, the person responsible for college and career advising is typically only the counselor or specialist

The most commonly cited titles for school-level college and career advising leads were:

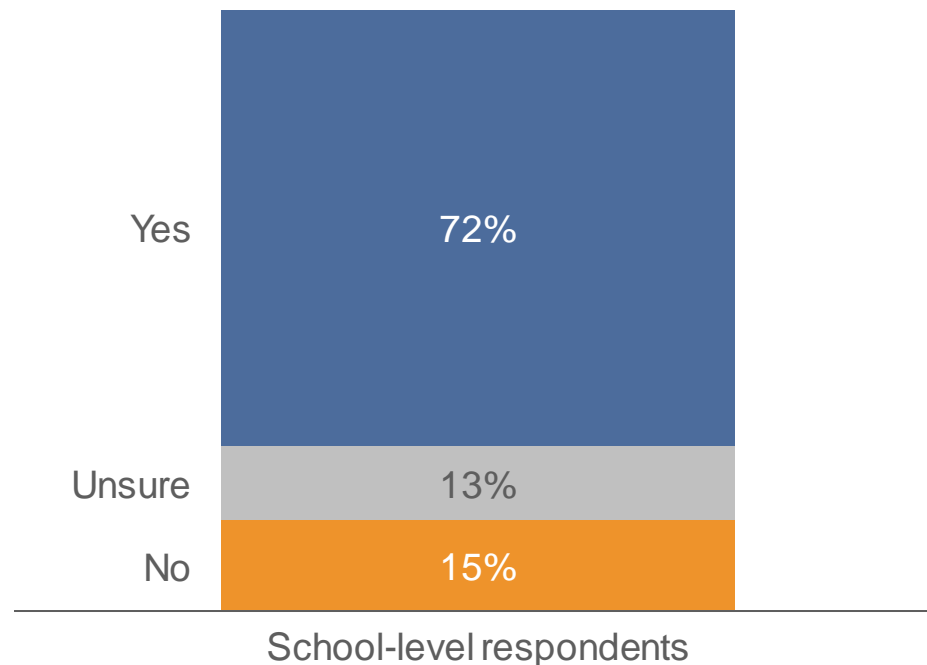
- College and Career Specialists
- College and Career Counselors
- College and Career Coordinators

Survey data suggests **College and Career Specialists** play an important role in advising in WA, and schools see their absence as directly tied to advising quality challenges

“The biggest barrier our school faces is that ... our School Counselors are responsible for 100% of the role that a Career Center or College Counselor/Career Specialist would typically take on.” – School-level respondent

“I am one person who is the career and college advisor, school counselor and 504 coordinator. If there was someone who could be hired as a career specialist, that would be beneficial.” – School-level respondent

Does your school have a designated lead for college and career advising?





However, in recent school counseling job advertisements, college and career advising is not a clearly defined duty

Typical Job Duties for Recently Advertised School and District Counseling Roles

District-level

Admin/Manager

- Supporting vision, planning and implementation of district goals around **college & career readiness**
- Supervising, supporting and evaluating district and school-level employees focused on **college & career readiness** related topics such as CTE, AVID, HSBP, and other district tools

School-level

Admin/Manager

- Developing K-12 curricula and supporting staff training
- **Ensuring curricula prepares students for postsecondary opportunities**

Advisor

- Providing counseling instruction and advising for students
- Coordinating varying in-school and out-of-school events to support student socio-emotional development and well-being, **college and career readiness**, and academic progress
- Collaborating with CBO partners to provide resources
- Tracking student progress and graduation to guide future work
- Supporting implementation of district goals via counseling

In the job postings we reviewed, district-level jobs had duties that more specifically spoke to college and career readiness, while school-level job duties covered a wider range of responsibilities

Based on analysis of 20 recently posted school/district counseling job descriptions in WA in search conducted in July 2023. All job descriptions online were found by using search terms such as 'college access', 'college career readiness', 'school counselor', 'college and career counselor', 'college counselor', 'college and career advisor' on various job posting and district sites. Two job descriptions were provided by school districts via email

Limitations of data collection include: Only able to analyze open positions listed on online; Time of year may have influenced number of open positions; Does not account for offline or less visible job postings



Across the school and district-level, there is a desire for more staff to focus on college readiness, beyond counselors

“The staff in general does not believe college/career advising is their role, therefore, I feel often that I am the one person in the building with focus on this work.”

– College and Career Readiness counselor

“Changing the mindset of all educators in the building that college and career advising support is part of every educator’s responsibilities and not only a few.”

– GEAR UP Liaison

“[One of the most impactful changes would be] Collective impact - teachers believing that CCR support is a part of their responsibility (not solely CCR Facilitator or School Counselor).”

– ED for student success

“[It would help if community-based partners provided a] presentation of opportunities to building, district, and teaching staff. There's a lack of awareness of "what's out there".”

– CTE Director

“[There is a] lack of [College and Career Readiness (CCR)] training for principals who become district leaders, lack of training for CCR leaders and others, lack of buy-in to CCR in general.” – District-level respondent

“[Students will] talk with their teacher/counselor/CBO person, but [information] is not shared between staff and many students move along without being checked on.”

– College and Career Access Specialist

“[One of the most impactful changes would be] OTHER staff (not career center staff) familiarity with advising/information.”

– CTE Director

“[One of the most impactful changes would be] Getting Teachers fully trained and ready to be college and career advisors. Teachers work directly with students weekly in Advisory, and there is limited training time available, given other training requirements for teachers.”

– Superintendent/CTE Director



With college and career readiness responsibility concentrated in few staff, lack of time becomes a problem

What are the biggest barriers to supporting every student in your school with college and career advising?

“There is no time to provide in depth support for students who are new to the college application process or need more than just a 10-minute conversation.” – School Counselor

“Time not being built into the school day for college and career related activities.”
– GEAR UP Coordinator

“Each high school counselor has close to 400 students they manage. Finding time for college and career advising is very difficult.” – School Counselor

“Lack of time/staff. I have too many other responsibilities.” – School Counselor

“We have advisory once a week for 30 minutes and I definitely feel like we could benefit from more time.” – School Counselor

“We do not have advisory time so time has to be carved out of ELA and social studies classes.” – Future Ready Specialist

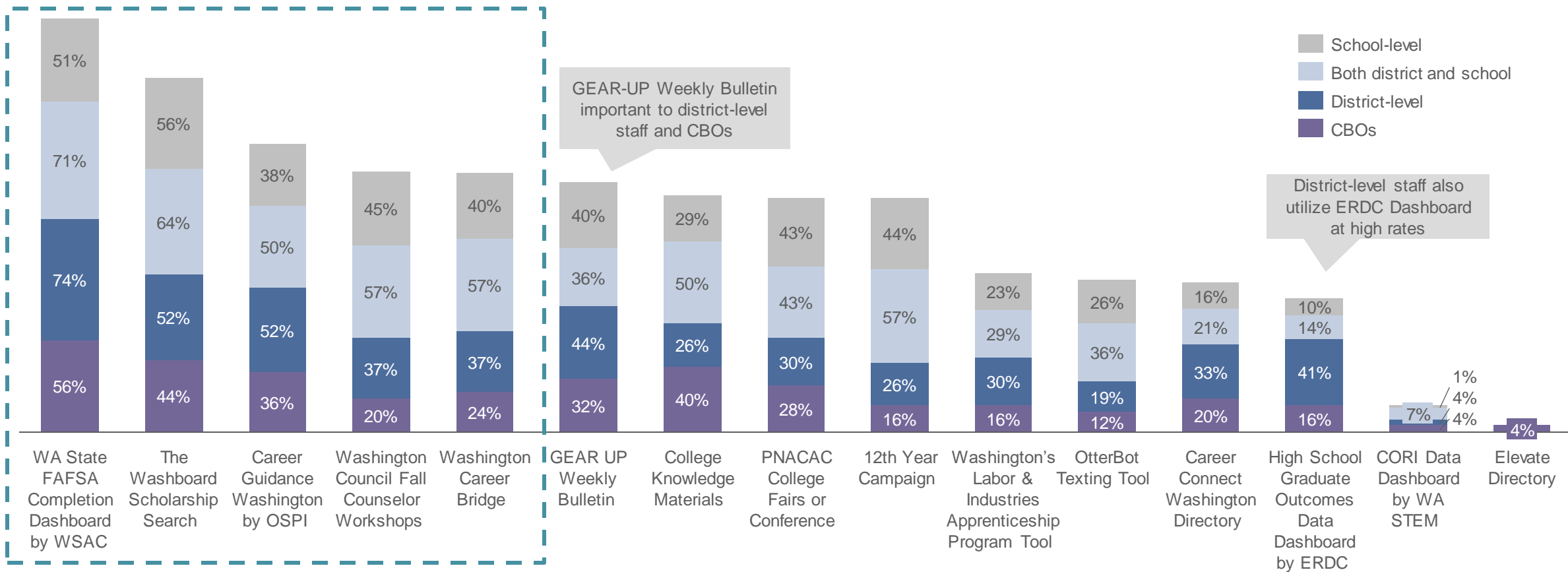
“Time for students to be out of class and time for me to connect with them, all while also being responsible for 504s/advisory/scheduling and mental health support.” – School Counselor

“Time. Students are busy, they don’t want to miss class, they have sports and clubs after school and it makes it hard for students to attend.”
– College and career specialist



Staff and CBOs are making use of existing resources, including state resources...

Which state resources have you used within the last year to support your college and career advising work?



District level n = 28; School level n = 87; Both school and district level n = 14; CBO n = 25



... as well as local and national supports

Within the last year, respondents said they have used...

State agencies and public data

State agencies and professional organizations

- National and State Counseling Associations
- WSAC
- ACTE
- ERDC Data
- WA State Report Card

Labor Market Information

- Washington Occupation Information System
- Career and Technical College Websites
- Worksource
- County Employment Data

Online and digital resources

Licensed technology

- Xello
- Naviance
- Test innovators

Public websites/newsletters

- Goingmerry.com (Financial Aid)
- College Hunch App
- Better Make Room
- YouScience
- Big Future
- OregonASK
- Opportunity Youth Forum
- Georgetown's THE FEED newsletter

Local resources and partners

Local resources

- College breakfasts
- Local college fair
- Black college expo
- “Attending local meetings with industry leaders”
- “Local connections and opportunities”
- “Virtual job shadows”

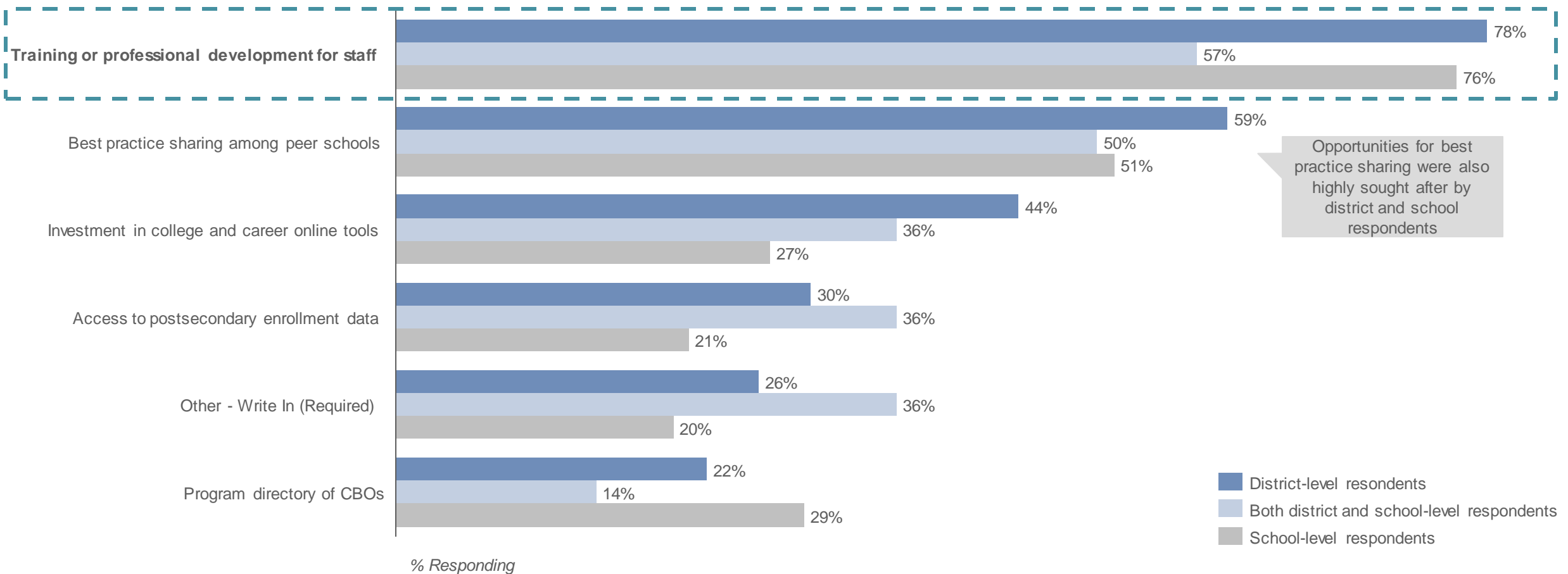
Partner programs

- AVID
- College Success Foundation
- GEARUP
- TRIO
- Opportunity Network
- FuturesNW



But more training and professional development was still seen as an urgent need by survey respondents

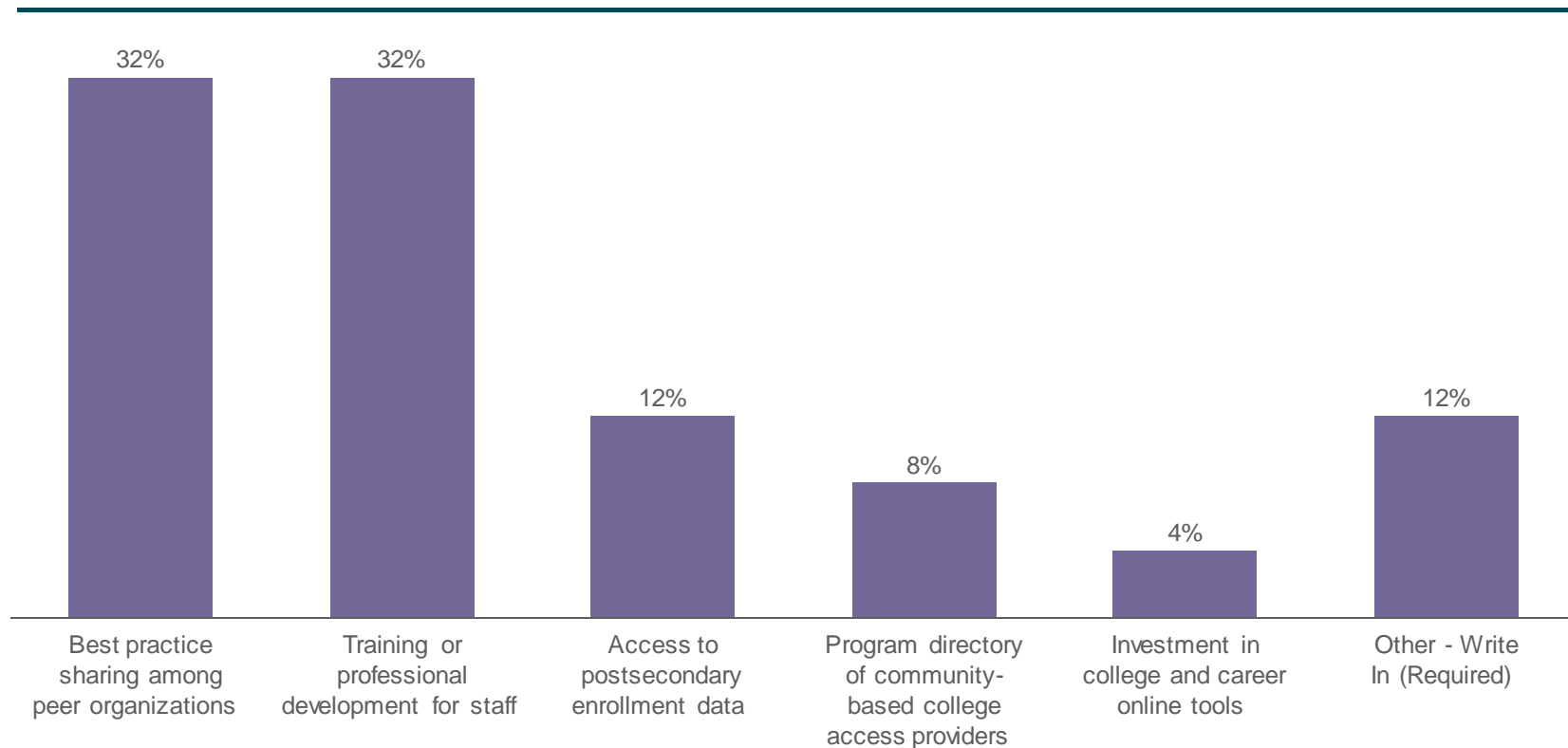
What would help you the most to improve the quality of college and career advising supports in your district/school?





Like their school and district-level counterparts, CBOs see more PD, best practice sharing as their highest priority

What would help you the most to improve the quality of college and career advising supports in your programs?



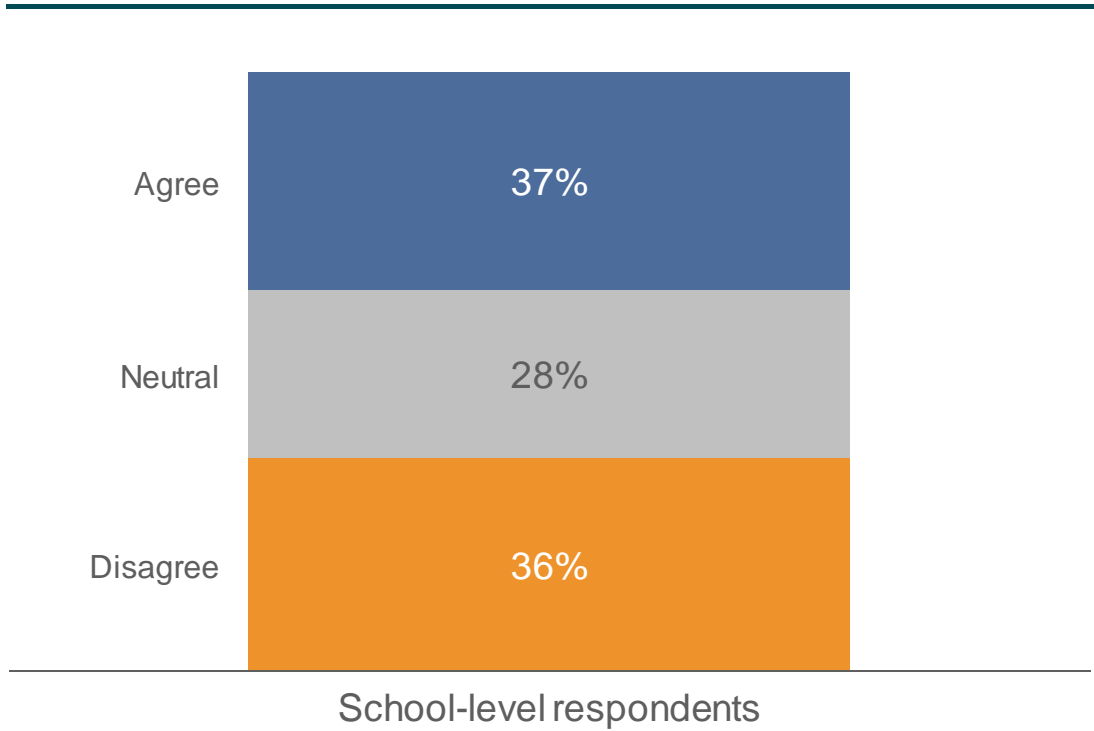
Suggestions in “Other”

- “Streamlined High School and Beyond Plan system we can access across all schools we serve.”
- “A willingness for teachers to excuse their students from class to receive our support.”
- “Required advisory time for all students.”
- “Student database system access.”

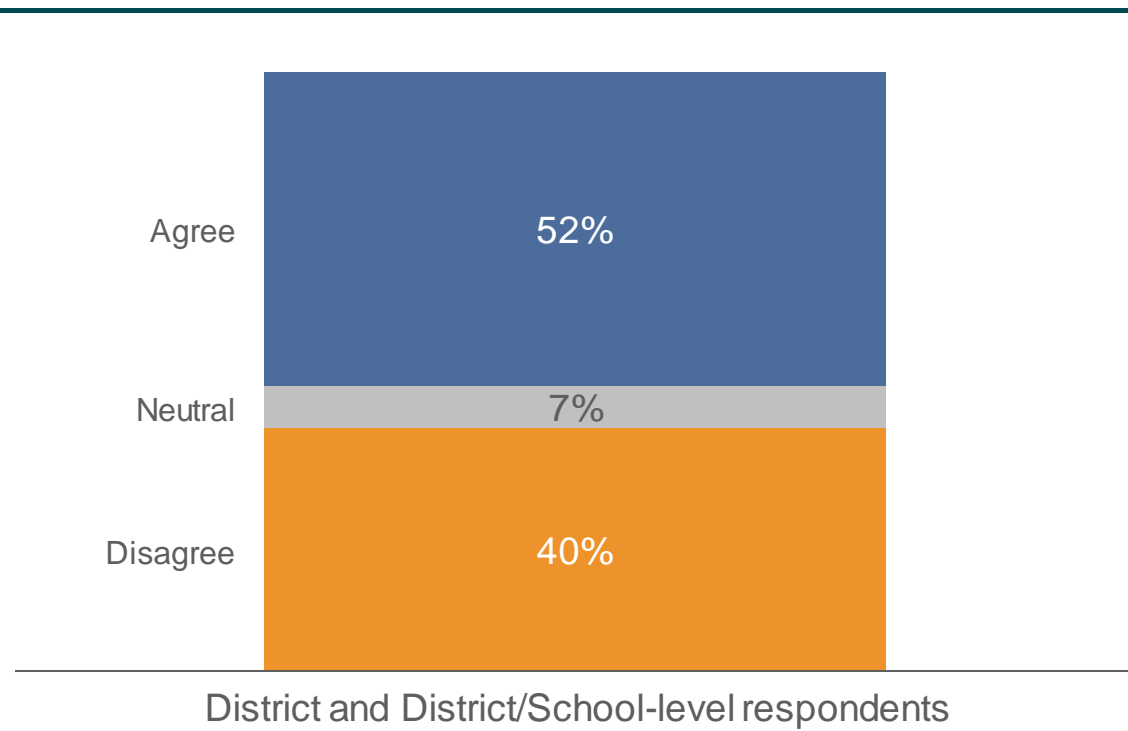


Half of district-level respondents felt college and career advising budgets were adequate, school-level was split

Agree or disagree: My school has an adequate budget to support college and career advising



Agree or disagree: My district has an adequate budget to support college and career advising

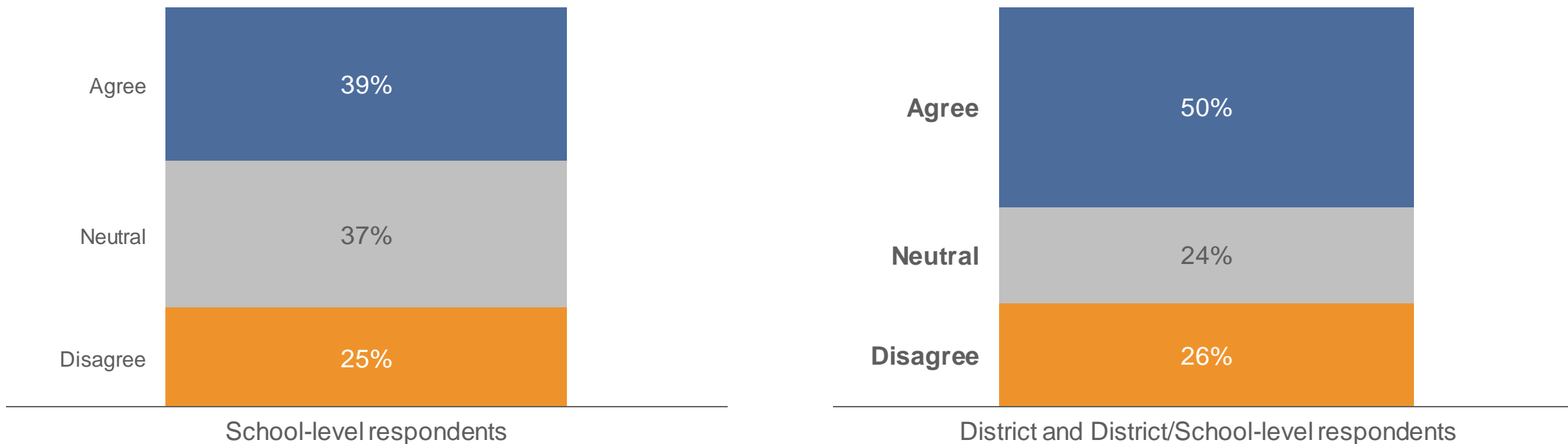


Question: To what degree do you agree or disagree with the following statements: "My district has an adequate budget to support college and career advising. "; Response Options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree. For graph, "Agree" is a sum of "Agree" and "strongly agree"; Disagree is a sum of "Disagree" and "Strongly disagree"; Neutral is "Neither agree nor disagree"; School level n = 87; District and District/School Respondents is a combination of respondents who self-identified as working at the "District-level" or "District and School-level"; n= 42



Neither school nor district-level respondents had a clear view on whether training levels were adequate

Agree or disagree: School staff leading college and career advising efforts receive adequate training

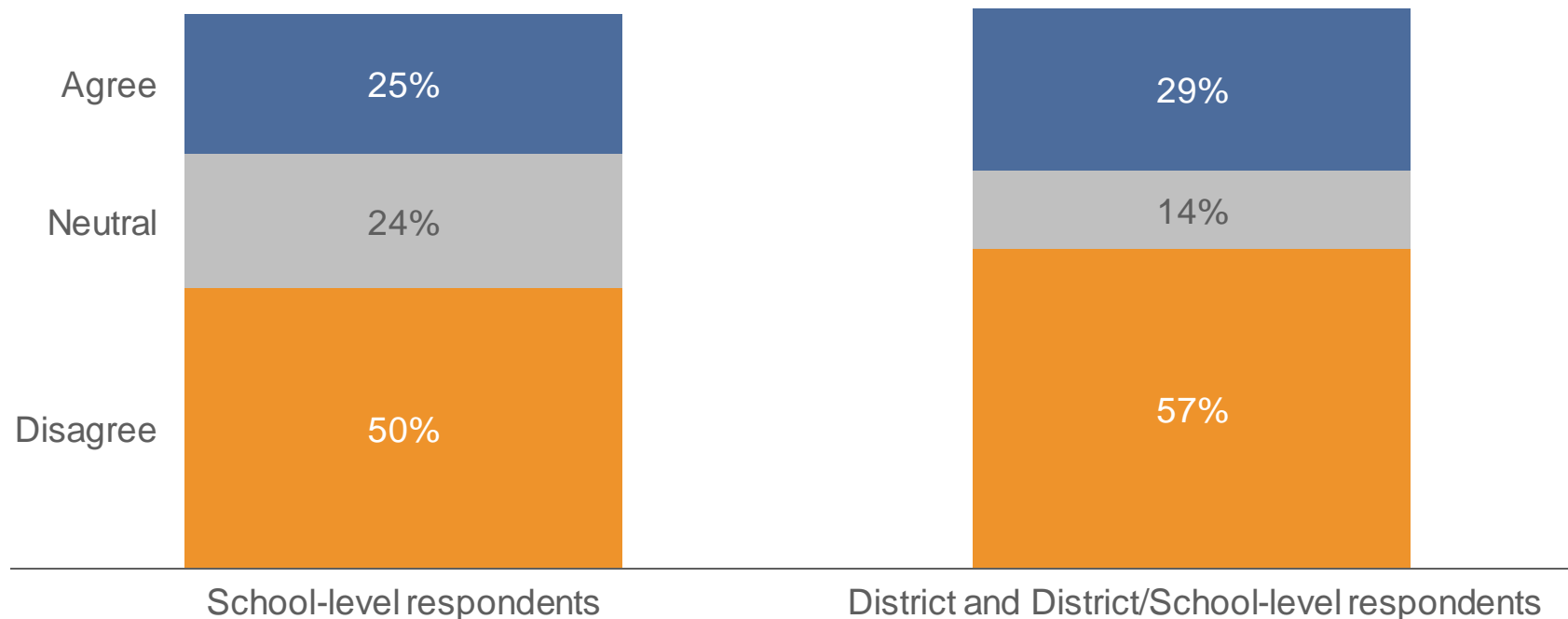


Question: To what degree do you agree or disagree with the following statements: "School staff leading college and career advising efforts receive adequate training"; Response Options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree. For graph, "Agree" is a sum of "Agree" and "strongly agree"; Disagree is a sum of "Disagree" and "Strongly disagree"; Neutral is "Neither agree nor disagree"; School level n = 87; District and District/School Respondents is a combination of respondents who self-identified as working at the "District-level" or "District and School-level"; n= 42



But all agree that, beyond the designated advising leads, school staff are not getting much training in advising

Agree or disagree: All school staff receive some training on supporting students with college and career advising



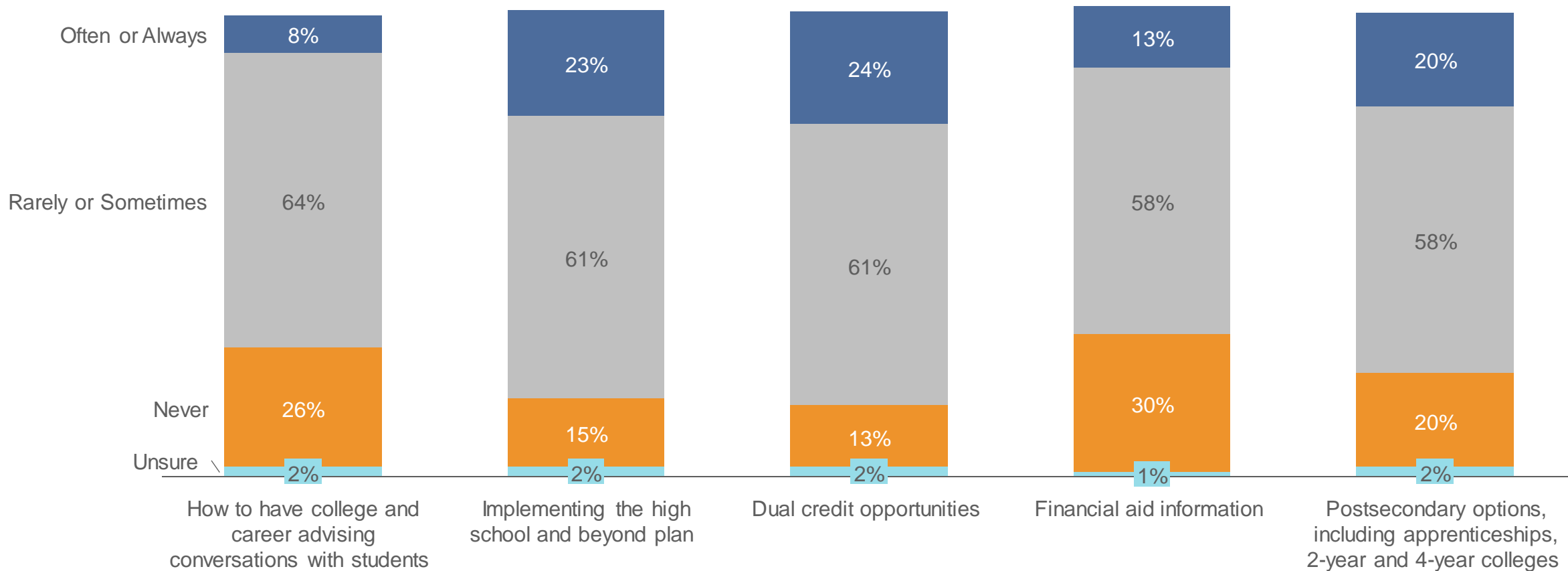
As far as I can tell, college and career advising training is not offered to staff much beyond - "Go to the College & Career Center." – College and Career Center Assistant

Question: To what degree do you agree or disagree with the following statements: "All school staff receive some training on supporting students with college and career advising "; Response Options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree. For graph, "Agree" is a sum of "Agree" and "strongly agree"; Disagree is a sum of "Disagree" and "Strongly disagree"; Neutral is "Neither agree nor disagree"; School level n = 87; District and District/School Respondents is a combination of respondents who self-identified as working at the "District-level" or "District and School-level"; n= 42



It is rare for all school/district staff to receive training on even common advising topics, according to respondents

How often do all staff receive training on college and career advising topics? (All District / School-level respondents)



Question: "How much training to do all staff receive in the following college and career advising topics?"; Response options: "Never," "Rarely," "Sometimes," "Often," "Always". "Often or Always" is a sum of responses to "Often" and "Always"; "Rarely or Sometimes" is a sum of responses to "Rarely" or "Sometimes"; n= 129, includes all respondents at school, district, and both district and school-levels



In places where training is happening, the engagement and frequency depends on a school's bandwidth or partnerships

Additional trainings offered to staff range on a continuum between...

School-staff led trainings

"Staff is trained in the Xello program. I talk at staff meetings about stats. We take a staff and student survey so staff can be trained about student thoughts on college and career."
– School-level respondent

"I provide a training each year on How to write exceptional letters of recommendation."
– School-level respondent

Trainings offered through partnerships

"We offer "Real Talk about Financial Aid through CCLI tips of the week to staff through our school-based CCLI team."
– School-level respondent

"GEAR UP has provided a lot of opportunities for staff to learn about college and career advising, but since it's not required, school staff rarely attend."
– School-level respondent

Trainings offered when possible

"Schools inconsistently offer financial aid day information to seniors."
– District-level respondent

"They ask for additional trainings, but there isn't any bandwidth."
– District-level respondent



Specialists provide additional person hours to support counselors in career-specific advising efforts

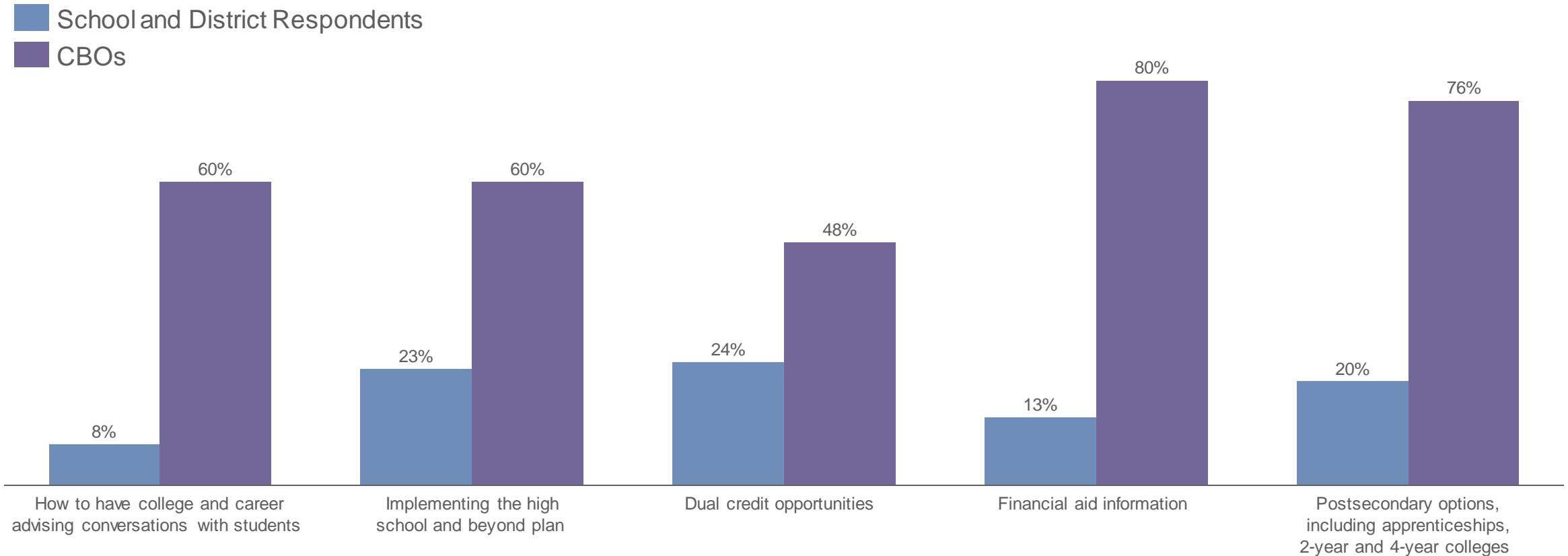
Survey respondents shared specific examples of how specialists fill roles in expanding the reach and collaboration of advising programs:

- “[We hold] virtual meetings with other college & career specialists to share information and resources (we organized this on our own).”
- “[In our district] we work with our College and Career Counselors and our Career Center Specialists to find best practices that can be used in our community to encourage students to continue their educations after high school.”
- “The College and Career Access Specialists...work together throughout summer to plan out district-wide events for the school year.”
- “The Career Specialists...put together several collaborative webinars, that students across the district could all access. Everything from virtual college visits, to “how to fill out your college application.” They were a great service to collaborate on.”



CBO partners report a higher level of training for their advising staff than district and school respondents

How much training do your staff receive “Often or Always” on the following college and career advising topics



School and District Respondent n = 129; CBO respondent n = 25; Question for school/district respondents: How much training do all staff receive on the following college and career advising topics? Response options: Never, Rarely, Sometimes, Often, Always, Unsure; Question for CBO respondents: “How much training do your program staff receive on the following college and career advising topics”, Same response options; Graph shows a combination of responses for “Often” and “Always” to each question



However, wages for CBO partners are far below those of school and district staff working in advising

Examples of salaries for advising roles in recent job postings

School District
District-level Admin/Manager (1 position) <ul style="list-style-type: none"> \$144,744 - \$155,814 (median: \$150,279)
School-level Admin/Manager (1) <ul style="list-style-type: none"> \$88,898 - \$142,237 (median: \$115,567.5) Advisor (18) <ul style="list-style-type: none"> \$50,000 - \$177,900 (median: \$81,438.50) <p>* - 7 job descriptions did not list salary and are not included</p>

Note: Since most job descriptions in this analysis have a salary range rather than one listed salary, the median was found by calculating the average salary of each range before finding the median among all salary range averages within a position type.

For consistency, all PT salaries have been calculated to FTE.

Partners
Higher Education Admin/Manager (3) <ul style="list-style-type: none"> \$63,216 - \$73,207 (median: \$68,999) Advisor (4) <ul style="list-style-type: none"> \$40,512 - \$75,000 (median: \$56,895.25) Admin + Advisor (3) <ul style="list-style-type: none"> \$47,238 - \$72,008 (median: \$63,309)
CBOs Admin/Manager (1) <ul style="list-style-type: none"> \$53,000 Advisor (4) <ul style="list-style-type: none"> \$27,104.52 - \$62,500 (median: \$52,565)
State/Regional Education Agencies Admin/Manager (2) <ul style="list-style-type: none"> \$64,300 - \$94,165 (median: \$79,976.25)

Based on analysis of 37 recent college and career advising job postings. **Note:** CBOs operating in higher education institutions (e.g., Upward Bound, TRiO) were included in Higher Education category. "Admin + Advisor" includes roles that require a balanced amount of 1) working with institutions / overseeing people who provide direct student services and 2) working directly with students / providing supports that students directly interact with.



CBO partner roles typically also require fewer formal qualifications than school-level or district-level advising roles

Examples of qualifications required advising roles in recent job postings

District-level

Admin/Manager

- Master's degree in related field
- WA State Career & Technical Education (CTE) Administrator Cert.

School-level

Admin/Manager

- N/A

Advisor (Counselor + College and Career Readiness Facilitator)

- WA State Teaching Certification
- Master's degree in counseling or related field
- WA State Counseling Certification
- WA State Career & Technical Education (CTE) Certification
- WA State Educational Staff Associate (ESA) Cert in Counseling

Advisor ([K-12] College and Career Readiness Specialist)

- HS Diploma or equivalent and 2 years experience working in a school or CBO
- Bachelor's + 2 years experience

Higher Education

Admin/Manager

- Bachelor's degree or equivalent in related field

Advisor

- Master's degree or equivalent
- Bachelor's degree or equivalent in related field

CBOs

Admin/Manager

- Bachelor's degree in related field

Advisor

- Relevant experience
- Bachelor's or Associate's degree in related field

State/Regional Education Agencies

Admin/Manager

- Bachelor's degree in related field
- 3 years minimum experience aligned with role

Based on analysis of 37 recent college and career advising job postings.

Note: CBOs operating in higher education institutions (e.g., Upward Bound, TRiO) were included in Higher Education category

School counselors are mostly white females, though less is known about college and career specialists

For the 2022-23 school year, 80% of school counselors identify as female and 79% as white

- Hispanic/Latino is the second largest ethnic group in the counseling workforce – 10% of counselors identify as Hispanic and/or Latino
- 4% of counselors identify as Black/African American, and 4% identify as Asian



By comparison – 48% of WA high schoolers are female and 50% identify as white

- 25% identify as Hispanic and/or Latino, 5% identify as Black/African American, 8% as Asian

Overall, there are 3,139 school counselors working in Washington State across all grade levels in 2022-2023

- 22% of these counselors hold an additional ESA certificates beyond school counseling – primarily as substitute teachers, continuing teachers, or residency administrators
- Approximately 9% of educators classified as school counselors by OSPI had no school counseling certificate or had a certificate that did not match their current assignment*

At this time, OSPI datasets do not track college and career specialists with as much granularity as they track school counselors, though OSPI is working to incorporate specialists into their data tracking

Source: OSPI Data Request

Note: It is currently unknown how many educators reported as a school counselor who had no school counselor certificate or a different ESA certificate were reported incorrectly and actually served in a non-counselor capacity.



Equitable Supports: Increase access to trained, supported advisors across school and district staff

Equitable practice recommendation:

- Shift to a “no wrong door” model for advising – where all adults are trained to support a student’s advising journey
- Create greater parity in qualifications, pay between advisors employed by schools and the advisors filling critical support roles at CBOs

Example of practice in action:

- At Mt. Baker school district, teaching staff work with counselors to build a culture of postsecondary achievement across their high school, so students are surrounded by postsecondary support even if not with the counselor. The High School Counselor explained, “**We kind of have this culture that it's a collective effort...**They’re [teachers are] all over them [seniors] - 'you've done your homework, start your FAFSA'. I mean it's really that culture.”

Continued research questions for school districts

- What do you rely on CBO partners to do to support advising in your district, and are they paid a comparable wage to school or district staff doing similar work?
- How can you empower all staff with basic knowledge about college and career pathways so students can always find an open door?

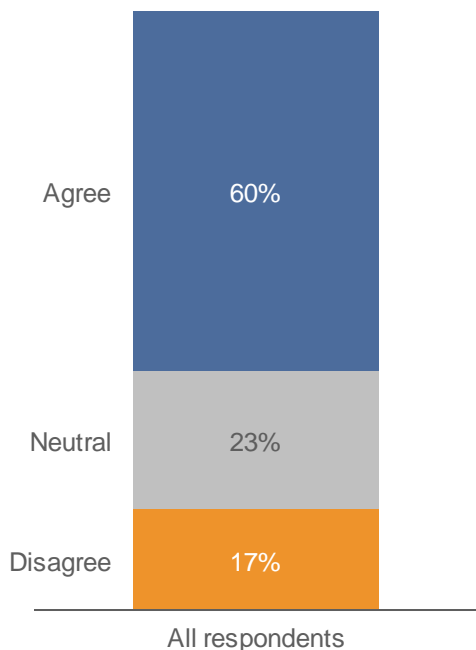


Partnerships

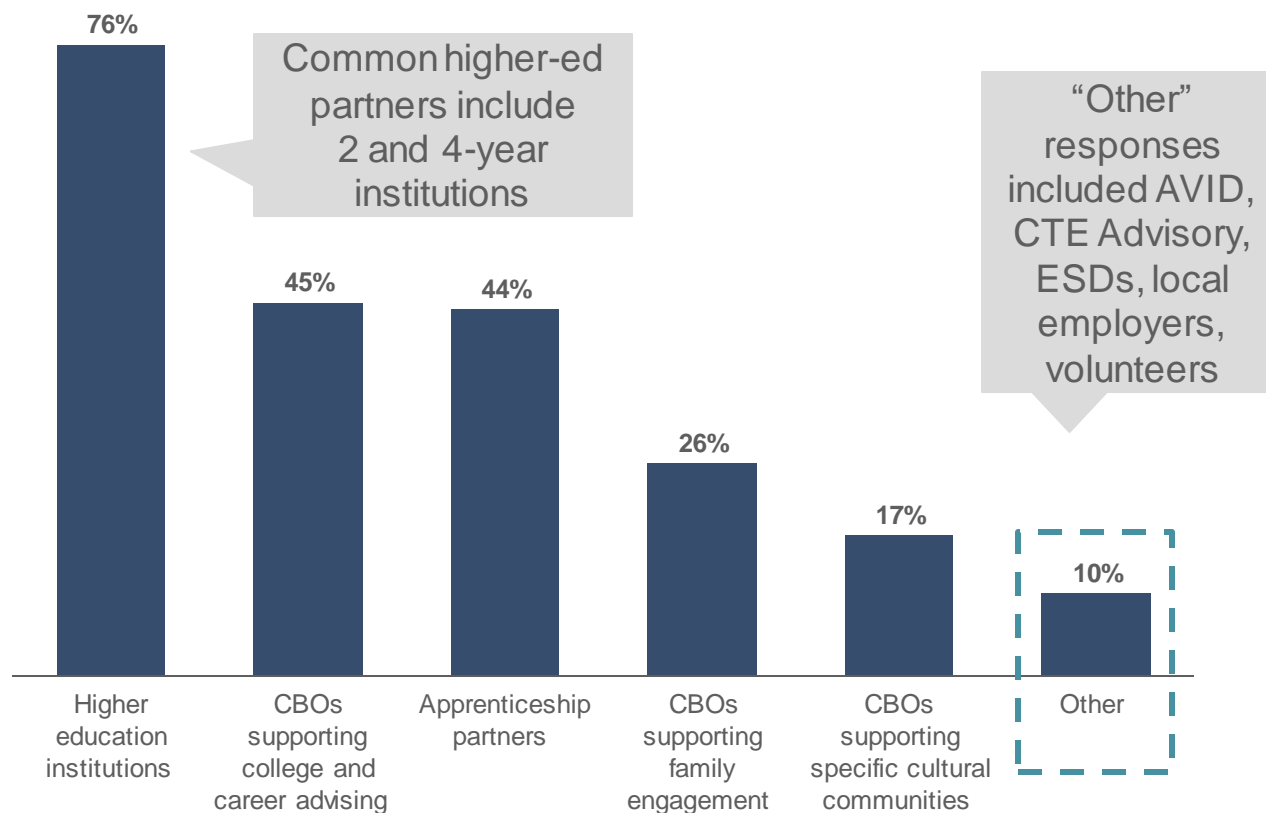


Most respondents said their school or district is collaborating with community-based partners to support advising

My school or district collaborates with community-based partners to support advising*



Which of the following organizations does your school or district partner with regularly? **

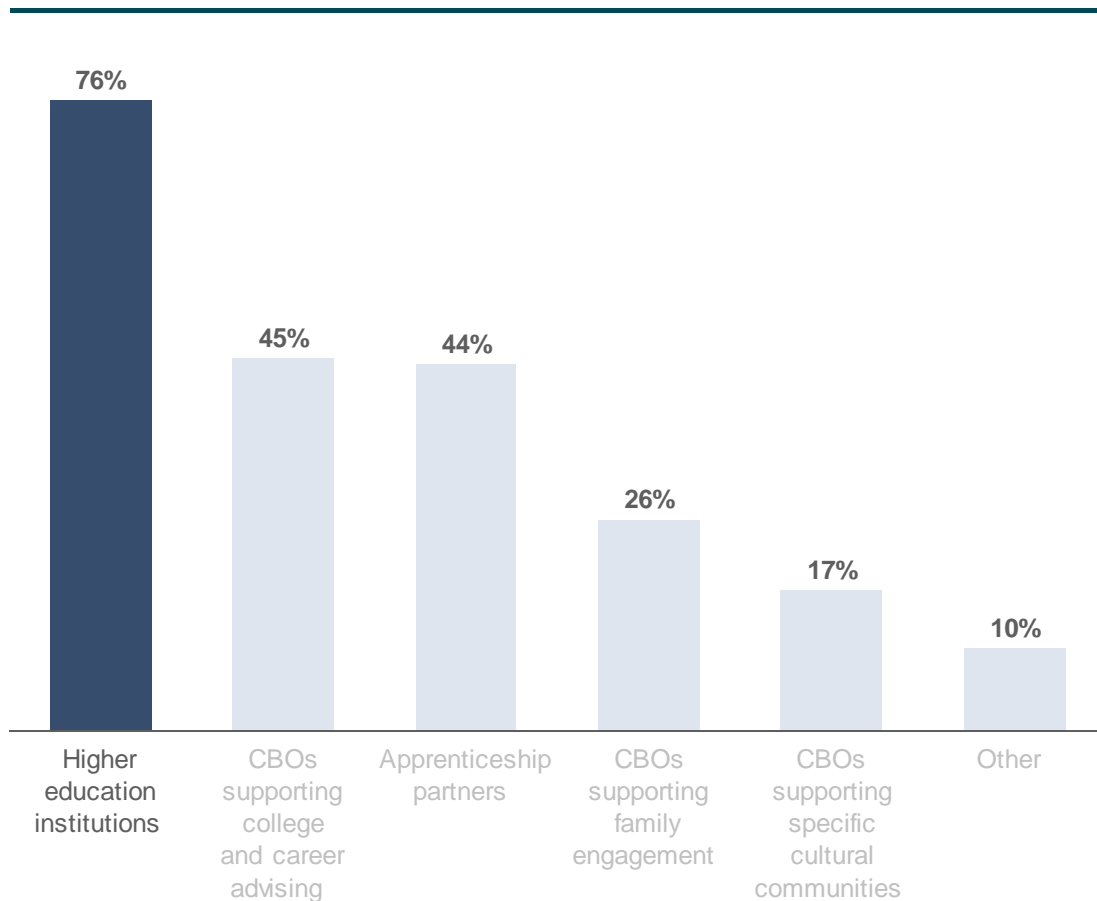


*Question: "To what degree do you agree or disagree with the following statements: "My district collaborates with community-based partners to support college and career advising; Response Options: Strongly Disagree, Disagree, Neither agree nor disagree, Agree, Strongly Agree. "Agree" is a sum of "strongly agree" and "agree" responses; "Disagree" is a sum of "strongly Disagree and Disagree"; **n=129; Responses are a combination of all district-level, school-level, and district and school-level respondents; Respondents were able to choose all responses that applied, so responses do not sum to 100%; 9% of respondents said they do not work with external partners



Higher education institutions are very common partners for advising programs

Which of the following organizations does your district partner with regularly?*



Among respondents who reported partnering with higher-education institutions**:

- 96% bring college reps to speak at schools
- 83% have students participating in campus visits
- 80% get financial aid support from colleges
- 70% get college application support from higher-ed institutions
- 20% partner with higher-ed institutions on promise scholarship programs

Other higher-ed partnership actions cited were:

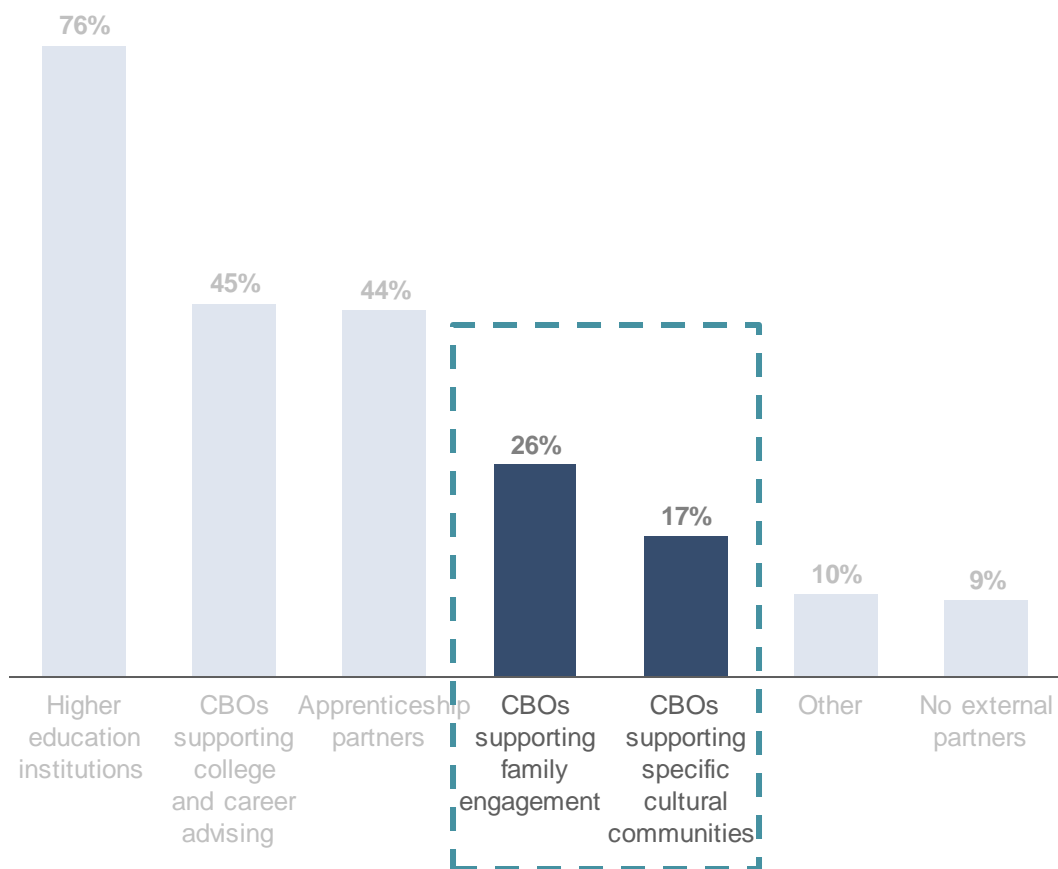
- On-site college placement testing
- Career fairs, college fairs, webinars, and financial aid help
- Dual-credit agreements
- Communication with individual advising for interested students
- Guaranteed admissions program (only one respondent cited this)

*n=129; respondents were able to select more than one answer, so totals do not sum to 100%; **n= 98, # of respondents who said higher education institutions were one of their regular partners



Community-based partnerships can be particularly important for engaging families and focus populations

Which of the following organizations does your district partner with regularly?



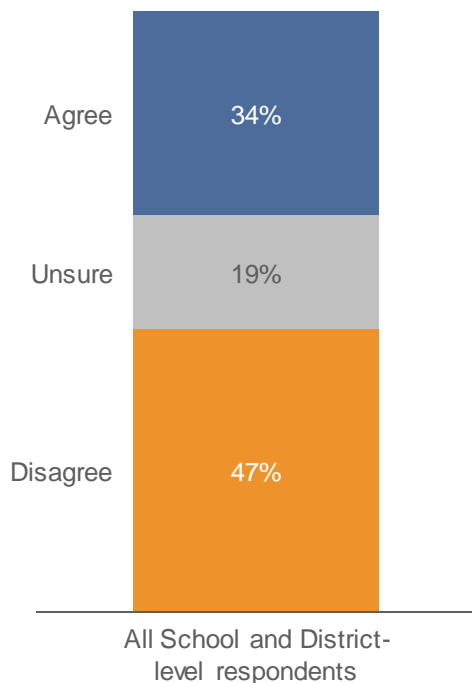
CBOs who responded to our survey described the type of work they do to support focus populations in schools and districts:

- “We work with low-income youth to let them know college is an option for them.”
- “We target BIPOC, low-income, 1st generation college students, immigrants and speakers of other languages, youth involved in the juvenile criminal justice system, and high school drop-outs.”
- “We focus on education about financial pieces that students from underserved backgrounds may have no context for. We also strive to create a specific culture where students can find community and belonging.”
- “Our program serves students with disabilities. We have two academic specialists with lived experience and navigational skills.”
- “When planning college and career events, we recognize the importance of making it family-friendly to include a meal and activities for younger siblings.”
- “We spend considerable time getting to know our students and showing up for them in a variety of different situations.”

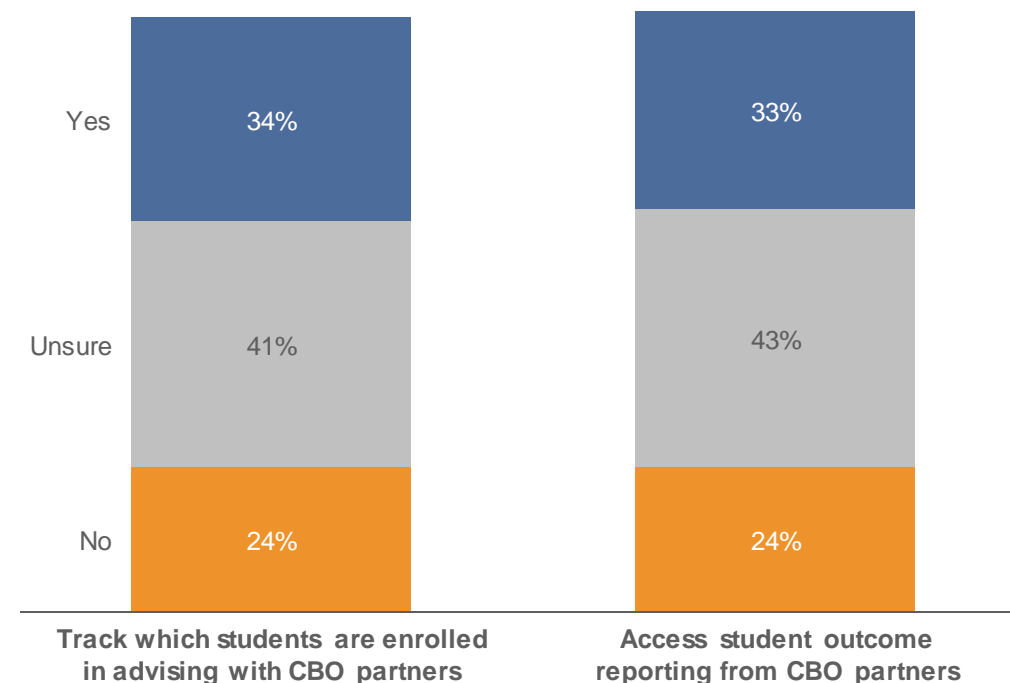


Many survey respondents had no MOU with their CBO partners, and weren't sure they track CBO outcomes

My school or district has an MOU in place with CBO advising partners outlining roles and responsibilities



Is your school or district able to do the following:



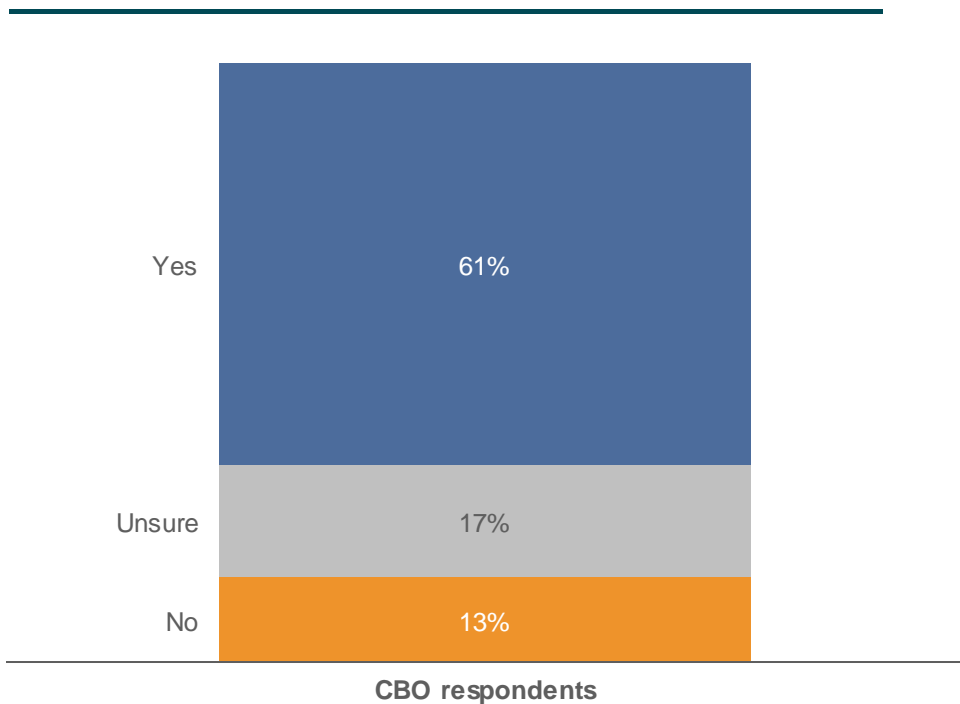
N=58 – comprised of respondents who selected “Community-based organizations supporting college and career advising” as one of their responses to the question “Which of the following organizations does your school/district partner with regularly to support college and career advising”

Questions: “Do you have an MOU with your community-based organization college and career advising partners that lays out roles and responsibilities?”; “Are you able to track which students are enrolled in advising with CBO partners?”; “Do you have access to student outcome reporting from CBO partners supporting advising?”; Answer options: Yes, No, Unsure

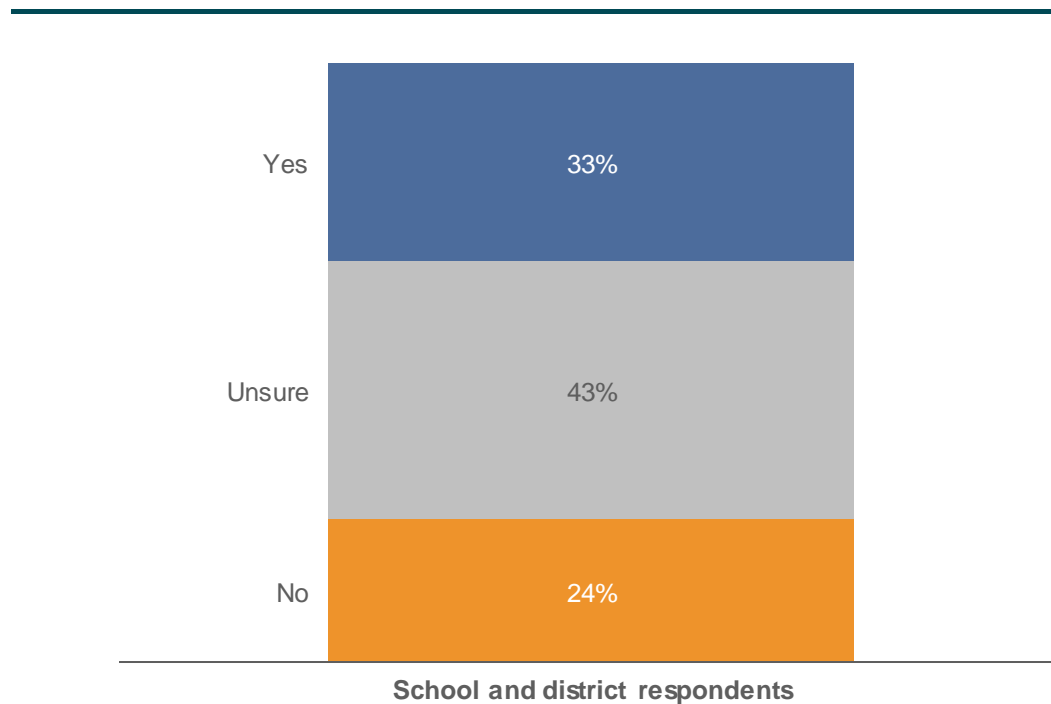


School/district respondents were unsure about how to access CBO outcome data, but most CBOs said it's available

CBOs: Do you share outcome data with school and district partners?



Schools/Districts: Are you able to access outcome reporting from CBO partners?



CBO n = 23; comprised of respondents who selected “Schools” or “Both schools and districts” in response to “Does your program work directly with schools or school districts; Question “Do you share data with your school/district partners on the progress/outcomes of students in your program?” Answer options: Yes, no, unsure, other Other – 9% selected “Other”, responding – “In some partnerships”; “we share student and parent evaluations of our programs”

School and district n = 58 comprised of respondents who selected “Community-based organizations supporting college and career advising” as one of their responses to the question “Which of the following organizations does your school/district partner with regularly to support college and career advising”

Question: “Do you have access to student outcome reporting from CBO partners supporting advising?”; Answer options: Yes, No, Unsure



For areas that have CBO partners, there are can be meaningful benefits for both students and advising staff

CBOs who responded to our survey say that they support schools and districts by....

Augmenting staff

“Our staff works closely with the school's counseling team, graduation specialist, college and career counselor and admin team to ensure that we are working toward mutual goals.”

“We supplement a lot of aspects that are no longer funded at a school. We also work to increase the amount of students served who are interested in going to college (often first generation college students).”

“We are able to provide more 1:1 support to students that oftentimes school staff do not have the capacity to work with as closely.”

Enriching advising programming

“They get two different paid experiences with our organization.”

“Our program dives deeper into certain topics that are covered in the schools' college and career centers. We also offer slightly different programming with college readiness skills that fill in some of the gaps.”

“Our staff can travel with students to CTC or local university campuses and continue to support them when they start postsecondary programs.”

Expanding specific outreach

“We can be high-touch with our students, which we know that our students aren't able to receive this at their schools.”

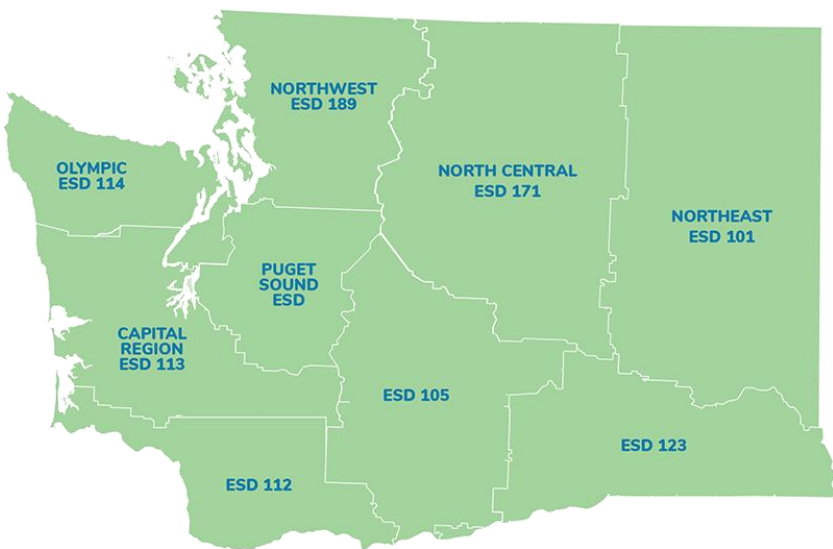
“Our programs offer supports and services that may be severely limited or not at all available in the schools, especially for those labeled "hard to serve.”

“Working with a specific demographic means we as a program have specific goals when meeting them then updating the school/district.”



However, CBO advising programs are distributed unevenly across the state

Washington OSPI: [Educational Service Districts \(ESD\)](#)

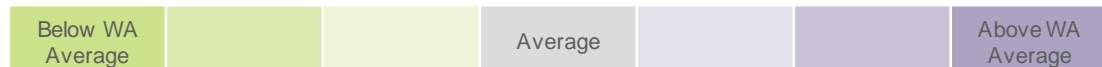


Distribution of Washington students in grades 9-12 across Educational Service Districts compared to college and career advising programs

Educational Service District (ESD)	Grades 9-12 Student Population	Percentage of Programs*	Over or Underrepresented
ESD 105 (South Central)	42,500 (6%)	15 (10.5%)	
North Central ESD 171	30,610 (4%)	9 (6%)	
ESD 101 (Northeast)	57,488 (8%)	14 (10%)	
Puget Sound ESD 121	264,538 (38%)	63 (44%)	
Northwest ESD 189	104,606 (15%)	19 (13%)	
Olympic ESD 114	32,162 (5%)	5 (3.5%)	
ESD 123 (Southeast)	48,789 (7%)	6 (4%)	
ESD 112 (Southwest)	63,588 (9%)	7 (5%)	
Capital Region ESD 113	45,828 (7%)	5 (3.5%)	
WA Grades 9-12 Student Population Total	690,109		

*This is data represents where programs serve students, but not the number of students served.

Data from 2022 WA State College & Career Advising Provider Report research conducted for the Gates Foundation by Kinetic West. Washington OSPI: [Report Card Enrollment 2021-22 School Year](#). (2022)





Equitable Supports: Foster accountable CBO-district partnerships for culturally responsive engagement

Equitable practice recommendation:

- Build partnership connections between school districts with diverse populations and CBOs with connections within those communities

Example of practice in action:


- Tukwila SD works with partners like [UW STEMSub](#) to augment their advising workforce with resources created by their partners
- [Northwest Education Access](#) supports Open Doors high school programs, providing tailored support for students with specific needs beyond academic requirements

Keep in mind: Schools and districts may need help identifying a good partner

- Counselors may not be aware of partners in their communities unless they are very visible (e.g., universities, community colleges, national labs, etc.) – and they likely do not have time to research them
- CBOs are not evenly distributed across the state, schools may need help with virtual partnership options

Continued research questions for school districts

- What type of partnership would help you most (specific community outreach, staff augmentation, training and enrichment)?
- What types of partners are the hardest to find (e.g. apprenticeship and non-degree partners, multi-lingual partners, etc.)?



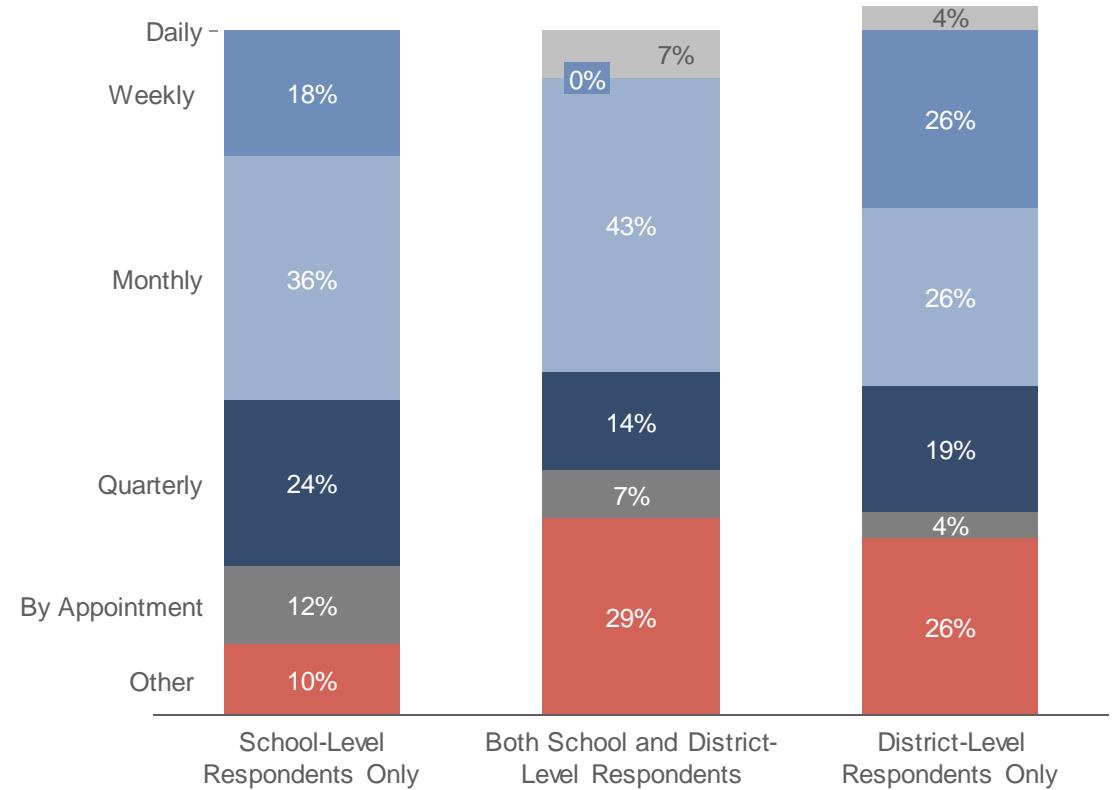
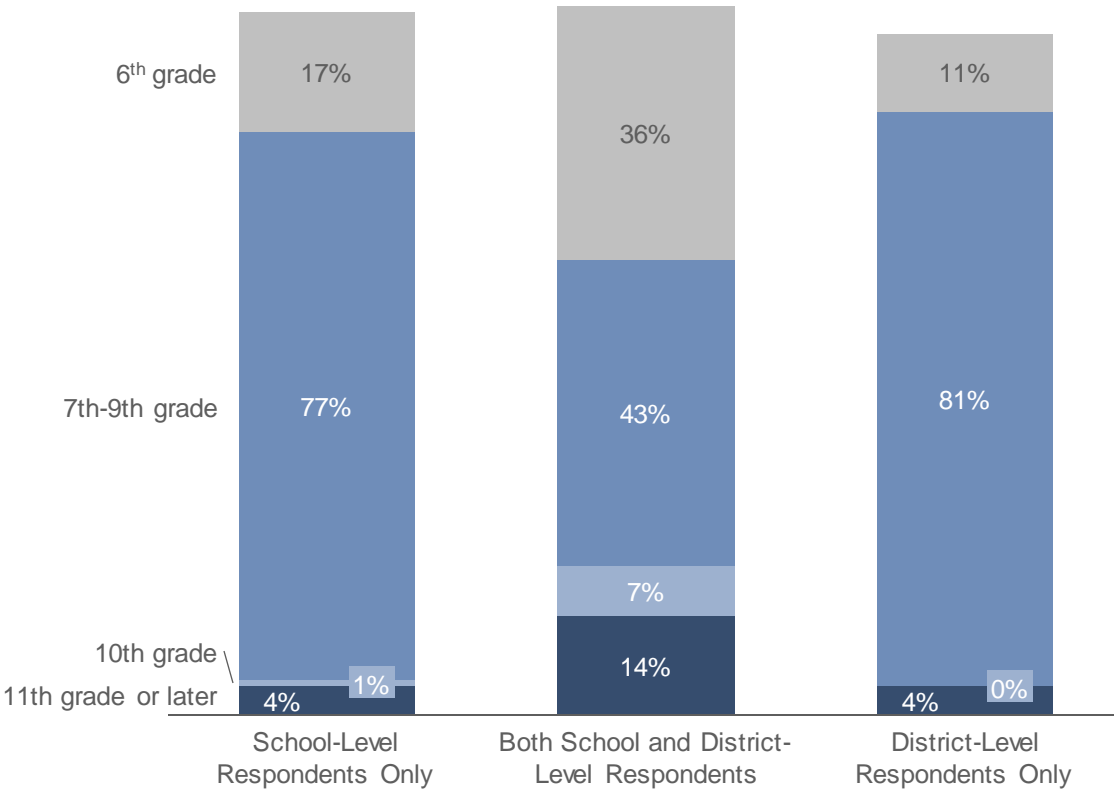
Curriculum and Programs



College and Career Advising starts between 7th and 9th grade, with content largely coming monthly or quarterly

When does your district typically start college and career advising content and activities?*

How often are students in your school/district receiving college and career advising lessons?*



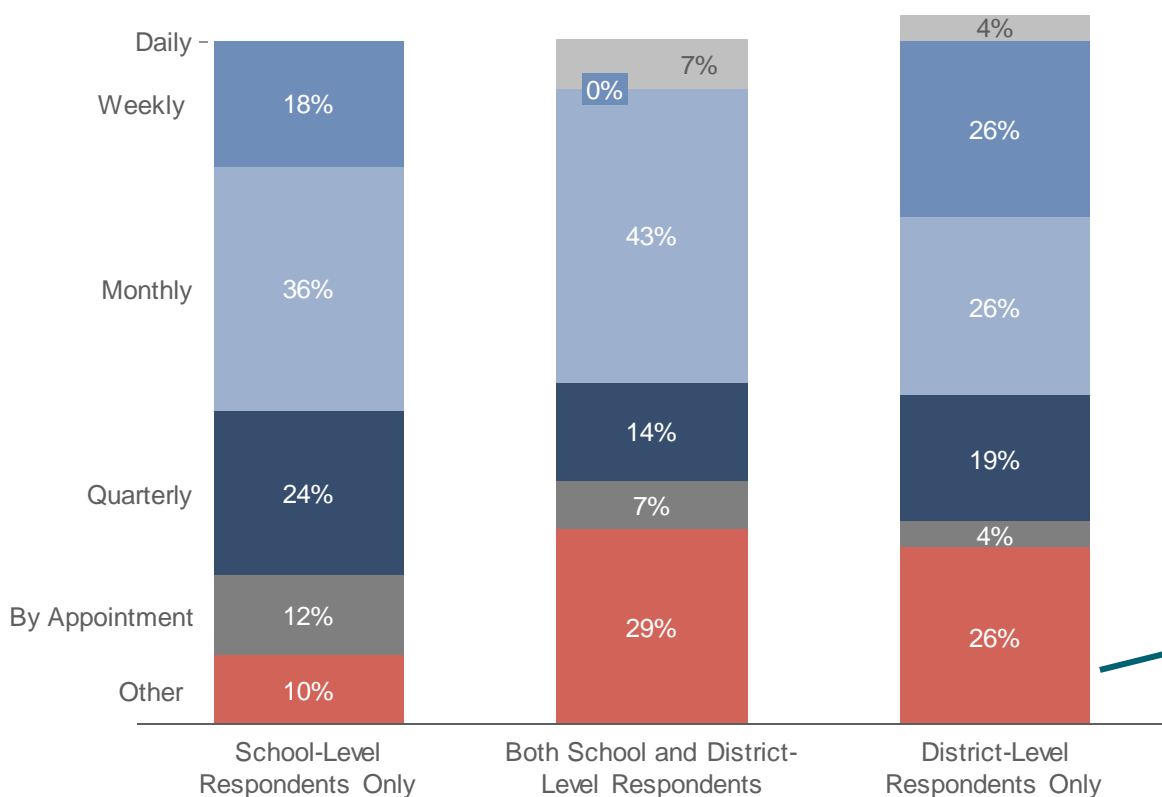
*Question: "When does your district/school typically start regularly delivering college and career advising content and activities?" Response options: 6th grade, 7th grade, 8th grade, 9th grade, 10th grade, 11th grade; 12th grade

**Question: How often are students in your district/school typically receiving college and career advising curriculum lessons/content" Options: Daily, Weekly, Month, Quarterly, By Appointment, Other



The intensity of college and career advising content delivery can vary widely by grade-level, school, and district

How often are students in your school/district receiving college and career advising lessons?



What we heard from respondents who replied “Other”

- “All middle and high school students receive this in preparation for conference and about once a month, 9th graders receive this weekly.”
- “Depending on grade level and program... I meet with each grade at minimum 4 times/year, at max up to 12 times/year.”
- “[Students receive content] maybe yearly, mostly as 12th graders.”
- “In 8th grade, for High School and Beyond Planning... 10th grade careers and financial literacy graduation requirement. Otherwise Career Center is by appointment.”
- “There is a lot in 9th and 12th grade, less in 10th and 11th because content is delivered in English Language Arts and Social Studies classes.”

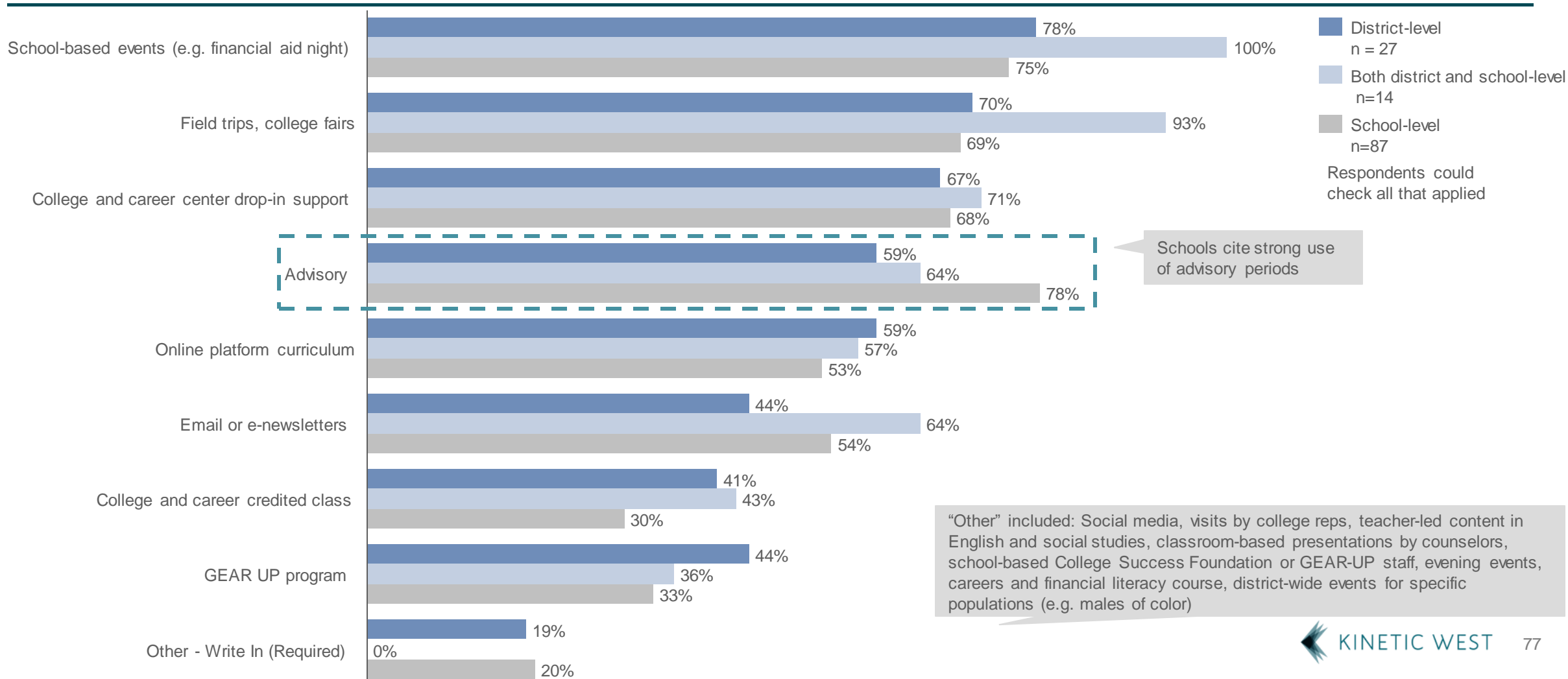
*Question: “When does your district/school typically start regularly delivering college and career advising content and activities?” Response options: 6th grade, 7th grade, 8th grade, 9th grade, 10th grade, 11th grade; 12th grade

**Question: How often are students in your district/school typically receiving college and career advising curriculum lessons/content” Options: Daily, Weekly, Month, Quarterly, By Appointment, Other



The type of content students receive varies from specific classes and field trips, to emails or e-newsletters

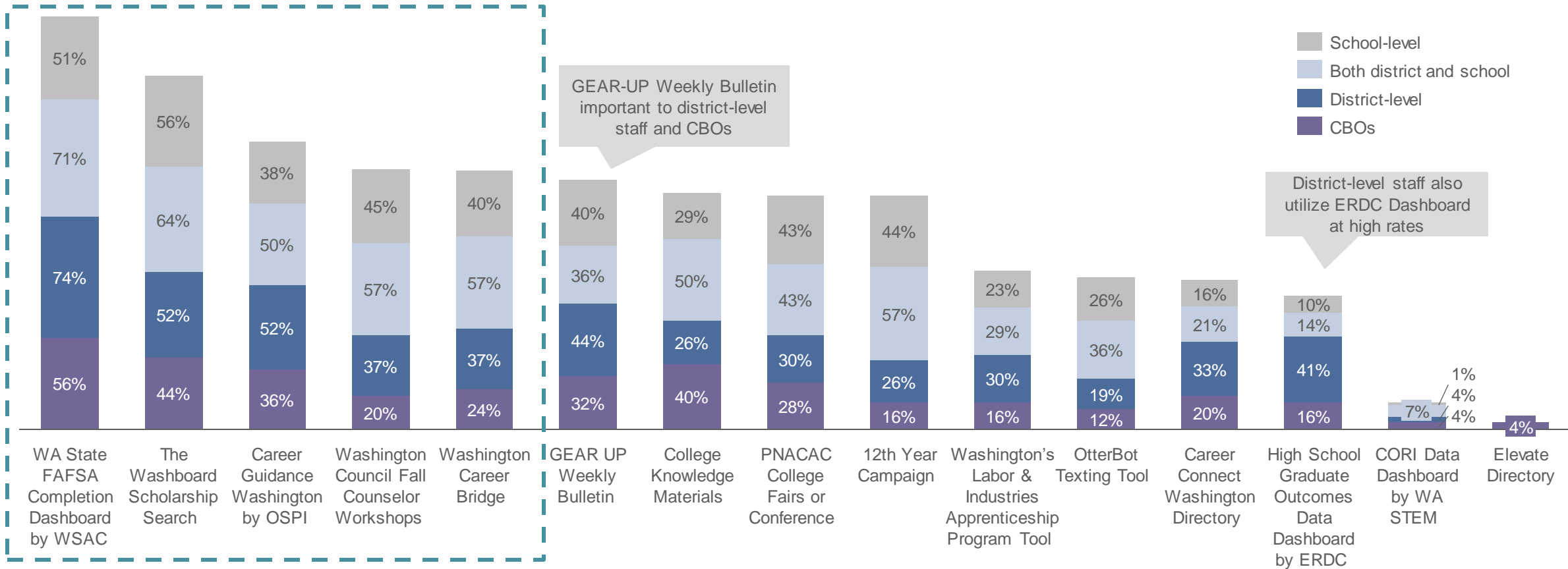
What are the primary methods your district or school uses to deliver your college and career advising content?





Recall: Staff and CBOs are making use of existing resources, including state resources...

Which state resources have you used within the last year to support your college and career advising work?



District level n = 28; School level n = 87; Both school and district level n = 14; CBO n = 25



... as well as local and national supports

Within the last year, respondents said they have used...

State agencies and public data

State agencies and professional organizations

- National and State Counseling Associations
- WSAC
- ACTE
- ERDC Data
- WA State Report Card

Labor Market Information

- Washington Occupation Information System
- Career and Technical College Websites
- Worksource
- County Employment Data

Online and digital resources

Licensed technology

- Xello
- Naviance
- Test innovators

Public websites/newsletters

- Goingmerry.com (Financial Aid)
- College Hunch App
- Better Make Room
- YouScience
- Big Future
- OregonASK
- Opportunity Youth Forum
- Georgetown's THE FEED newsletter

Local resources and partners

Local resources

- College breakfasts
- Local college fair
- Black college expo
- “Attending local meetings with industry leaders”
- “Local connections and opportunities”
- “Virtual job shadows”

Partner programs

- AVID
- College Success Foundation
- GEARUP
- TRIO
- Opportunity Network
- FuturesNW

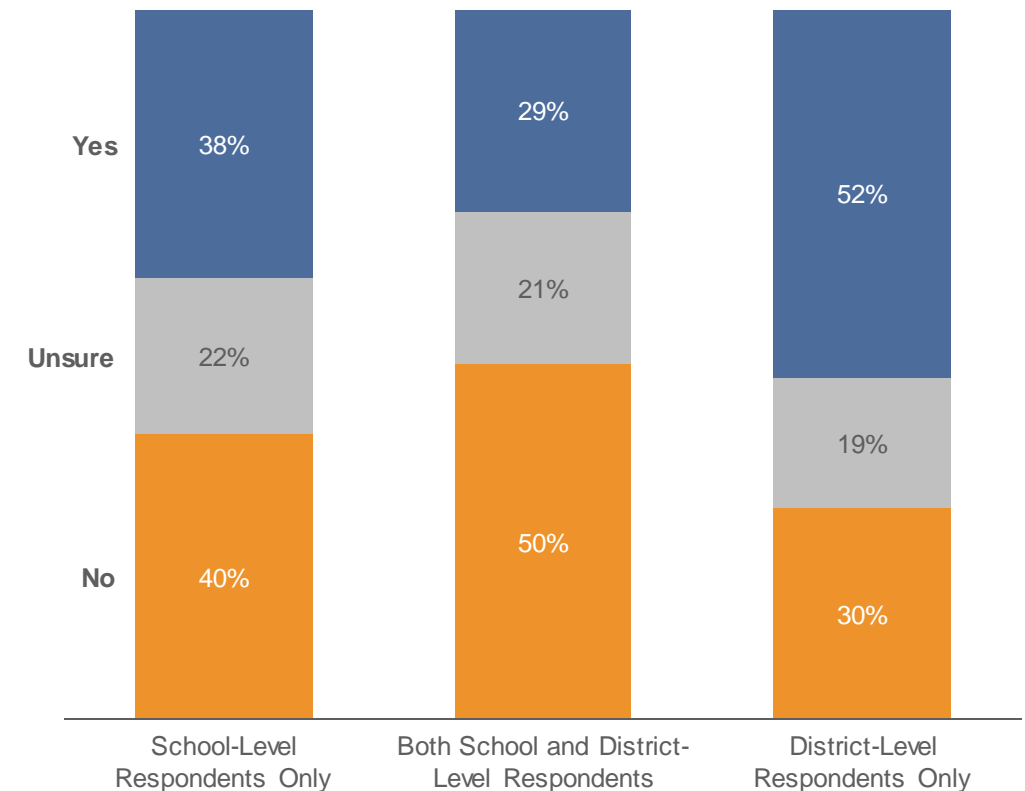


But most school-level respondents do not think their district has a structured advising curriculum, or were unsure

For respondents who said their districts did use a specific advising curriculum**:

- 67% used curriculum developed by an external organization or a combination of external and district resources
- External organizations districts rely on for college and career advising curriculum are:
 - Xello
 - Naviance
 - School Data Solutions
 - SchoolLinks
 - AVID
- Xello and Naviance were the most frequently cited external suppliers of advising curricula
- 20% used curriculum developed solely by their own districts
- 19% used curriculum developed by combining district and external resources, primarily by tailoring Xello, Naviance, or School Data Solutions content using their own district data

Does your district use a structured, specific curriculum for advising?*



*Question: "Does your district/school use a specific, structured curriculum for college and career advising?" Options: Yes, No, Unsure; School-level n=87; District-level n=27; School and District-level n=14

** Question: "Who developed the curriculum?" Options: District, External organization (please specify below), combination of the above, Other; n= 43



Even with a curriculum in place, equitable advising requires strategies to meet the specific needs of focus populations

38% of respondents shared specific examples of how they tailor college and career content for specific focus populations in their schools or districts – for example, students of color and low-income students. Creating access to in-person experiences and weekend, evening events – especially with food provided – were common strategies across all responses.

Responses fell into 4 main categories:

College Bound Support

“Check-ins with all College Bound Scholars.”

“I work one-on-one with students who qualify for the College Bound Scholarship.”

“Additional support and outreach to students who are eligible for College Bound.”

Language Access

“We host a specific FAFSA night and bring in interpreters and current college students [from focus population].”

“We have all printed materials translated and presented side by side.”

“We ensure dual language access to all resources and partner with WSAC.”

Prioritizing populations

“First-gen students are invited to field trips first. Low-income students are marketed for FAFSA/ Financial aid events.”

“[Our migrant student program] takes students on field trips to schools and have other supports for them.”

Creating tailored plans

“I use state data to identify [focus students] and...continue meeting with them until they have a plan for after high school.”

“I work directly with students in the Migrant Education Program.”

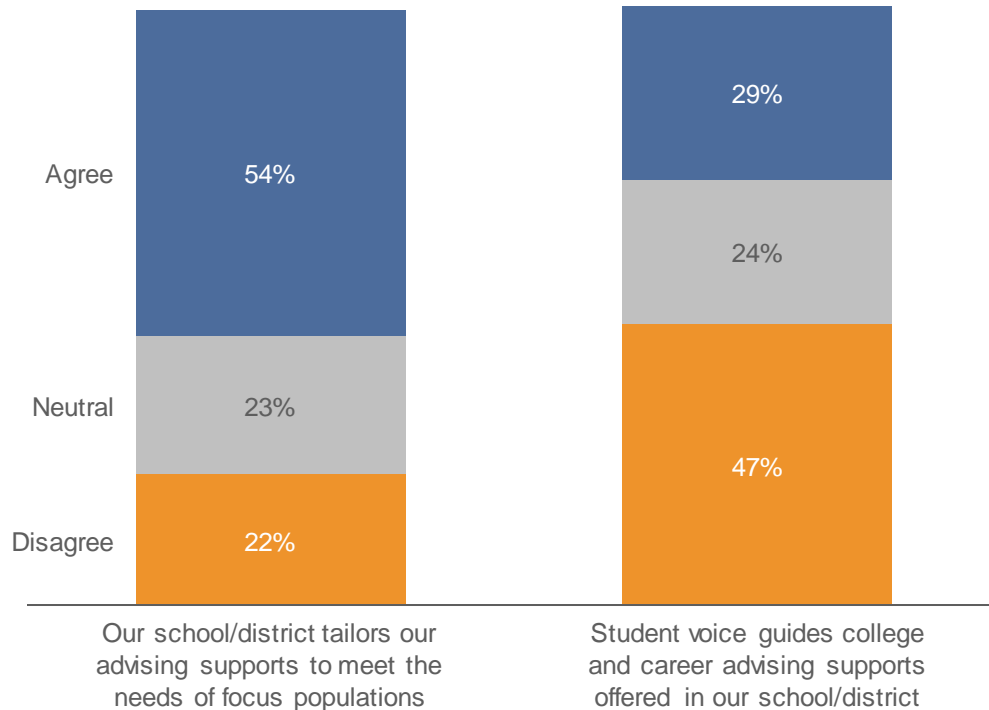
“As the job coach, my main focus is students with an IEP.”

Question: Do you have a specific example(s) of how you tailor your college and career content and activities for specific populations? (e.g. low-income students, students of color, first generation students, etc.); College Bound refers to the [College Bound Scholarship](#) program

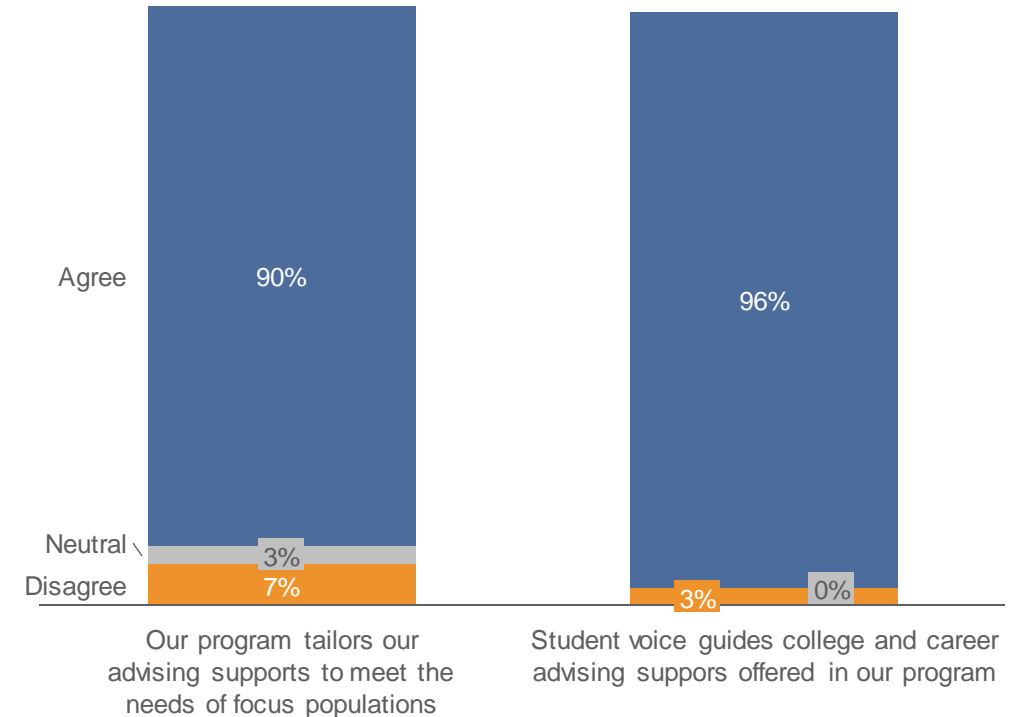


Despite efforts to meet specific needs, student voice was still seen as missing from advising work, except at CBOs

School and District respondents



CBO respondents



School and district respondents n = 129; CBO respondents n = 29; Question: To what degree do you agree or disagree with the following statements”; Response Options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree. For graph, “Agree” is a sum of “Agree” and “strongly agree”; Disagree is a sum of “Disagree” and “Strongly disagree”; Neutral is “Neither agree nor disagree”;



The lack of student voice in shaping advising may be connected to structural barriers – especially lack of time

Recall from Staffing Findings: What are the biggest barriers to supporting every student in your school with college and career advising?

“There is no time to provide in depth support for students who are new to the college application process or need more than just a 10-minute conversation.” – School Counselor

“Time not being built into the school day for college and career related activities.”
– GEAR UP Coordinator

“Each high school counselor has close to 400 students they manage. Finding time for college and career advising is very difficult.” – School Counselor

“Lack of time/staff. I have too many other responsibilities.” – School Counselor

“We have advisory once a week for 30 minutes and I definitely feel like we could benefit from more time.” – School Counselor

“We do not have advisory time so time has to be carved out of ELA and social studies classes.” – Future Ready Specialist

“Time for students to be out of class and time for me to connect with them, all while also being responsible for 504s/advisory/scheduling and mental health support.” – School Counselor

“Time. Students are busy, they don’t want to miss class, they have sports and clubs after school and it makes it hard for students to attend.” – College and career specialist



Equitable Supports: Center student voice in curriculum decisions

Equitable practice recommendation:

- Create a mechanism for regular student feedback on advising curriculum and incorporate that feedback into at least annual improvements in advising

Example of practice in action:

- Spokane School District utilizes student voice groups of 15-30 students that are representative of the school population from each elementary, middle and high school to meet regularly (semesterly for elementary and middle, monthly for high school) with their respective school leadership and then 1-2x per year with the district to voice needs and concerns
- While these groups do not solely focus on advising issues, student voice groups can be an additional method beyond surveys to track the impact and direction of advising practices

Continued research questions for school districts

- How do you know you are providing the advising supports students need the most?
- What is the number one thing students are asking for in 9th, 10th, 11th, and 12th grade to help them make decisions about their future?

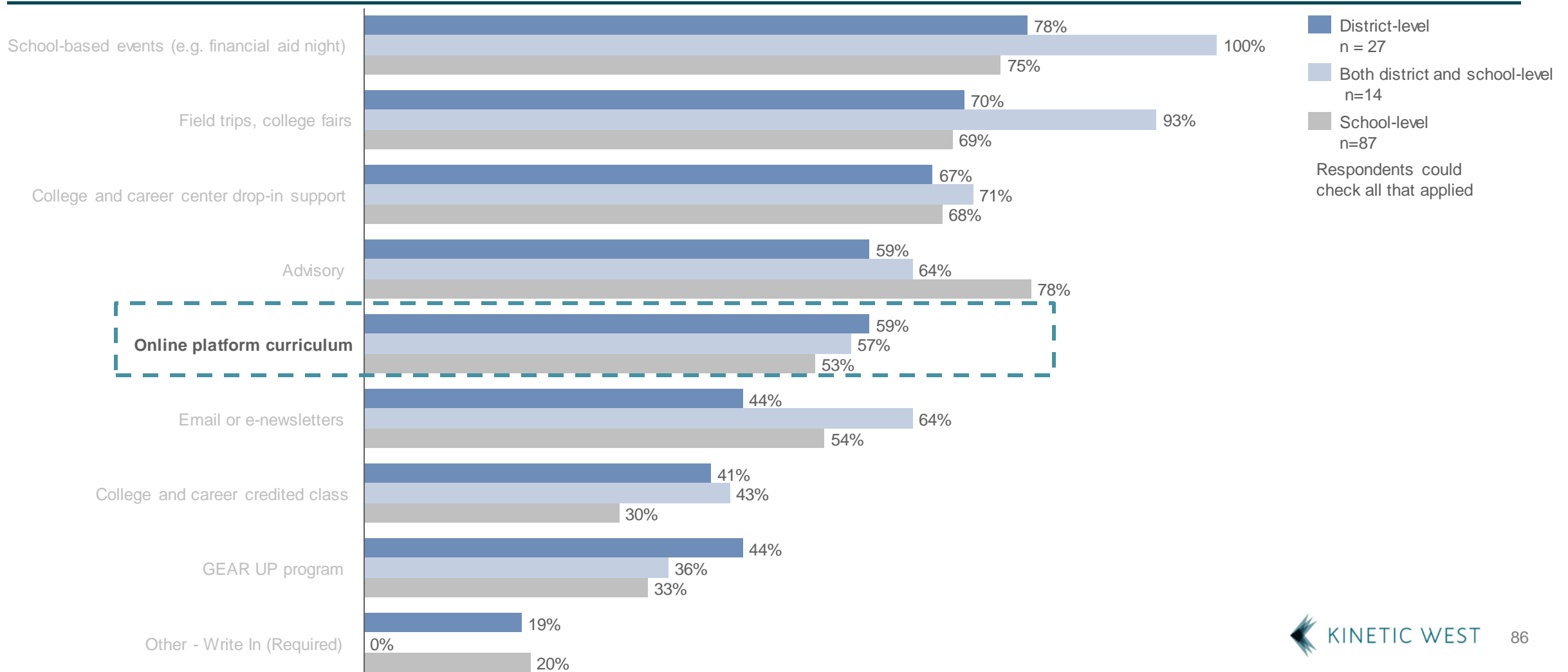
The background is a dark teal color with a complex pattern of thin, white, intersecting lines that create a sense of depth and movement. The lines are scattered across the frame, with a higher density on the left side.

Data



Most respondents said they use an online platform for college and career advising, in addition to other tools

What are the primary methods your district or school uses to deliver your college and career advising content?





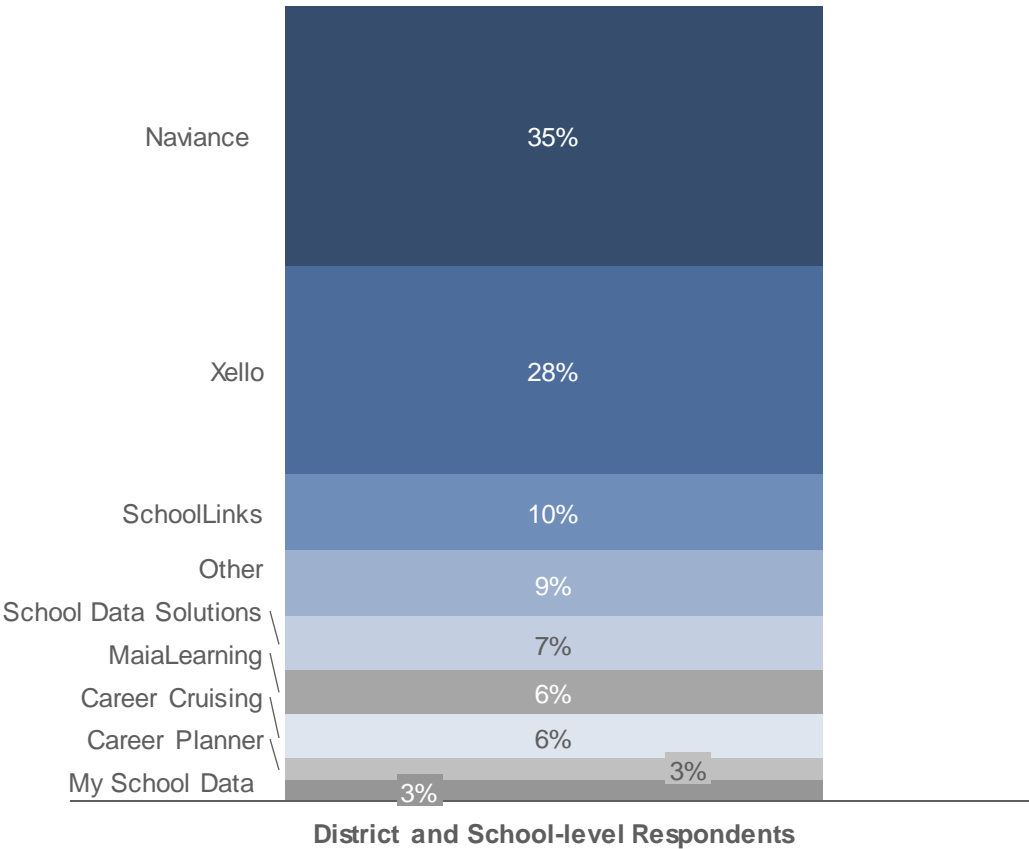
However, there is no unified digital platform that is used by all (or even most) districts and schools

What online college and career platform do you use in your school or district?

Naviance, Xello, and SchoolLinks were the most frequently cited platforms

9% of respondents had some other response

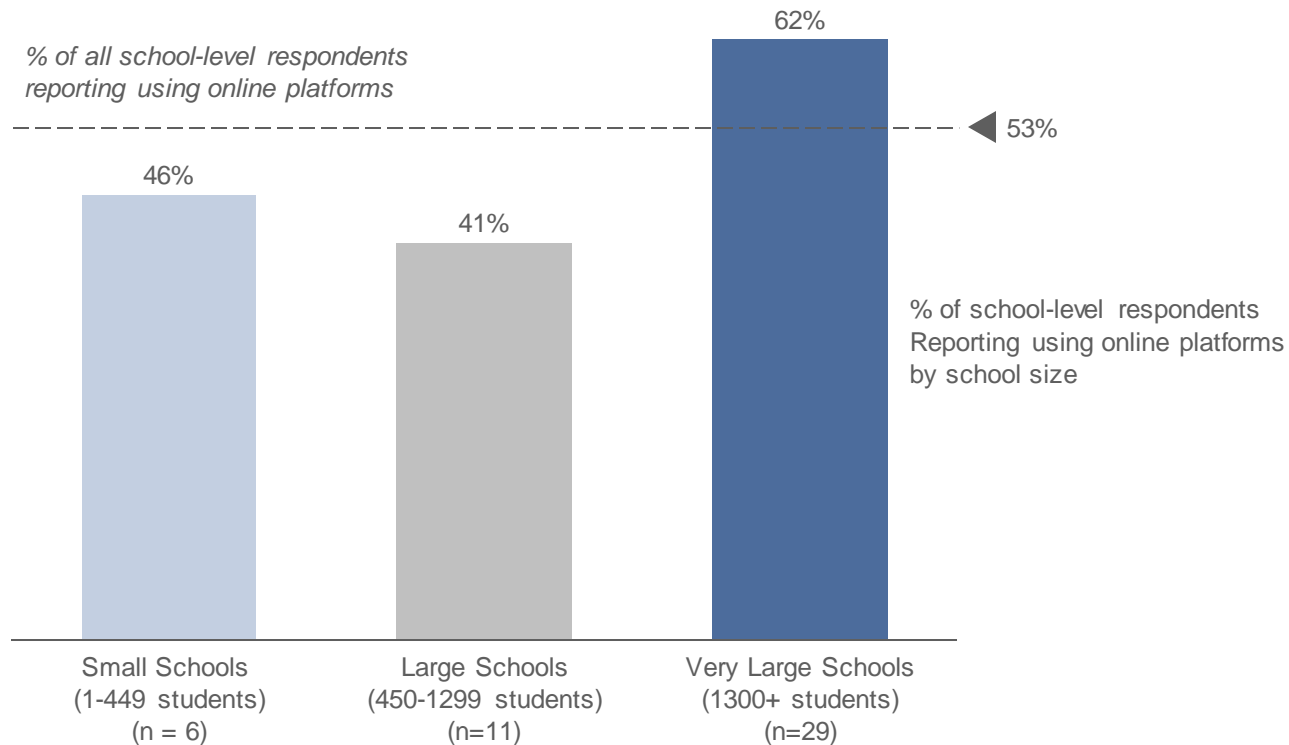
- [WOIS/CIS 360](#) – 2 respondents said they use this platform
- “Unsure”
- “None”
- “We do not like Naviance”



Question: “If your school/district uses an online college and career curriculum, which platform do you use? Check all that apply” Options: Career Cruising, MaiaLearning, Naviance, WSIPC’s My School Data, Other N= 69

Very large schools are more likely to use online platforms to deliver college and career content

What are the primary methods your school uses to deliver your college and career advising?



53% of school-level respondents said they use an online platform to deliver college and career advising content – but the majority of those were from schools with 1300+ students

In small schools (449 students or less):

- 50% of respondents used Naviance
- 50% used a combination of Xello, SchoolLinks, and School Data systems

In large schools (450-1299 students):

- Only 10% used Naviance
- 45% used Xello
- 18% used MaiaLearning

In very large schools (1300+ students):

- 48% used Naviance
- 48% used a mix of Xello, School Data Systems, and SchoolLinks

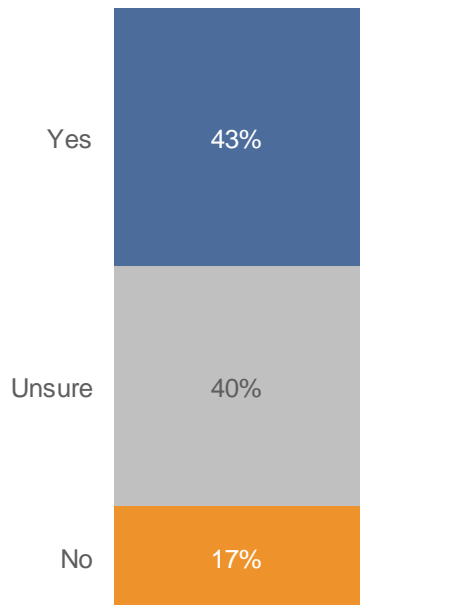
Question “What are the primary methods your district or school uses to deliver your college and career advising content? (Check all that apply)” Possible answers: Advisory, College and career center drop-in support, College and career credited class, email or e-newsletters, field trips or off-site events, school-based events, GEAR UP program, online platform curriculum (e.g. Naviance, Career Cruising), Other; Small schools n = 13; Large schools n= 28; Very large schools n = 47

Question: “If your school uses an online college and career curriculum, which platform do you use? (check all that apply)” Possible answers: Career Cruising, MaiaLearning, Naviance, WSIPC’s My School Data, Other; Small schools n = 6; Large schools n = 11; Very large schools n = 29



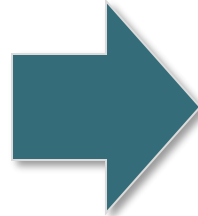
Less than half of school and district respondents knew if they had a data-sharing agreement in place with CBO partners

Do you have a data sharing agreement in place with your CBO partners?

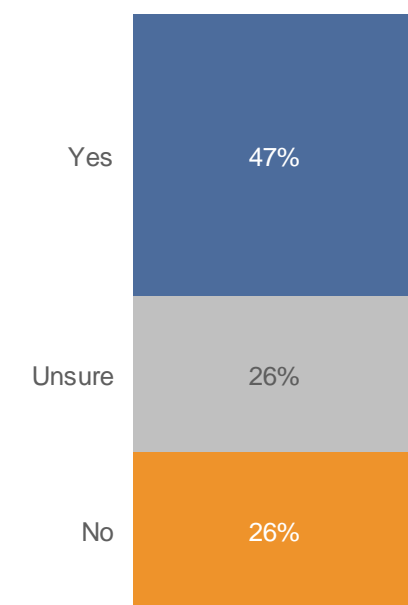


School and District Respondents

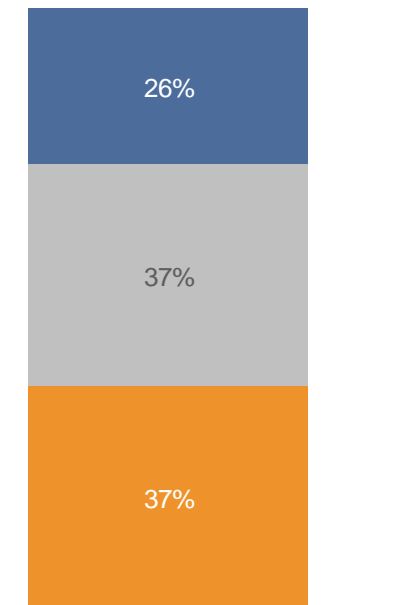
Could this be connected to uncertainty over ability to track enrollments/outcomes comes with CBO partners?



Recall: Is your school or district able to track the following data:



Track which students are enrolled in advising with CBO partners



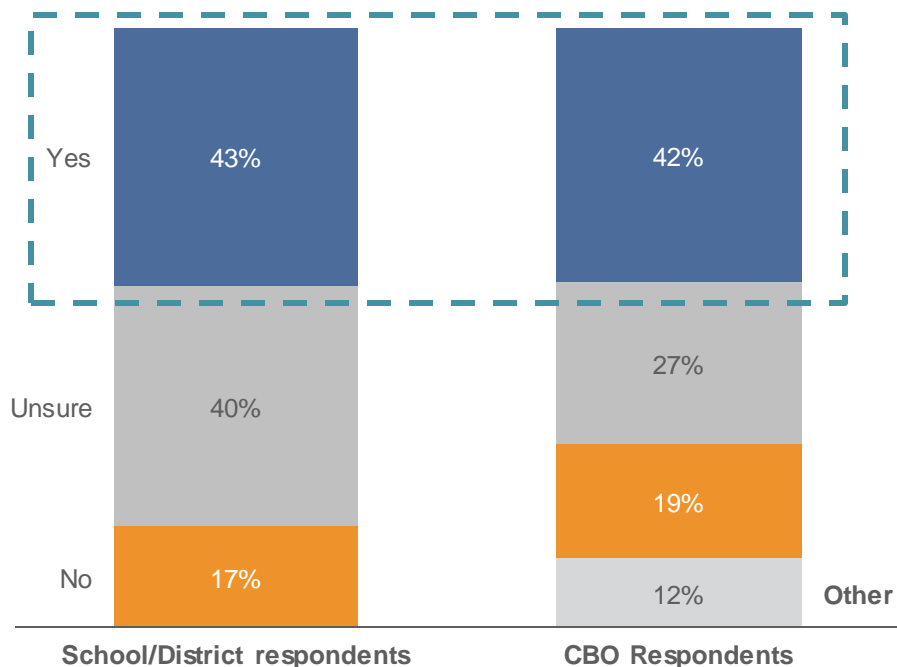
Access student outcome reporting from CBO partners

n= 58; Questions: “Are you able to track which students are enrolled in advising with CBO partners?”; “Do you have access to student outcome reporting from CBO partners supporting advising?”; “Do you have a data sharing agreement in place that allows you formally share student data with CBO college and career advising partners”; Answer options for all questions: Yes, No, Unsure



CBOs with data sharing agreements have the advantage of being able to access school-specific student data

Do you have a data sharing agreement in place with your advising partner?



For CBOs and schools or school districts that do have data sharing agreements, the most common shared data sources are school student information systems

- 100% of CBO survey respondents that had data-sharing agreements said they had access to this data

Shared access to National Student Clearinghouse is also common

- 64% of CBO survey respondents said they have access to National Student Clearinghouse data through their data-sharing agreements

Access to High School and Beyond planning data is much less common

- Only 27% of CBO respondents said they have access to high school and beyond planning data

Question(CBOs): “Do you have a data sharing agreement with your school/district partners to access student data to support your college and career advising work with students?” CBO respondent n= 23

Question (school/district): “Do you have a data sharing agreement in place that allows you to formally share student data with CBO college and career advising partners?”; n=58



Equitable Supports: Provide unified platform for college and career advising, disaggregated data-sharing with partners

Equitable practice recommendation:

- Support a single online platform for college and career advising statewide that allows:
 - Students to access consistent, high-quality information about their college and career opportunities
 - Advising partners – including counselors, teachers, CBOs and higher-ed institutions – to track student progress and outreach to students in need
 - Access to data that is disaggregated by location, race/ethnicity, and gender

Example of practice in action:

- In the 2023 legislative session, the Washington State legislature tasked OSPI with the role of facilitating a transition to a single universal High School and Beyond platform in order to address inequities and increase consistency in WA state schools. The RFP for this project closed in October 2023 and the project is expected to begin in 2024, with the platform rolling out to schools in 2025

Continued research questions for school districts

- **How can you collect and share better disaggregated data with partners ahead of the new HSBP platform coming online?**
- **What data is it most important that the new HSBP platform help districts, students, and partners access? How can you ensure that is considered by OSPI in the design process?**



Takeaways

From our research: State of the field of advising in Washington (I/II)

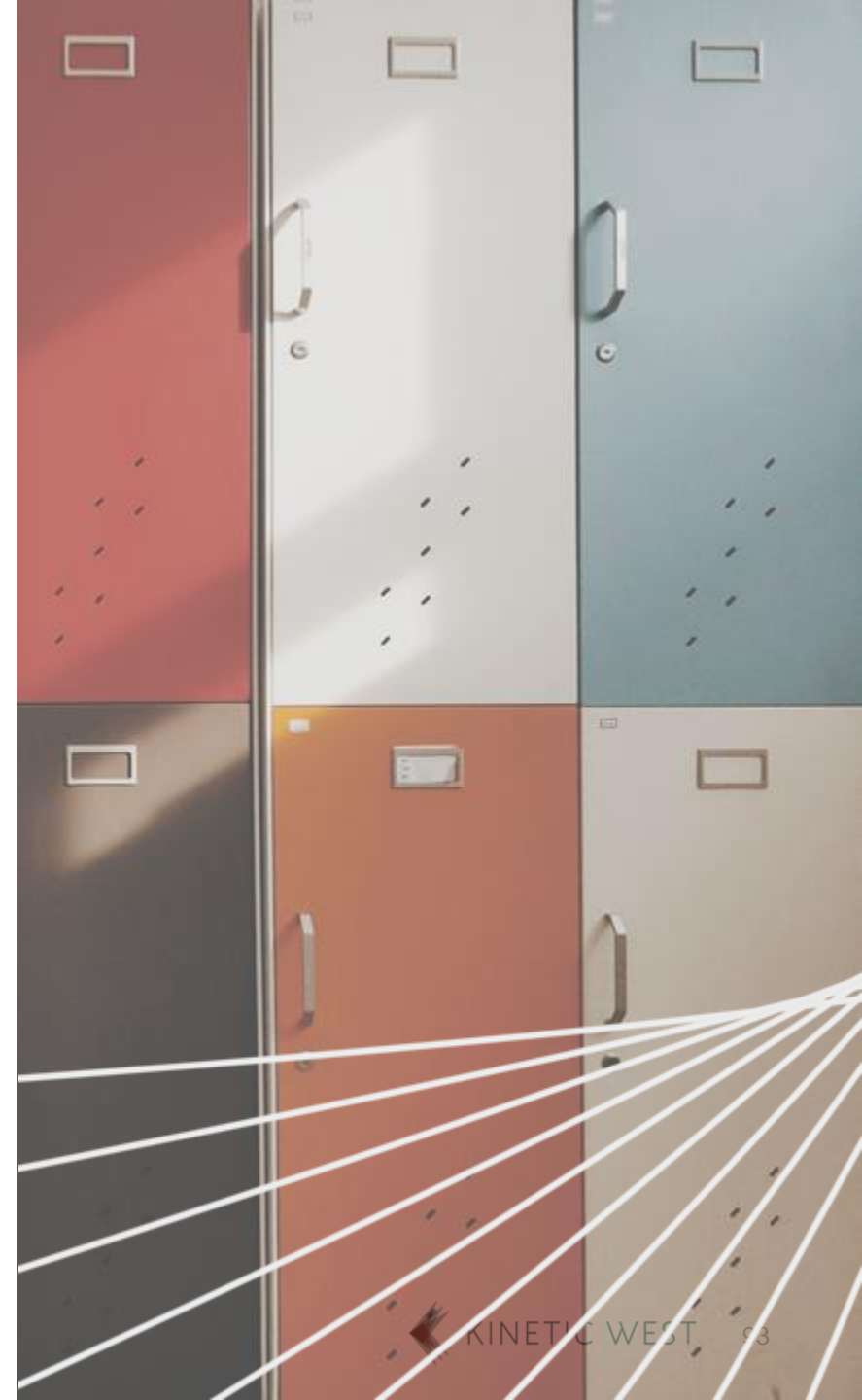
College and career advising in Washington state is acknowledged as critically important by schools, districts, students, families and communities

But there is significant inconsistency across the advising field – both between districts, and school to school within districts – when it comes to the major elements of college and career advising, which are:

- Setting a clear vision and goals
- Staffing and resourcing to execute the vision
- Identifying curriculum to use
- Accessing and utilizing partnerships
- Tracking data and progress

There has been little holistic guidance for districts, schools, and communities on “what good looks like” – especially when compared to other fields of education like CTE, school counseling, or core subject teaching and learning

Schools and districts, along with CBO partners, are innovating to meet the needs of students, but would benefit from more statewide support



From our research: State of the field of advising in Washington (II/II)

Washington state's college and career advising field is comprised primarily of certified school counselors, supported in larger districts by dedicated district-level college and career readiness leadership

- By state law, districts must now create and implement a comprehensive school counseling program that clarifies the school counselor role. The program must address students social/emotional, academic, and career development. These plans are just beginning to be rolled out by school districts and they vary in how deeply they address college and career advising

College and Career Specialists – a non-standardized school-level role; programs like GEAR UP, TRIO, and AVID; and community-based college access supports are also an important part of the advising system, but not all schools or districts have access to them

State-provided college and career planning resources exist, but advisors are also using a wide-range of bespoke training and professional development tools depending on their budget and capacities

Teachers and other school-based adults who interact with students regularly are not trained to help them navigate conversations about their future options, and counselor workloads rarely allow them to support every student

Advising can often end up looking like what a school or district has the capacity to do, rather than reflecting what students or families say they need, or following what national best practice would recommend

The High School and Beyond Plan, a Washington State graduation requirement, has long been a backbone of advising, but implementation has not been well-resourced at the state or local levels. New investments will be bringing a statewide digital platform for the High School and Beyond Plan and a vision to transform it into a tool for more comprehensive advising

College and career advising is much less formalized and structured as a field than CTE education

Career and Technical Education	College and Career Advising
Separate program with dedicated staff and leadership	In most schools and districts, part of high school counseling, which also includes mental health support, scheduling, etc.
In high school, CTE concentrators take a series of courses in their career pathway; extensive courses are offered at school and skills centers	In most schools it is an elective, addressed in brief advisory or homeroom sessions, or left to the student to schedule time with counselor
Course and program standards in state code, require OSPI approval	No standardized statewide courses – some schools offer coursework, but it is bespoke
Federal funding, technical assistance provided through Carl D. Perkins Act	Federal funding for programs like GEAR UP and TRIO, but not available at every district
Statewide standardized career clusters and pathways	Large variety of state-provided, non-profit, and for-profit information sources
Standardized career pathway courses and curriculum for high-quality CTE programs such as CorePlus available statewide for certain disciplines	Career Guidance Washington provides lessons for students in Grades 6-12, but is not frequently updated or widely used based on research findings
Career Connect Washington statewide coalition funding new programs, networks between existing programs	Statewide organizations exist but not at the same scale and scope as CCW
Regional skills centers providing facilities and programs across districts to minimize duplication	Districts – especially those with college and career specialists – may form their own learning networks, but there is no resource sharing system similar to skill centers
Formal teaching positions with certified faculty	Mix of formal defined roles (school counselor, college and career readiness director) and informal roles (college and career specialist, CBO staffer) with range of certifications and training

Research Takeaways: Vision and Staffing



Vision

Districts and schools have a vision for postsecondary success, but struggle to track progress against goals and lack spaces to discuss strategies with peers

- Advising leads – particularly at the school-level – may not have access to or know how to access quality postsecondary outcomes data
- Even when survey respondents said they were familiar with their postsecondary enrollment outcomes, their answers differed from statewide datasets, especially for those working at the school-level



Staffing

Advising capacity is limited by shortage of training, time, and partners inside and outside of schools

- Only survey respondents from the largest districts reported having a specific college and career advising lead. In many districts, the lead is the high school counselor, who also holds many other responsibilities
- Advisors use WSAC and OSPI resources for learning and training, but also a wide variety of bespoke materials
- If a district can afford it, a college and career specialist provides critical augmentation to advising, as do partnerships like GEAR UP and TRIO
- It is not typical for all school staff to be trained to speak to basic advising topics – the counselor is the main person who sees it as “their job”
- Advising leads struggle to find time during the school day to help students with advising and provide consistent support
- Community-based organization (CBO) partners supporting advising tend to be much more highly trained, but are paid significantly less than their school or district counterparts

Research Takeaways: Partnerships and Curriculum



Partnerships

Community-based organizations and higher education institutions are essential partners for college and career advising – but not all schools or districts have access to them

- CBO/higher-ed partners help with augmenting staff capacity, offering tools, trips, and trainings to enrich the advising experience, and providing deeper outreach and individualized support to specific communities, including supporting family outreach efforts
- However, districts and schools can struggle to track enrollment and outcomes from CBO partner programs, and to set clearly defined roles with their CBO partners
- CBO partners are also not evenly distributed statewide. Districts and schools close to universities, colleges, or urban areas with high density of advising nonprofits benefit more. Rural districts and schools benefit less



Curriculum

College and career advising curriculum is starting early, but it's less clear if it's impacting students effectively, incorporating student voice

- Most survey respondents said they provide weekly or quarterly college and career advising content to students starting between 7th and 9th grade – but that content can vary from a class or field trip to an email or e-newsletter
- Most school-level respondents were unsure if their district has a college and career advising curriculum
- Tailoring college and career advising curriculum to specific population needs largely focuses on language access, College Bound eligibility, prioritizing focus populations (e.g. first-generation students) for opportunities, and/or working with students to create personalized advising plans
- School and district-level respondents do not see student voice as guiding their college and career advising curriculum, while CBOs strongly leverage student voice in guiding their programs

Research Takeaways: Data and Equitable Supports



Data

Access to online college and career advising platforms, as well as real-time student data to track college and career progress across partners, is not consistently available to all schools

- There is not a single college and career advising platform used by all – or even most – schools and districts
- The largest schools report using online platforms for college and career advising the most
- Less than half of school and district survey respondents knew if they had a data sharing agreement in place with their CBO partners. Only about a quarter of CBOs with data sharing agreements are accessing High School and Beyond Plan data



Equitable Supports

The field of advising in Washington has wide variation in the time, quality, and support available to students, depending on the capabilities, location, and budget of their school or district

- Schools and districts are not confident they are including student voice in their college and career advising efforts.
- Schools struggle to obtain and sustain funding for college and career specialists, who are important for supporting college and career advising success
- It is mostly larger schools that have access to online college and career platforms
- Partnerships with community-based organizations are critical for giving students exposure to career opportunities, engaging with focus communities, and supporting family engagement – but these partnerships are disproportionately available in urban areas

Summary of research into the college and career advising field in WA



Vision

Districts and schools have a vision for postsecondary success, but struggle to track progress against goals and lack spaces to discuss strategies with peers



Curriculum

College and career advising curriculum is starting early, but it's less clear if it's impacting students effectively, incorporating student voice



Staffing

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Recommendations
for Advancing
College & Career
Advising

Summary of recommendations for strengthening the field of college and career advising in Washington



Vision

- Recognize and reward completion of high-value, industry-recognized credentials and postsecondary enrollment achievement



Staffing

- Provide more trusted resources for training and clock hour-eligible professional development for college & career advisors and “101-level” training for school-wide staff
- Advocate for at least one college and career specialist in each high school, formalize the specialist role within the education system



Partnerships

- Develop college and career advising partnerships in rural areas, including virtual options



Curriculum

- Develop college and career advising curriculum that blends with core subjects
- Create a statewide common college and career climate survey with analysis support, to incorporate student voice into advising programs and track impact of advising efforts



Data

- Align on a single statewide online college and career advising platform that integrates curriculum and data collection (e.g. transcripts, HSBP steps, career pathways, labor market data etc.)
- Create model data-sharing agreements that districts can adopt with all CBO partners, including sharing outcomes and HSBP data



Equitable supports

Expand investment in high school and beyond planning, including staffing support, curriculum development, and data collection into new statewide platform; Support funding of post-high school summer transition roles

Deep Dive: Recommendations (I/X)



Vision

Recognize and reward improvements to the rates of students attaining high-value, industry-recognized credentials and/or enrolling in postsecondary education

Why this recommendation?

- WA districts have a general postsecondary enrollment or readiness goal for students, but most lack the ability to regularly track progress toward their goal or forums to collaborate on best practices with peer districts/schools. There is little incentive to change the status quo, as districts who do an excellent job with postsecondary enrollment receive no particular benefit or recognition and postsecondary outcomes are not a factor in evaluating teachers or administrators
- We recommend advocating for funding to reward districts that do well on meeting postsecondary enrollment milestones (inclusive of credential earning, apprenticeship pathways, and military service) and advocating for postsecondary enrollment to be a part of school and district leadership evaluations

Who else is doing this?

- In Texas, school districts and individual teachers receive funding bonuses for improving postsecondary readiness, and it is a part of each school district's letter grade report card

More details: See Appendix, National Promising Practices: Texas Impact Network

Deep Dive: Recommendations (II/X)



Staffing

Provide more trusted resources for training and clock hour-eligible professional development for college & career advisors and “101-level” training for school-wide staff

Why this recommendation?

- More training was the #1 most requested support by survey respondents in districts, schools, and CBOs
- School-level participants in our research noted that outside of advisors, teaching staff are rarely trained in basic advising topics
- Respondents to our research relied heavily on “vetted” information like WSAC and OSPI resources, but they are also using a wide range of bespoke or self-researched information and they struggle to get up-to-date information (even basic contact info) on non-college pathways like apprenticeships

Who else is doing this?

- [Washington Council for High School Counselor Relations](#), a nonprofit that offers paid membership for colleges and free membership for high schools, hosts annual counselor workshops that present information from colleges as well as OSPI, SBCTC, and WSAC. Members pay to attend workshops, clock hours are available
- Texas College Access Network is developing a “101” level training, based on their existing Texas OnCourse curriculum, that can help volunteers and staff quickly get up to speed on counseling essentials
- **More details: Appendix, National Promising Practices, Texas College Access Network**

Deep Dive: Recommendations (III/X)



Staffing

Advocate for at least one college and career specialist in each high school, formalize the specialist role within the education system

Why this recommendation?

- Survey respondents emphasized how college and career specialists maintain a singular focus on postsecondary access and are also adept at creating advising knowledge networks across districts, increasing the capacity of the whole district
- Survey respondents and districts we directly interviewed spoke about how losing funding for their college and career specialist means they can no longer provide good quality supports to students
- The specialist role is not a formal role in the school system, and not all districts can afford to hire or sustain a college and career specialist, creating a significant inequity

Who else is doing this?

- In Tennessee, the state pays for college and career advising support staff to work directly with schools to augment the capacity of counselors. These specially trained corps of staff are state employees and focus on working in urban school districts, while Tennessee's Ayers Foundation partnership supports the needs of rural schools

More details: See Appendix, National Promising Practices: Advise TN

Deep Dive: Recommendations (IV/X)



Partnerships

Develop college and career advising partnerships in rural areas, including virtual options

Why this recommendation?

- Rural areas have the least access to advising support from higher education institutions, community colleges, or community-based organizations – which are disproportionately located in the urban Puget Sound region
- Rural area college and career support should be inclusive of resources to specifically support American Indian students and connect teachers and advisors to national organizations that provide pathways for indigenous youth. For example, national programs like AISES ([Advancing Indigenous People in STEM](#)), [American Indian College Fund](#), [United National Indian YOUTH](#) provide important tools for supporting indigenous students with postsecondary education and CTE access

Who else is doing this?

- In Tennessee, the [Ayers Foundation](#) partners with the state government to provide dedicated support 8th grade through college to students in rural high schools, leveraging their relationships in these areas to free up state resources to focus elsewhere – a similar partnership would be beneficial to rural Washington

More details: See Appendix, National Promising Practices: Advise TN

Deep Dive: Recommendations (V/X)



Curriculum

Develop college and career advising curriculum that blends with core subjects

Why this recommendation?

- Washington state does have a curriculum – [Career Guidance Washington](#) – but it has not been updated since 2016 and less than 40% of school-level respondents in our research said they had used it in the last year
- Districts instead use a large amount of bespoke curriculum, either built by external vendors (e.g. Naviance, Xello, etc.), from CBO partners if they have them, or developed from their own research
- Having to seek out and vet rapidly changing information is time consuming for school staff, students, and families
- Incorporating college and career advising topics into core subjects like English, math, and social studies can help maximize the time students already have, and help reinforce that postsecondary success is essential to their basic education journey
- Curriculum could be developed creatively, for example through grant funding to support curriculum writers, adapting summer externships, or crowdsourcing materials from counselors or district leaders with financial awards for the programs with the best tools

Who else is doing this?

- Programs like [Texas OnCourse](#) offer examples of starting places for dynamic statewide advising curricula in middle and high schools aligned to core subjects.

More details: See Appendix, National Promising Practices: Texas OnCourse, OneGoal

Deep Dive: Recommendations (VI/X)



Curriculum

Create a statewide common college and career climate survey with analysis support, to incorporate student voice into advising programs and track impact of advising efforts

Why this recommendation?

- Research shows that effective advising supports “student agency and ownership of their learning, and help[s] build student’s capacity for goal setting, decision making, and problem-solving skills to ensure future success”
- However, 71% of school and district survey respondents in our research said they disagreed or were neutral when asked if student voice was used to guide college and career advising efforts in their school/district
- This may be connected to the overall shortage of advising capacity in schools and districts. Survey respondents reported the lack of time to work with students as one of the biggest barriers to providing high-quality advising – in one case no more than 10-minute conversations with students were possible because of their workload

Who else is doing this?

- Washington State already participates in the [Healthy Youth Survey](#) every two years, collecting data on students experiences with mental health, social emotional support, and substance use. A similar statewide tool could be developed for the college and career space – expanding for example on CCER’s [high school college and career climate survey](#) which currently covers 7 school districts

Deep Dive: Recommendations (VII/X)



Data

Align on a single statewide online college and career advising platform that integrates curriculum and data collection

Why this recommendation?

- While person-to-person advising conversations will always be needed to fully support students, online platforms can help students research options, track tasks, and develop skills.
- Online platforms can also help schools and districts track student progress, and share data seamlessly with CBO partners and higher education programs without having to negotiate data-sharing agreements and develop bespoke data-sharing tools for each partner
- Only 53% of school-level respondents reported using an online platform to deliver college and career advising content – and the majority using online platforms are very large schools
- Schools are using a mix of Naviance, SchoolLinks, Xello, School Data Solutions, and other platforms to provide content, with no single platform reported as the main platform

Who else is doing this?

- In Connecticut, [the RISE network](#) developed “the Hub” to bring together student data from multiple sources into a single, easy to use system to support counselors in student advising. The Hub allows advisors to look both at individual student performance and track focus groups of students, ensuring their college access milestones are being met

More details: See Appendix, National Promising Practices: Connecticut RISE

Deep Dive: Recommendations (VIII/X)



Data

Create model data-sharing agreements that districts can adopt with all CBO partners, including sharing outcomes and HSBP data

Why this recommendation?

- Less than half of schools, districts, and CBOs in our survey knew if they had a data-sharing agreement in place with their advising partners
- Only 26% of schools and districts said they could track student outcomes from CBO college and career advising programs
- When data-sharing agreements are in place, CBO partners can access student information system and national clearinghouse data, allowing them to better support students while ensuring student data is protected
- However – only 27% of our CBO survey respondents said they have access to High School and Beyond data through their data sharing agreements

Who else is doing this?

- The [Washington State Guaranteed Admissions Program](#), run by the Council of Presidents, negotiates data-sharing agreements with school districts to access student transcript and course data
- Connecticut RISE networks Hub program has data-sharing agreements, privacy protection training, and coaching around using data as part of its school district partnerships

More details: See Appendix, National Promising Practices: Connecticut RISE

Deep Dive: Recommendations (IX/X)



Equitable Supports

Expand investment in high school and beyond planning, including staffing support, curriculum development, and data collection into new statewide platform

Why this recommendation?

- High School and Beyond Plans (HSBP) – a longstanding graduation requirement in Washington State Public schools – are already integrated into school systems and calendars.
- Instead of being a robust planning process, HSBP has become too often a “check the box” exercise on the way to graduation. Rather than start over with a new system, we recommend expanding investment to make our existing system truly impactful and effective
- In the 2023 legislative session, the Washington State legislature tasked OSPI with the role of facilitating a transition to a single universal High School and Beyond platform in order to address inequities and increase consistency in WA state schools. The RFP for this project closed in October 2023 and the project is expected to begin in 2024, with the platform rolling out to schools in 2025
- The effort to create a single online platform for college and career advising statewide is a good first step, but it’s important that the platform truly support equitable advising, including allowing for:
 - Students to access consistent, high-quality information about their college and career opportunities
 - Advising partners – including counselors, teachers, CBOs and higher-ed institutions – to track student progress and outreach to students in need
 - Access to labor market information, career pathways guidance
 - Ability to export student progress data that is disaggregated by race/ethnicity, gender, primary language, etc.
 - Ability to export of key data like transcripts, which are essential for programs like Washington Guaranteed Admissions

Deep Dive: Recommendations (X/X)



Equitable Supports

Support funding of post-high school summer transition roles in schools and at CBOs

Why this recommendation?

- Most high school counselors do not work with students June-August, or operate with a skeleton crew – as we discovered in attempting to survey the advising workforce during the summer months
- One of the most challenging places to serve students is in the space between high school and what comes next – when students are not yet the full-time responsibility of their postsecondary pathway provider, and already graduated from high school
- Supporting and advocating for the funding of positions (or extending contracts for existing positions) at schools and community-based organizations that can help students navigate the summer transition phase – with transcripts, essential life skills (e.g. budgeting, self-advocacy), career planning, etc. would help fill this gap

Who else is doing this?

- There are many community-based organizations and higher-education programs that focus on the post-high school transition period with enrichment classes, campus preview programs, and cohort-based learning, so there are several models to learn from, for example [College Success Foundation's Rally for College](#), [Rainier Scholars](#), and [College Possible Washington](#)

Summary of recommendations for strengthening the field of college and career advising in Washington



Vision

- Recognize and reward completion of high-value, industry-recognized credentials and postsecondary enrollment achievement



Staffing

- Provide more trusted resources for training and clock hour-eligible professional development for college & career advisors and “101-level” training for school-wide staff
- Advocate for at least one college and career specialist in each high school, formalize the specialist role within the education system



Partnerships

- Develop college and career advising partnerships in rural areas, including virtual options



Curriculum

- Develop college and career advising curriculum that blends with core subjects
- Create a statewide common college and career climate survey with analysis support, to incorporate student voice into advising programs and track impact of advising efforts



Data

- Align on a single statewide online college and career advising platform that integrates curriculum and data collection (e.g. transcripts, HSBP steps, career pathways, labor market data etc.)
- Create model data-sharing agreements that districts can adopt with all CBO partners, including sharing outcomes and HSBP data



Equitable supports

Expand investment in high school and beyond planning, including staffing support, curriculum development, and data collection into new statewide platform; Support funding of post-high school summer transition roles



Appendix

The background is a dark teal color with a pattern of thin, white, intersecting lines that create a sense of movement and complexity. The lines are scattered across the frame, with a higher density on the left side.

Additional “Big
Ideas” from research

Survey respondents shared impactful ways college and career advising could be supported in WA (I/II)

School Districts

- More partnership with outside orgs!
- Provide access to students and families that need resources and advising:
 - Lists of youth who need extra support
 - Introductory events to introduce first-gen, low-income, and BIPOC students to meet w/ orgs
- Support collaboration with partners
 - Data sharing/SIS access
 - Clear goals and partnership guidelines
 - Enable partner staff to have more collaborative relationships with school staff
- Prioritize college and career culture and advisory time

Philanthropy

Fund or support...

- Training or scholarships for college and career advisors/professionals to advance their learning through PD, conferences, certifications
- Workshops and local events
- Research and elevate effective and innovative models/practices
- CBO college advising programs, particularly staffing and partners for rural schools
- Student scholarships, including funding for student basic needs
- More funding for small communities and rural communities
- College and career exploration opportunities to get off-campus
- Increase collaboration

Partners

- Much more apprenticeship information! More info online (18)
 - More rural school support
 - Help with financial aid
 - Career fairs; labor/career presentations
 - Teacher externships and more info on industry for classrooms
- ### Higher Education
- Streamlined higher education application process and better step-by-step information; easily accessible info for distribution
 - Presentations/visits to families and communities on what's available
 - Pay for student college visits, more experiential visit opportunities
 - Clear contact for each school

Survey respondents shared impactful ways college and career advising could be supported in WA (II/II)

State Agencies

Resources

- Increased access to real-time data on enrollment, graduation, apps
- Consistent, high-quality free college and career curriculum for schools – online program, tools, and timeline
- Support more automated information to students/families (like Otterbot + ChatGPT/Bard)
- Create a framework for best practices + data platform
- Better HSBP platform
- More labor market information for schools on job trends
- Student and family resources in multiple languages/videos that counselors can use
- Universal platform, more accessible website design

Funding

- Allocate FTE specific staffing in MS & HS / funding to hire more college and career dedicated staff
- Fund time for HS teachers and staff to receive college and career advising training yearly
- Funding to build dedicated CCR/advising teams in schools

Training

- More trainings for all levels of staff; flexible PD options; “quick bite” trainings; 101 info for new staff
- Share best practices and online resources – build out resources

Encourage Culture Shifts

- HSBP as process not “thing”
- Superintendent report card for CCR district leaders / accountability
- Start earlier! More MS, more info rolling out before 11th grade
- Rural school focus
- More information on apprenticeships, career training pathways

Policy

- State-level changes to help districts make schedule and credit adjustments so schools have space to include advisory/College 101
- Require CCR as part of educational certs, not just CTE
- Advocate for CCR Specialist in each HS regardless of size
- Require schools to designate a time for college and career advising within the school day
- Universal portability of postsecondary credits to all CTC and unis
- Consistent or universal apprenticeship application

We asked survey respondents: What current practices are helping your college and career advising? (I/III)

Engaging directly and frequently with students

- Our Summer Support team consists of our College & Career Counselor, two GEAR UP Coordinators, a College Success Foundation Coordinator, and a Gonzaga work study student. These staff members work all Summer to connect with all recent graduates throughout the Summer to ensure that they are able to enroll in 4-year, 2 year, and apprenticeship programs this Fall. Staff call every student at least once a month and offer office hours to support students as they navigate post-graduation life.
- The best thing we we've done to increase engagement is to allow students to eat lunch in the career center. Becoming familiar with us has made it so much easier for students to approach us about post-secondary plans. Find ways for students to want to come to you. Make sure they know you see them, you care about them, and you are available to listen.
- I do a lot of data mining to track students interests & I reach out to students directly regarding any opportunities that may come up throughout the year. This really impacts students because they are humbled that you actually take the time to care about what they have an interest in. I also host a Soon to Be Senior event in the spring before the 11th graders leave for summer. I like them to be prepared for their senior year by doing work over the summer. I also host career specific trade shows to highlight career areas in need of staffing & what students are also demanding.
- One thing that has helped us is having alumni come back to speak to groups!
- Ensure face to face time with as many students as possible.
- We are proud of the one-on-one advising we are doing with College Bound students.

Combining college and career advising with coursework

- All students create a high school and beyond plan. Within the same platform, scholarships and other opportunities are recorded for students for a one-stop shop of many of the resources they need for post-secondary success. Also, FSA ID and a FASFA/WASFA day are completed in a content area course, so all students receive the information.
- I LOVE the class we offer to seniors. When I was given the green-light to create it, a Career Connected Learning director from NCESD brainstormed with me what I most wanted for my students. I told her I wanted our rural students to know there were more career opportunities out there than farming or teaching (the careers most frequently modeled for them). This started Guest Speaker Thursday: each Thursday, a different professional from a unique career field comes in to speak to our students. It has been incredibly impactful! Students reflect on the speaker's message the next day by writing them a formal letter of thanks - which not only reinforces the message but also creates a sense of gratitude for the speaker's time and effort. It has been a beautiful experience to be part of!
- VPS moved FAFSA/WASFA completion into CWP classes last year. We are hoping to see an increase in financial aid completion as a result. It has allowed us time to educate all students about financial aid options.
- Daily advisory with an emphasis in post secondary goals.
- Tying in Naviance to English curriculum in high school.
- We host a senior wide application day during school hours. During this event 2 and 4 year colleges provide application support and in some cases onsite admission decisions. We also partner on a October Senior Saturday, which includes a college fair, individual application and financial aid support, and lunch.

We asked survey respondents: What current practices are helping your college and career advising? (II/III)

Giving students more experiential learning and exposure to postsecondary options and adult skills

- Business Week for the junior class and Future Options Day for all students has helped many students contact with employment and career interests and opportunities. The GEAR UP program for the classes of 2017 and 2023 has also provided significant advising, mentoring, and academic support.
- One of the school districts that has GEAR UP [offers] a Financial literacy course that all juniors are required to take.
- We added the opportunity for our students to gain additional certifications in industry programs - OSHA, Flagger, Driver's License, STARS, First Aid, CPR. We do this during the spring, helps with attendance also as the students want to get these certs and know they have to be at school to participate.
- We partner with the CFL classes to provide a post-secondary options day expo. It's a series of class days devoted to learning more about options after graduation! They hear from 8-12 speakers over the span of the program.
- We are hoping to create some "adulting" videos via our communications department to show students information on things they are seeking support for - like paying taxes, budgeting, finding an apartment, etc.
- Northwest Educational Service District did an excellent job this year providing field trips and programming that was engaging and gave students an opportunity to see jobs firsthand by going to the job site.

Engaging families as well as students

- We require parents to participate in HS registration during which they receive grade specific graduation, college, and career information. This is reinforced during the conversations that happen during student led conference during which students engage parents in conversations about their future plans and needs, and supported by multiple college and career family events.
- We meet individually with every junior and their parents for a college meeting and then again with just the student senior year at least once. We hold workshops and present lessons in the classroom for all grades. We use Maia Learning to help our students in the college search process.
- Cafecito con GEAR UP: a monthly Sunday meeting with Hispanic students and their families to go over college and career topics in a familiar setting; while talking over coffee and pan dulce or baked goods. GEAR UP (Financial Literacy) Carnival: An entire family event, where there are several booths regarding college and career topics. Activities are provided for ALL AGES, so the families are introduced to concepts varying from beginner to more advanced.

Fostering community-based partnerships

- GEAR UP has been instrumental for our school in the 10 years we have had the program. It has brought best practices to our attention and it has helped us create a focus on college and career advising.
- Tribal schools offer great opportunities for Native students, the Muckleshoot Tribe is doing great things to create opportunities for our kids through various college programs, certifications, and degrees, UW Tacoma holds regular opportunities for Native students to get a feel for the campus experience through tours and activities.
- We have a great relationship with our local community colleges. Support our students throughout the summer after they graduate.
- Our partnerships with local colleges and universities for tour days work very well connecting students to great post-secondary opportunities.

We asked survey respondents: What current practices are helping your college and career advising? (III/III)

Regional and cross-district college and career events

- For the past 7 years local counselors and higher ed partners have developed, organized and led the annual Spokane T24 College Fair. It's a great grassroots collaborative effort that has brought over 40 colleges and universities to 14 high schools annually.
- Our annual career fairs represents all 16 job clusters, and employers are there to educate our students and answer questions. We had over 60 employers attend the fair last year and the neighboring small districts are welcome to attend.
- Community sponsored College/Career night. The availability of Dual Credit, College, Trade/technical, apprenticeship programs and job opportunity information all at the same time is effective.
- We host 6 webinars per year: College Application Night, Financial Aid Webinar, Scholarship Night, Dual Credit Night, Running Start Night, and Junior Night. Each of these webinars are recorded and shared throughout the year.
- The Career Specialists at the other high schools in our district put together several collaborative webinars, that students across the district could all access. Everything from virtual college visits, to "how to fill out your college application" webinars. They were a great service to collaborate on.
- The College and Career Access Specialists work together throughout summer to plan out district-wide events for the school year. We try to have events/field trips for each grade throughout the year where they are taken off campus to visit different colleges/apprenticeships/careers/employers. We also hold a district wide family night.

Staff Collaboration to focus on college and career advising

- The educators across my district that serve in the Career and College Readiness role collaborate weekly to create a district wide program. We work to ensure that all of the elements of our States High School and Beyond plan are highlighted equitably, so that every student's post secondary goals are met.
- We have had a stronger assessment process for our CTE programs that can identify where the gaps are with our programs, using the CLNA as a guide. We meet with principals of schools and help advise them how to make their programs stronger.
- We work with our College and Career Counselors and our Career Center Specialists to find best practices that can be used in our community to encourage students to continue their educations after high school. This collaborative team has new members this year so we are all learning together.
- Our current principal not only teaches five of his own classes on top of being a principal, but he also coordinates all postsecondary learning and ensures students are properly taken care of academically.
- We have a team of teachers that work hard to learn about everything about college and career. We create staff trainings, students trainings, and work together to support students as they move towards their next steps. Students receive school credit for their High School and Beyond Plan.
- Practice: At every professional development, our CCLI team shares 1 college/career tip. We base it on students and staff surveys where it looks like more info is needed. It keeps the messaging fresh every other week.

Additional policy ideas which arose in our research – these may merit further exploration in Washington



Policy	Why this works/Who else is doing it
<p>Make guaranteed admission for local universities an “opt out” program for all school districts</p>	<p>Washington State’s current Guaranteed Admissions Program is offered through the College of Presidents, a nonprofit organization representing Washington’s public universities. However, only 65 of Washington’s 295 school districts (about 22%) have opted into the WAGAP.</p> <p>At least 12 states have guaranteed admissions policies either across their college system or with specific institutions in their system: Arizona, California, Florida, Idaho, Iowa, Kansas, Missouri, Montana, Nebraska, South Dakota, Texas and Wyoming – and the number has been growing. Since 2015, Idaho has proactively admitted all high school seniors into college without requiring the student to apply – which has been found to increase college and university enrollment by 11%.</p>
<p>Make FAFSA completion a high school graduation requirement</p>	<p>While FAFSA completion alone is not a stand-in for a complete college and career advising experience, completing the FAFSA is often a requirement for unlocking state, federal, and institutional financial aid. Students who do not complete the FAFSA will not have a full understanding of the financial assistance available for them to attend 2 or 4-year college. Nationwide, over \$3.75 billion in potential federal Pell grant assistance goes unclaimed because students do not complete the FAFSA</p> <p>NCAN has worked extensively on FAFSA completion strategies with states. Alabama, California, Illinois, Louisiana, New Hampshire and Texas have all mandated FAFSA completion as a high school graduation requirement. However, these mandates are mostly recent and it is too early to tell if they are having an impact on increasing postsecondary enrollment.</p>

Promising Practices
Nationwide

Rewarding postsecondary readiness in K-12 schools (I/II)

Interview with Texas Impact Network

Promising Practice

In 2019, the Texas state legislature passed HB 3, a significant legislative change to the Texas education system. HB 3 addressed multiple areas of education outcomes, but two specific to college and career advising were establishing:

- **Teacher Incentive Allotment:** State pays districts an additional \$32,000 per teacher (90% of this must go to educator salaries) if the district includes student achievement outcomes in their teacher assessment system. This is intended to help identify and retain excellent teachers and provide a realistic pathway to teachers earning six-figure salaries. Additionally, this system provides more funding for effective teachers who teach in higher need schools, defined as those in rural settings or have a higher concentration of poverty as measured by census blocks for areas the school serves.
- **College Career and Military Readiness Outcomes bonus funding:** Provides additional funding to districts if students are assessed to be “college ready” (as measured by their performance on the ACT, SAT, or TSI) and students enroll in postsecondary education immediately after graduation, get an Associate’s degree, or complete an industry certification. HB 3 also required every school district to adopt a College Career and Military Readiness goal. This funding formula also provides more funding for students who meet this threshold who come from economically-disadvantaged backgrounds or are identified as special education students.

Rewarding postsecondary readiness in K-12 schools (II/II)

Interview with Texas Impact Network

Takeaways from this practice

- **Implementation matters:** Just passing HB 3 did not automatically result in outcomes changes. Texas Impact Network was established to provide implementation support for initiatives contained in the new law. The support provided to districts is free and aims to help school systems become proof points and share their successes and learnings statewide.
- **Streamline accountability standards:** In Texas, CCMR Outcomes bonus funding requirements were written more strictly than existing CCMR readiness standards used to grade school districts. This created a loophole that led to 65% of districts being cited as “CCMR ready” while just 17% of districts qualified for the CCMR outcomes bonus. The state is now looking to work towards closing the gap between these measures and Texas Impact Network continues to advocate for better data transparency and provide feedback and suggestions as it relates improving these measures.
- **Funding helps, but it’s only one of many incentives districts are managing:** In Dallas ISD, they received over \$4 million through the CCMR Outcomes Bonus funding, however while this funding is useful, it is small compared to the district’s overall \$2 billion budget
- **Focus on outcomes more than process:** Prior to HB 3, Texas had an existing legislative requirement for all 7th and 8th graders to complete postsecondary planning, and for all high-performing districts to be “CCMR-ready”. These requirements created better process, but did not drive outcomes as effectively as accountability measures connected to funding.

Collective impact from clear vision, strong supports (I/II)

Interview with Tennessee SCORE and Tennessee Achieves



Promising Practice

In 2015, Tennessee became the first state to offer free tuition for community college (“Tennessee Promise”) by 2019, 64% of students were entering postsecondary education right after high school. But behind the numbers is a collective statewide push across Tennessee to implement a shared vision of postsecondary success. That collective action group includes Tennessee SCORE, a collective impact organization that informs state policy, monitors impact, and identifies priority focus areas and Tennessee Achieves, the nonprofit partner to Tennessee Promise that supports students pre- and post-enrollment with a suite of services including volunteer mentors and post-enrollment coaching.

As Tennessee Promise rolled out, TN Achieves learned that while free tuition brings students in, keeping them engaged to and through enrollment requires a strong scaffold of support. 90% of high school seniors complete the TN Promise application, and they then get connected with TN Achieves’ volunteer mentors statewide to ensure local and consistent communication with students pre-enrollment. TN Achieves near-peer, relational coaches then meet individually with students once they enroll in college to ensure increased likelihood of college degree completion. TN Achieves also helps students with non-tuition costs like housing, food, books, and transportation that can be major barriers. College coaching plus micro-grants have increased the likelihood of economically disadvantaged students completing community college in 3 years by 183 percent.

A hallmark of the Tennessee approach is a shared vision and solid data tracking – every week TN Achieves shares data with superintendents, counselors, principals, and postsecondary partners, to ensure everyone is on the same page. The vision, paired with coordinating partnerships statewide is what helps Tennessee see strong impacts.

Collective impact from clear vision, strong supports (II/II)

Interview with Tennessee SCORE and Tennessee Achieves



Takeaways from this practice

- **Having partners external to government helps:** Political turnover and external shocks like COVID-19 can interrupt progress just as relationships are starting to solidify. Having nonprofit partners who can provide consistent support to college and career advising efforts helps keep things growing
- **There is no substitute for person-to-person outreach:** To build buy-in with school districts statewide, TN Achieves and its coordinating partners go to individual schools and build rapport counselor by counselor. Once Counselors understand their mission, they welcome the support to better serve large caseloads.

Helping educators understand the most important data (I/II)

Interview with Education Strategy Group

Promising Practice

In working with school districts to address gaps in postsecondary enrollment, ESG found that while most school districts have a lot of existing data on student outcomes, they didn't know how to deploy it to make their advising practices more effective, or which data was the most important to track. After analyzing research and promising practices from districts across the country, Working with NCAN, KIPP, and other practitioners in the college access community, ESG identified digestible, easy to measure data points that were the most important in predicting a students' successful transition to college.

These eight metrics became the “[Momentum Metrics](#)”, the critical metrics for school districts to measure and build interventions, policies, and targets around to catalyze student postsecondary success. Through the [Momentum Metrics Networks](#), this initiative is being implemented in a number of school districts across Texas and Tennessee.

Helping educators understand the most important data (II/II)

Interview with Education Strategy Group

Takeaways from this practice

- **Build from the top down and the bottom up:** ESG worked on implementation with in-state partners that had pre-existing relationships with school districts. Their work was philanthropically funded so it could be offered to districts at no cost, but executive sponsorship was important. ESG worked with Deputy Superintendents and Chief Academic Officers to build buy-in at the top level of districts, and then worked with school leaders to build buy-in at the individual school level to shape each district plan and ensure consistent accountability. They also focused on building capacity for measuring and operationalizing the metrics, in the belief that strong action planning paired with implementation support leads to the best outcomes
- **In small districts collaboration can be easier, but data management is a challenge. Larger districts have more data capacity but can be siloed:** In larger districts there is sometimes an entire team focused on monitoring and learning from outcomes data, but in smaller school districts there may at best be a single data person wearing many other hats, working with a spreadsheet system. Finding ways to support smaller school districts is critical for implementation. Larger teams do not always mean smoother operations. In big districts where you may have separate college and career advising, counseling, and curriculum departments for example, building collaboration across siloes can be the biggest challenge
- **Identifying a district lead is essential:** Each district identified a College and Career Advising Lead – sometimes it was someone who already held that title, other times it was the CTE director or the director of high schools, or a person in another role. The CCR lead worked up and down the chain, reaffirming the buy-in of superintendents and district leadership and supporting the implementation needs of school leaders.
- **Identifying an in-school lead also helps:** ESG also found that the more successful districts had college and career advisors in schools, separate from the school counselor role. Particularly post-COVID-19, counselors report to ESG that their top priority is ensuring the mental health of students, then in helping with scheduling and graduation requirements, with college and career readiness being a valued part of their jobs but often at the bottom of their priority list, making a designated lead a valuable capacity add

Pairing real-time data with educator coaching (I/III)

Interview with Connecticut RISE

Promising Practice

The RISE Data Hub is a powerful, secure, and action-oriented data platform developed in partnership with educators. The Hub supports teachers, counselors, and administrators working individually and in teams by streamlining all the data and productivity tools they need in one central hub. The tool integrates data from multiple sources into one user-friendly interface that updates daily. RISE developed the Hub to address common challenges faced by counselors in accessing and leveraging student data to promote postsecondary access. Counselors commonly navigate time-consuming data pulls from multiple sources, such as student information systems, College Board, FAFSA data, Naviance, and even counselors' own notes. Counselors also lack the ability to analyze data for specific subgroups, and monitor milestone completion for specific pathways (e.g., military, workforce, higher education)

Designing the Hub

RISE began this journey by collaborating with counselors and educators in their 8-district (9 high schools) core network, including by establishing comprehensive data-sharing agreements with each district. RISE partnered closely with teachers and counselors to understand their workflow and data needs, and to organize data and functionality that could support educators in their work with students. As a result, the Hub pulls data on a nightly basis from multiple source systems and student surveys.

The Hub includes interactive tools, such as:

- Strategic data calendars allow teams to focus on the most critical and evidence-based data sets to guide decisions and actions and key moments of the school year.
- Student lists provide interactive and downloadable lists aligned to specific protocols and areas of inquiry.
- Custom charts support educators in monitoring progress toward goals and analyzing trends over time and across subgroups.
- Student profiles facilitate student-centered collaboration by helping educators track notes and interventions, and engage in personalized conversations with colleagues, students, and caregivers.
- Postsecondary surveys collect and integrate student voice and information about students' postsecondary planning and goals.

Pairing real-time data with educator coaching (II/III)

Interview with Connecticut RISE

Promising Practice (continued)

The Hub empowers teachers and counselors to review both individual student records and summary data for groups of students (e.g. multilingual learners, students on IEPs, first-generation college students). It allows counselors to manually input notes on specific students and also create tasks that counselors can follow-up on (e.g. “Check in with Sara to confirm she has completed the FAFSA”). The Hub aligns with RISE’s postsecondary goals to support all students in: (1) identifying a personalized and meaningful postsecondary pathway; (2) completing the milestones to make that pathway attainable, and (3) assisting students in accessing financial aid to make pathways accessible for all students.

Bridging data to coaching

Districts not only gain access to the Hub, but they also receive coaching on how to leverage the data to support student outcomes through Tier I and targeted programming. RISE also connects districts to their best practice strategies including summer melt prevention, summer academy for rising students, and insights gathered from their work with the Connecticut FAFSA Challenge.

Pairing real-time data with educator coaching (III/III)

Interview with Connecticut RISE

Takeaways from this practice

Ask schools: What specific data is crucial to your work? Districts have access to a large amount of data, but it is important to present the data in a user-friendly format that will produce educator collaboration and continuous improvement for programs supporting students.

Data without coaching has limited benefits: Having access to better data is exciting, however to really unlock the full potential of its use, educators need consistent coaching and training. That's as important as data-sharing agreements and digestible data formats, if not more so.

Data-sharing can be challenging, but it's worth the effort: Districts have different perspectives towards sharing student data with outside partners, and data sharing can sometimes require complex labor negotiations. But once stakeholders begin to see the application of the data and, and witness staff receiving high quality training in maintaining confidentiality and data awareness, the value of data sharing becomes evident.

Training more in-school adults to support advising (I/II)

Interview with OneGoal

Promising Practice

OneGoal transforms postsecondary advising and support so that every student can define their own future. Together with their partners, they are building a movement to close the opportunity gap. One of the ways in which they work side-by-side with partner schools and districts is through their Flagship Solution - a classroom model that supports educators and students by making college and career planning integral to the high school experience. It begins with the OneGoal course in 11th and 12th grades and continues with remote support through the critical first year of a student's postsecondary pathway. The result is more equitable and effective support for all students.

OneGoal's unique approach, honed over 15 years, prioritizes strong human relationships. And it's proven to deliver real student impact. 81% of OneGoal high school graduates enroll in a postsecondary institution, and 73% of those who enroll persist one year after high school. An independent study by the University of Chicago found that OneGoal students are up to 40% more likely to earn their postsecondary degrees than students from similar backgrounds.

OneGoal's mission is to lead the movement to transform postsecondary advising and support in the U.S., and they knew to reach that goal, they would need to take what they'd learned in 15 years and think even bigger. OneGoal is in the design phase of a new program solution – **OneGoal Essentials** – to run alongside their flagship program and their systems level work. While the program is still in beta development, it intends to extend the reach of quality postsecondary advising and empower a broader array of educators, bolstering their capacity to facilitate meaningful postsecondary planning conversations, thus ensuring more high school students have access to quality postsecondary advising on critical milestones like identifying their professional aspirations and identifying quality postsecondary institutions & pathways.

Among the challenges OneGoal Essentials hopes to solve: Not enough time in the student schedule for high-quality advising for stand alone postsecondary planning courses, and not enough advisors to do the work. OneGoal Essentials is looking to expand the capacity of better train teachers and adults who interact with students in the fundamentals of advising, so that school time like the advisory period can be more impactful for students. And by expanding the number of adults who can connect with students knowledgeably about advising, it may decrease the chances that a student will fall through the gaps in the advising process.

Training more in-school adults to support advising (II/II)

Interview with OneGoal

Takeaways from this practice

Implementation remains a challenge for all advising programs: While most states have a sense of what students should be doing to prepare for and succeed in postsecondary education and training, the how of implementing those actions at scale continues to be a challenge.

Don't be afraid to iterate and learn as you go: OneGoal is intentionally not trying to launch a statewide solution out of the gate, and instead will be starting with a small pilot that allows them to iterate, learn, and build as they grow, testing with people in their flagship network.

Implementing a statewide advising curriculum (I/II)

Interview with Texas OnCourse

Promising Practice

In 2015, the Texas Legislature passed HB 18, which charged UT Austin with improving college and career advising and supporting the implementation of HB 5 from the 83rd Legislature. HB 5 requires students transitioning from 8th to 9th grade to select an “endorsement” – a required decision similar to choosing a metamajor that would guide their coursework and career preparation in high school.

[Texas OnCourse](#) grew from this legislation, and was developed with the support of over 2500 Texas counselors. Today, OnCourse delivers professional development and college, career, and military readiness curriculum to over 18,000 registered users representing over 1000 Texas’ school districts.

Among their offerings are Texas [OnCourse Academy](#), a professional development online resource that trains college and career planning professionals. It provides over 30 learning modules on endorsements, graduation plans, college and career pathways, financial aid – all developed by educators for educators.

The Academy acts as a single point of entry for professional development, and complements Texas Higher Education Coordinating Board’s other tools, such as the [middle school college and career readiness curriculum](#), [“Middle Galaxy”](#) – a web and mobile game that helps students explore careers, [Tomorrow Ready Texas](#) – a tool to help parents and families track student readiness for college and careers and My Texas Future, a one-stop shop for college and career planning designed for students.

Additionally, OnCourse educators receive access to a robust network of professionals who regularly connect through virtual and in-person events.

Implementing a statewide advising curriculum (II/II)

Interview with Texas OnCourse

Takeaways from this practice

Start from Subject Matter Expertise: Texas OnCourse built a team of subject matter experts with backgrounds in counseling and advising. It was important for this tool to be created “by educators, for educators” so they began with deep engagement with the field to uncover real advisor needs. Over 2500 advisors, counselors, and administrators contributed to the content design and development before full implementation.

To build buy-in, give practitioners paid role and recognition: At the start of Texas OnCourse, the team created a fellowship program open to advisors and counselors to help develop the program, and encourage adoption statewide. Fellows received an annual stipend and worked in a 2-year cycle under an OnCourse coordinator. The fellows program evolved into district team fellowships, focused on helping districts drive college, career, and military readiness outcomes with the support of OnCourse.

Give credit for training with curriculum through the existing educator PD systems: Initially, Texas OnCourse offered \$150 stipends and continuing education badges to practitioners for registering with the Academy. Today, they offer continuing education credits for completing Academy training modules, which incentivizes educator participation.

State provided supports to augment school capacity

Interview with AdviseTN and Texas College Access Network

Promising Practice

In both Texas and Tennessee, the state provides support for trained practitioners to deploy into schools and school districts to augment counselors and advisors capacity for college and career advising. In Tennessee, this takes the form of AdviseTN, which serves 27 schools with intensive advising support, providing an expert resource on financial aid and college access that otherwise may not be available in the schools they serve due to counselor capacity challenges. The AdviseTN advisors are state employees (many are former teachers or advisors) that go through an initial training regimen and receive daily support from the state-level coordinating office. The state specifically look to recruit advisors from within each area's community, so they are connected to students' individual context.

At the Texas College Access Network (TxCAN), staff are working to create a core competencies training for organizations and individuals deploying to schools to support college access, including the state-sponsored Americorps advising teams. TxCAN is working with Texas OnCourse Academy to develop a mini-version of the Academy's 30+ college access professional development modules. This new tool will provide the "core competencies" a trainee needs to have in place before they interact with students and is aimed to be something a new advisor could complete in a summer training course. These core competencies will include training in "relational advising" – how to interact with students from different sociocultural backgrounds, how to motivate students to do postsecondary planning, and how to help students navigate the educational system to get the supports they need.





Takeaways from this practice

- **Training isn't "one and done":** Both Texas and Tennessee emphasized that the initial training in the transactional steps of finding and applying for college and financial aid is not enough. Advisors who are coming to schools through state sponsored programs need ongoing support and a commitment to the relational aspects of advising.
- **Free is good, but credentials, community supports also help:** Both AdviseTN and TxCAN's work is offered to districts free of charge, which helps increase buy-in from superintendents. AdviseTN's parent organization also offers an adult learners initiative to help adults achieve an AA or technical degrees and AdviseTN students sometimes connect their own parents to the adult program, increasing the community benefit. TxCAN is looking into offering a credential with badging to those who complete the core program, to help incentivize uptake.

Promising Practices in WA School Districts

Highline Public Schools



<p>~5,800 9-12th graders across</p> <p>4 comprehensive high schools, 6 Innovative/ Choice Schools and 1 Skills Center</p>	<p>84% graduated in 4 years in 21-22 school year across all high schools</p>	 <p>Vision</p>
<p>60% Black, Indigenous, and Latine students*</p> <p>73% FRPL-eligible students*</p>	<p>55.5% PS enrollment for BIL- identifying students*</p>	 <p>Partnership</p>
 <p>Data: Naviance, NSC</p>		 <p>Curriculum</p>

- Set by district in partnership with central office leaders
- Collaborative effort where district offers program support and guidance to each school to assist with implementation of comprehensive approaches to Tier 1 HSB-Planning and partnerships

School-level: 1 FTE College and Career Specialists per high school, school counselors
District-level: Director of Secondary Success & College Readiness, Asst. Director of College & Career Readiness, 3 FTE Promise Specialists, 4 FTE Secondary/Career/Access Specialists

12 College and Career Access Program Partnerships
 Partnership with Top 4 feeder colleges:

- *UW Seattle*- 8th Grade Experience, Dream Project, Senior Site Visits; *Highline College*-Promise Scholars, Spark, and CollegeCon
- *Green River*- FutureU (11th Grade Signature Event)
- *South Seattle College*-SSC Trio Partnership

- Advisory period (not guaranteed or consistently used but is an opportunity to share CCR resources/curriculum/programming/etc.)
- Scope & sequence for HS&B Planning that combines national, state and local resources
- At least 1 signature event every school year starting in 8th grade (ranges for awareness/exploration to preparation and resource gathering) including campus/worksite tours, community building, resource fairs, mock scenario activities, workshops



When it comes to centering equity,

- **Ensuring students are engaging in CCR activities and programming during the school day rather than outside of school-day** hours makes it much harder for students to miss CCR opportunities (most after-school programming is run by CBOs rather than district)
- Once students express interest in a pathway (10th grade and via Naviance), they are provided more opportunities to explore within that pathway
- **Utilize High School and Beyond Plan as a verb rather than a form/document**

Takeaways






- **District and schools work in partnership rather than hierarchal** so schools are more supported
- Regular meetings with school staff (principals, counselors, college and career access specialists) and community partners to stay aligned
- **Large staffing capacity at the district to lead a lot of coordination** for every grade level

“Our staffing allows us to do, specifically for things like our signature events [for each grade]...our department kind of coordinates all of that. We reserve buses, we have budget, we communicate across the system with nurses and nutrition services... **We take it [up]on ourselves to provide that level of coordination at Central Office. We see that as our role that then enables the work to be able to happen at the school level and minimizes redundancy.**”

“**We’ve been responsive to the things that we’ve learned**, starting with the student survey, and just hearing where the gaps were. **We were also fortunate enough to be a part of that GEAR UP grant that gave us funds to be innovative**...After a while we were able to build that into our programming”.

Mount Baker School District



<p>495 9-12th graders across 1 comprehensive high school</p>	<p>71% graduated in 4 years in 21-22 school year</p>	<p> Vision</p>	<p>School vision is for each graduating senior to leave with an evidence-based post-graduation plan (Pride Presentation)</p>
<p>21% Black, Indigenous, and Latine students</p> <p>52% FRPL-eligible students</p>	<p>50% PS enrollment for FRPL-eligible students</p>	<p> Staffing</p>	<p>School-level: 1 FTE College and Career Counselor (classified), 2 high school counselors (certificated) District-level: No district staff dedicated to CCR; primarily led by school staff</p>
<p> Data: Google Sheets</p>		<p> Partnership</p>	<p>1 deep philanthropic partnership that provides scholarships and experiences for students to attend a variety of college and career-based field trips throughout the community.</p>
		<p> Curriculum</p>	<ul style="list-style-type: none"> • CCR activities hosted in Advisory all four years • 1 class during fall semester of senior year co-taught by College and Career Counselor and a teacher • Senior Pride Presentations – 10-15 minute evidence-based, graded presentations for seniors to share their next steps • College and Career Counselor leads 1 Family Night every fall required for all senior families • 1 Scholarship/Financial Aid Application Night • 1:1s with every senior



When it comes to centering equity,

- **Every senior gets 1:1 time with the College and Career Counselor** to discuss post-high school plans and develop their Pride Presentation
- College and Career Counselors work with families before, during and after school to support any application needs including FAFSA completion
- **College and career readiness culture is embedded throughout the school** culture and environment
- Collaboration with neighboring districts to provide students with more opportunities






Takeaways

- Similar to many districts across WA, this College and Career Counselor role is funded as a classified position. Therefore, **this position is at risk of being eliminated each year** because of budget uncertainty.
- **Counseling team is committed to empowering teachers and non-counseling staff to support a college and career-going culture** to ensure students find trusted adults around them to support their goals

"We kind of have this culture that it's a **collective effort**... They're [teachers are] all over them [seniors] - 'you've done your homework, start your FAFSA'. I mean it's really that culture." – HS Counselor

"While this position has been here for 30 years, it also isn't funded at a teacher level. And if Washington wants to make a difference, you have to do the work. Kids don't magically go to colleges... **High schools need a trained person, like [their CCR Specialist]**, who has a Master's degree and comes from higher ed." – HS Counselor

Spokane Public Schools

<p>~8,000 9-12th graders across 5 comprehensive high schools</p>	<p>90% graduated in 4 years in 21-22 school year across all high schools</p>	 <p>Vision</p>	<p>District sets clear vision for postsecondary (PS) enrollment and provides regular updates on enrollment to staff and meet regularly with staff and more often with CCR-focused staff and partners to discuss progress.</p> <p>Strong commitment from Superintendent to increase PS enrollment with shared commitment from principals and budget provided to move the work forward</p>
<p>16% Black, Indigenous, and Latine students*</p>	<p>58.5% PS enrollment for BIL- identifying students*</p>	 <p>Staffing</p>	<p>School-level: 1 FTE College and Career Facilitator per high school, school counselors. Staff are prepared and trained to support CCR advising; teachers are primarily responsible for delivering CCR content and lessons to students</p> <p>District-level: Executive Director of Student Success, CTE Director, CTE Coordinators, WBL Coordinators</p>
<p>56% FRPL-eligible students*</p>	<p>58.5% PS enrollment for BIL- identifying students*</p>	 <p>Partnership</p>	<ul style="list-style-type: none"> • 12+ CCR and/or family engagement-focused CBO partnerships across district • 5 higher education institutions engaged in schools • 1 apprenticeship partner
 <p>Data: SchoolLinks</p>	<p>58.5% PS enrollment for BIL- identifying students*</p>	 <p>Curriculum</p>	<ul style="list-style-type: none"> • CCR is offered during Advisory, however while consistent as a structure and available to all students, fidelity of delivery of lessons across Advisory classrooms and across the district can't be guaranteed since each teacher provides the content on their own • Use SchoolLinks to share asynchronous, tailored CCR resources and content for students • College and career advising content and activities begin as early as 8th grade including career fairs, college/site tours, FAFSA completion events

BIL – Black, Indigenous, Latine; FRPL – Free/Reduced Price Lunch
Sources: ERDC Data, OSPI 2021-22 Report Card, Exemplar Interview with District Leader



When it comes to centering equity,

- **Student Voice groups of 15-30 students that are representative of the school population** from each elementary, middle and high school to meet regularly (semesterly for elementary and middle, monthly for high school) with their respective school leadership and then 1-2x per year with the district to voice needs and concerns.
- Culturally relevant CBOs are **heavily** integrated throughout Spokane PS

Takeaways






- Adequate school and district-level support is key
- Providing **many, different CCR activities and experiences for students starting as early as 5th grade allows for broader reach**
- Debunking affordability myths due to misinformation or fear
- Developed an internal “Spokane Public Schools University” or SPSU to provide staff with support and trainings for varying topics including CCR and “Advising 101”

“...**SchooLinks** has a portion in their platform called ‘**Learning**’ and it [has] chapters of lessons. So it feels like pre-built Advisory and if the student wants to go and learn about the military...and what’s the difference between SAT and ACT...and **raising that level what I call ‘College and Career Readiness literacy’** that they are hearing the terminology and learning...**because there’s a lot of hidden vocab that first-gen families don’t know about...**”

“From a teaching perspective, **we have a district-wide PD model called SPSU or Spokane Public Schools University** routed through a 100-level, 200-level [etc] series...just like college and it’s actually partitioned by employee groups. **So school counselors have recommended modules to go through** versus elementary teachers vs custodial staff...”

Tukwila School District



<p>868 9-12th graders across 1 comprehensive high school</p>	<p>87% graduated in 4 years in 21-22 school year</p>	<p> Vision</p>	<p>Vision is set and led by K-12 College and Career Access Specialist</p> <p>Regularly meets with counseling team and school leadership to share progress on goals and vision</p>
<p>55% Black, Indigenous, and Latine students</p> <p>70% FRPL-eligible students</p>	<p>60.5% PS enrollment for BIL- identifying students</p>	<p> Staffing</p>	<p>School-level: 1 FTE dedicated to supporting all CCR-related work with some support from the librarian and Family Liaisons that speak all languages represented in the school</p> <p>No district-level staff</p>
<p> Data: MS Excel</p>		<p> Partnership</p>	<p>Deep partnerships with at least 3 CBOs & higher education institutions – depending on the organization, some have a cohort model and others provide general support around CCR</p>
		<p> Curriculum</p>	<ul style="list-style-type: none"> • Advisory is a key place for information sharing for 9-11th grade students • AVID curriculum for select number of students • Collaboration with other in-school educators who are a part of CCLI to push CCR in Advisory and throughout classroom learning • Campus and worksite tours focused on community spaces representative of student identities (examples shared include finding cultural centers on school campuses, mental health spaces at worksites, etc.) • College and Career Center near library available for students to receive 1-1 support before/during/after school



When it comes to centering equity,

- There is a **deep commitment to exposing students to as many postsecondary options as possible**, while preparing them to go to school as a back up if their first choice is not schooling (straight to work, apprenticeship, etc.) due to many students experiencing struggles during the summer after graduation
- School culture is shifting to be more validating all postsecondary options
- **Close partnership with Family Liaisons** to have conversations with families in their native languages and walk them through the process with their students

“Funding is probably like the thing that if I had like even if I had just a small budget, I could do way more. I mean I hustle, figure out ways to get kids out there. I can definitely take my AVID kids out because we have a small budget...If we had a small budget, **I think that would take a lot of stress away**”.

Takeaways

- **Significant lack of staffing capacity to provide 1-1 support** and adequate programming, even with a handful of deep CBO/higher education institution partnerships
- While **there is no budget dedicated to college and career readiness, the staff are nimble**, strategic and build deep relationships to provide students with as robust of a college and career readiness support structure as possible

“The most impactful thing for me is **having those outside organizations be here** because for example, [staff person] from UW STEM Sub, she is super knowledgeable...She makes videos about financial aid and she **shares everything with me, which makes it really nice so I don't have to recreate something that already exists**. It's nice having that kind of support”

The Advising Workforce in Washington

Workforce Analysis Approach

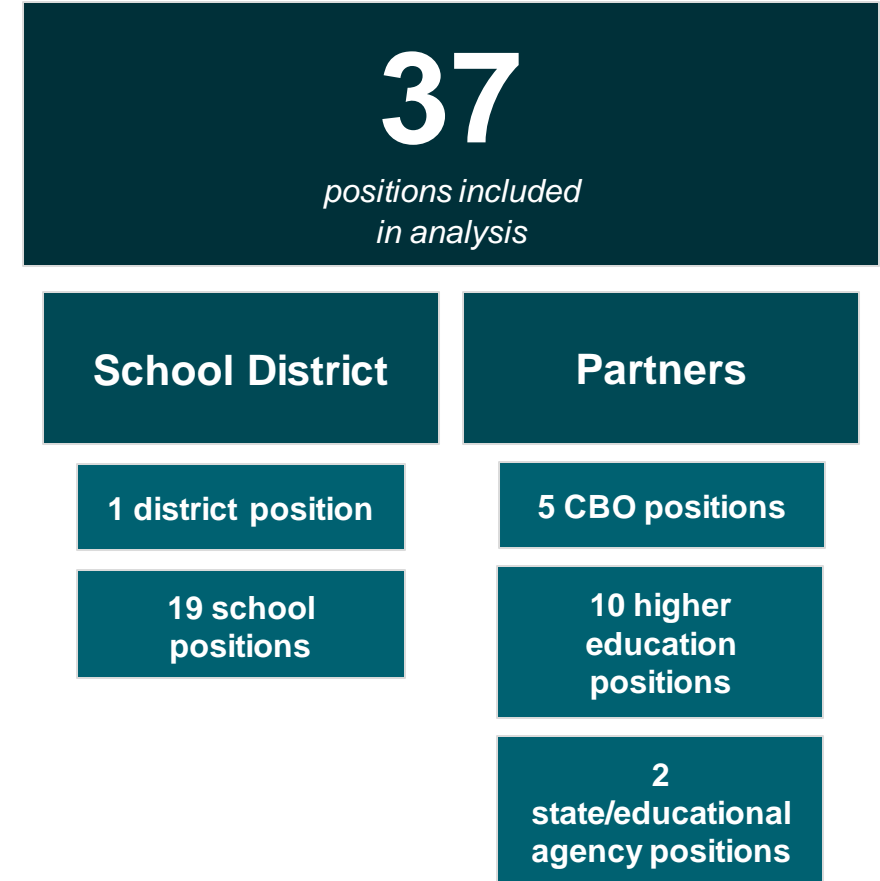
All job descriptions online were found by using search terms such as 'college access', 'college career readiness', 'school counselor', 'college and career counselor', 'college counselor', 'college and career advisor' on various job posting and district sites

Two job descriptions were provided by school districts via email

Limitations of data collection include:

- Only able to analyze open positions listed on online
- Time of year might influence number of open positions
- Didn't do outreach to collect any offline or less visible job postings

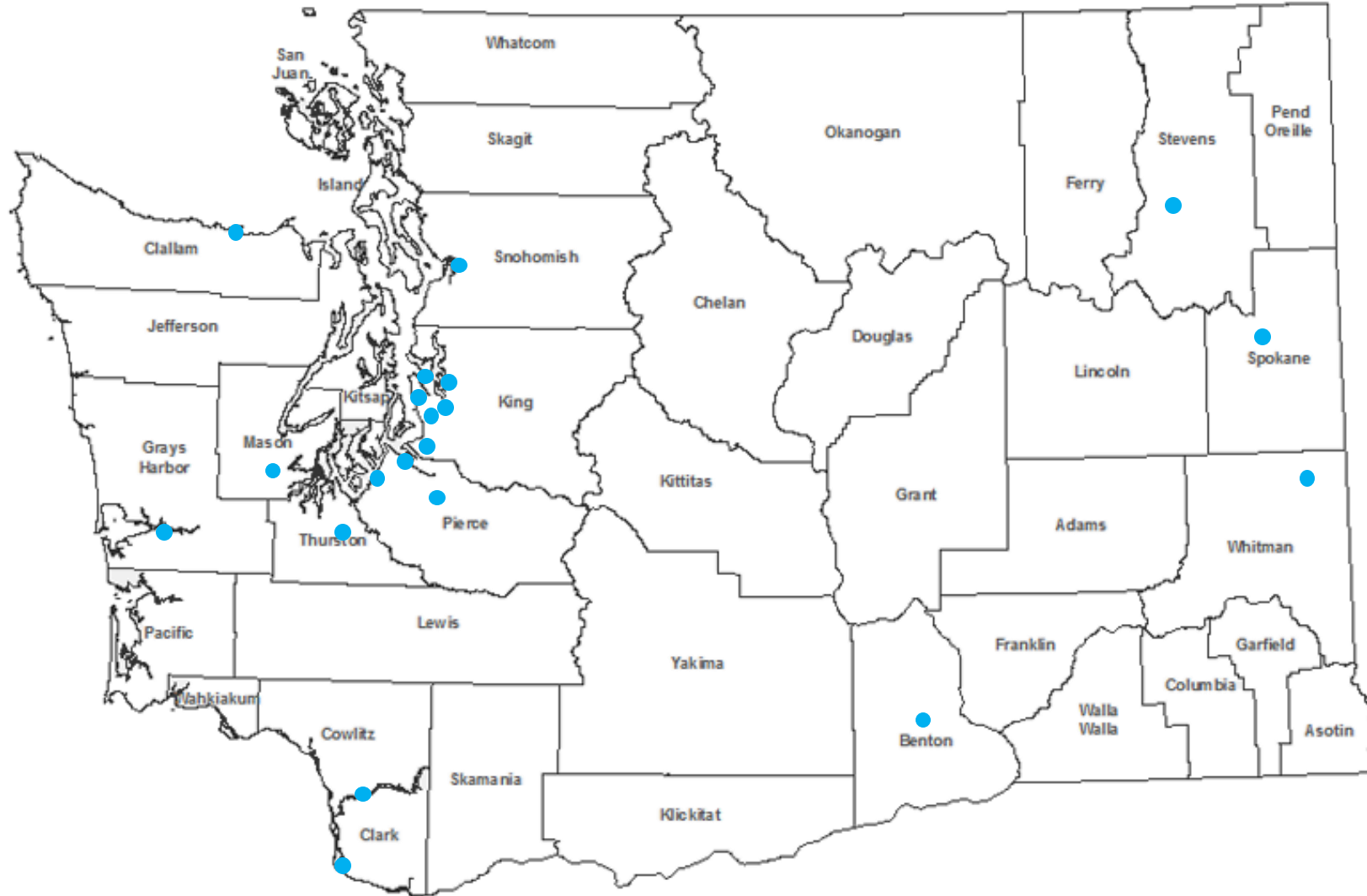
By the Numbers



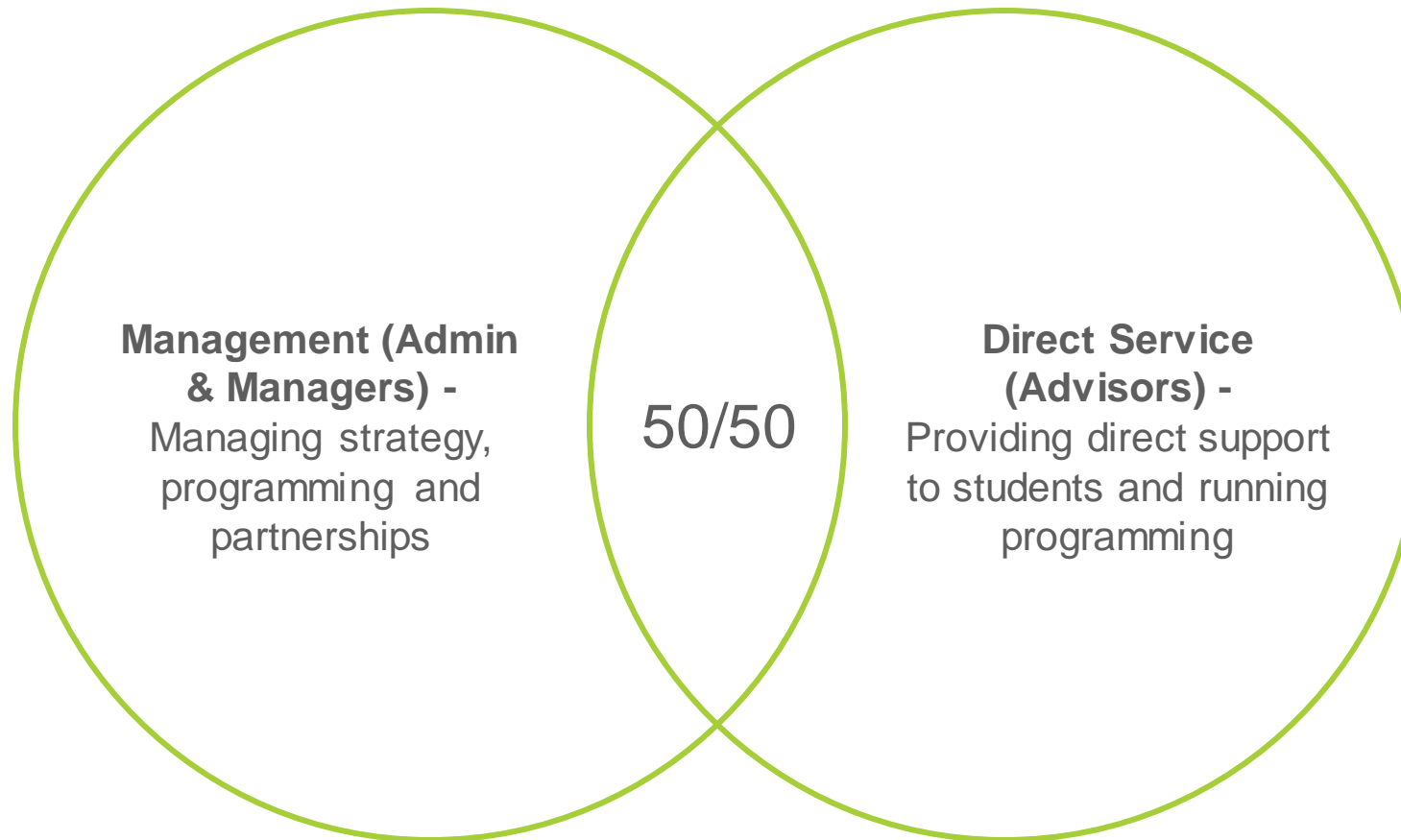
Where did we find job descriptions?

Key:

● - at least 1 position in that city



Based on job descriptions, there are 3 general position types



Listed Job Titles

School District

District-level

- Director of College & Career Readiness

School-level

- CTE Instructor (3)
- (High) School Counselor (9)
- College and Career Readiness/Access Facilitator
- K-12 College and Career Readiness Specialist*
- Program Specialist
- Secondary Counselor (2)
- Secondary Reengagement School Counselor
- Tribal School Curriculum Developer

* - This position description reads as a direct service staff person. However, in practice, we learned that this role requires much more management-type duties due to lack of leadership in CCR.

Partners

Higher Education

- Assistant Director
- Associate Director of Student Diversity, Outreach and Retention
- College and Career Coach
- Diversity Program Officer
- Educational & Career Planner
- High School Initiatives Manager
- High School Programs Manager
- Program Coordinator
- Student Outreach and Enrollment Manager
- Talent Search Advisor
- Youth Program Development Coordinator

CBOs

- College Access Program Manager
- Post-Secondary Coordinator
- Program Coordinator
- Site Coordinator

State/Regional Education Agencies

- High School and Beyond Program Planning Supervisor (OSPI)
- Lead Director of Postsecondary Programs (PSESD)

Note: CBOs operating in higher education institutions (e.g., Upward Bound, TRiO) were included in Higher Education category

Typical Qualifications

School District

District-level

Admin/Manager

- Master's degree in related field
- WA State Career & Technical Education (CTE) Administrator Cert.

School-level

Admin/Manager

- N/A

Advisor (Counselor + College and Career Readiness Facilitator)

- WA State Teaching Certification
- Master's degree in counseling or related field
- WA State Counseling Certification
- WA State Career & Technical Education (CTE) Certification
- WA State Educational Staff Associate (ESA) Cert in Counseling

Advisor ([K-12] College and Career Readiness Specialist)

- HS Diploma or equivalent and 2 years experience working in a school or CBO
- Bachelor's + 2 years experience

Partners

Higher Education

Admin/Manager

- Bachelor's degree or equivalent in related field

Advisor

- Master's degree or equivalent
- Bachelor's degree or equivalent in related field

CBOs

Admin/Manager

- Bachelor's degree in related field

Advisor

- Relevant experience
- Bachelor's or Associate's degree in related field

State/Regional Education Agencies

Admin/Manager

- Bachelor's degree in related field
- 3 years minimum experience aligned with role

Typical Wages

School District

District-level

Admin/Manager (1 position)

- \$144,744 - \$155,814 (median: \$150,279)

School-level

Admin/Manager (1)

- \$88,898 - \$142,237 (median: \$115,567.5)

Advisor (18)

- \$50,000 - \$177,900 (median: \$81,438.50)

* - 7 job descriptions did not list salary and are not included

Note: Since most job descriptions in this analysis have a salary range rather than one listed salary, the median was found by calculating the average salary of each range before finding the median among all salary range averages within a position type.

For consistency, all PT salaries have been calculated to FTE.

Partners

Higher Education

Admin/Manager (3)

- \$63,216 - \$73,207 (median: \$68,603.50)

Advisor (4)

- \$40,512 - \$75,000 (median: \$56,895.25)

Admin + Advisor (3)

- \$47,238 - \$72,008 (median: \$63,309)

CBOs

Admin/Manager (1)

- \$53,000

Advisor (4)

- \$27,104.52 - \$62,500 (median: \$52,565)

State/Regional Education Agencies

Admin/Manager (2)

- \$64,300 - \$94,165 (median: \$79,976.25)

Note: CBOs operating in higher education institutions (e.g., Upward Bound, TRiO) were included in Higher Education category. “Admin + Advisor” includes roles that require a balanced amount of 1) working with institutions / overseeing people who provide direct student services and 2) working directly with students / providing supports that students directly interact with.

Typical Job Duties

School District

District-level

Admin/Manager

- Supporting vision, planning and implementation of district goals around college & career readiness
- Supervising, supporting and evaluating district and school-level employees focused on college & career readiness related topics such as CTE, AVID, HSBP, and other district tools

School-level

Admin/Manager

- Developing K-12 curricula and supporting staff training
- Ensuring curricula prepares students for postsecondary opportunities

Advisor

- Providing counseling instruction and advising for students
- Coordinating varying in-school and out-of-school events to support student socio-emotional development and well-being, college and career readiness, and academic progress
- Collaborating with CBO partners to provide resources
- Tracking student progress and graduation to guide future work
- Supporting implementation of district goals via counseling

Higher Education

Higher Education

Admin/Manager

- Supervising team of FTE advisors or staff
- Managing information/data, programming, and/or relationships
- Overseeing budget and finances

Advisor

- Supervising student workers
- Assisting admin/manager in their goals and office/team workload
- Providing direct service to students, student programming/services/etc.

CBOs

Admin/Manager

- Managing operations, data, evaluation, grants, budgeting, recruitment
- Supervising full-time and student staff in office/program setting

Advisor

- Developing and facilitate CCR programming and activities
- Providing academic advising and student support services
- Documenting student progress/records, annual reports

State/Regional Education Agencies

Admin/Manager

- Overseeing data, partnerships, programming and direction for implementation of agency goals specific to the role
- Facilitating meetings with stakeholders and internal staff

Takeaways

When it comes to titles,

- Often misalignment between title and what is expected/perceived to be a part of the position

When it comes to responsibilities,

- College and career advising and support is part of many jobs, but often not the bulk of a job description
- Many job descriptions use vague/generic language about student support and services
 - 6 out of the 7 positions that mentioned “enrollment” in relation to supporting postsecondary enrollment were higher education-based positions
- Higher education institutions connect CCR-type work in their institution with recruitment and admissions work. Therefore, it’s possible that higher education institutions’ main incentive for investing in this work is the likelihood for increased enrollment into their institution.
- For the most part, school and district job descriptions did not reference postsecondary enrollment goals or college and career-related student outcomes like financial aid completion, application completion, and postsecondary enrollment.
 - Ex: 4/17 (24%) mentioned “financial aid completion” in the job description, 2 of those roles are CCR specialist roles; 1/17 (6%) mentioned “postsecondary”

When it comes to qualifications,

- Positions hired by schools or districts typically require certifications while positions listed by higher education institutions and CBOs only require a certain level of degrees but no certification and seem to consider lived/professional experience more

When it comes to wages,

- There does not seem to be an industry standard when it comes to compensation, even between administrators and advisors

Top 10 Lists for Postsecondary Enrollment

“Top 10” Postsecondary enrollment among Students of Color

All non-White populations – all districts

District	Postsecondary Enrollment rate
Mercer Island	82%
Shoreline	78%
Issaquah	75%
Bainbridge Island	74%
Northshore	72%
Bellevue	72%
Pullman	72%
Lake Washington	72%
University Place	71%
Camas	70%

Black, Indigenous, Latino (BIL) Students – all districts

District	Postsecondary Enrollment rate
Shoreline	73%
Bellevue	73%
Issaquah	71%
University Place	68%
Mount Adams	67%
Bainbridge Island	67%
Northshore	66%
Cascade	66%
Lake Washington	64%
Riverview	64%

Black, Indigenous, Latino Students – districts with 40% or higher Black, Indigenous, or Latino enrollment

District	Postsecondary Enrollment rate
Mount Adams	67%
Manson	63%
Tukwila	61%
College Place	57%
Highline	56%
Columbia (Walla Walla)	54%
Brewster	53%
Federal Way	53%
Cashmere	50%
Warden/Royal	49%

Notes: 2021 ERDC High School Graduate Outcomes Enrollment. ERDC data is incomplete and not all high schools report race/ethnicity data to ERDC. In some cases, a student may be counted multiple times as “Black” and “Latino”. Black, indigenous, Latino enrollment numbers for districts taken from OSPI Enrollment report card data for 2021 9th, 10th, 11th, 12th grades. Summit Public Charter Schools are not included in this sample; Royal and Warden SDs had the same enrollment figures so both are listed here

“Top 10” Postsecondary enrollment among students receiving free and reduced priced lunch

Enrollment for students receiving free and reduced price lunch – all districts

District	Postsecondary Enrollment rate
Seattle	65%
Pomeroy	63%
Shoreline	62%
Bainbridge Island	61%
Manson	60%
Bellevue	60%
Issaquah	59%
Ocosta	56%
Tukwila	55%
University Place	54%

Enrollment for students receiving free and reduced price lunch – districts with 40% or higher FRPL recipients

District	Postsecondary Enrollment rate
Pomeroy	63%
Manson	60%
Ocosta	56%
Tukwila	55%
Touchet	54%
Dayton	53%
Waterville	52%
Warden	52%
Mount Baker	50%
Cascade	50%

Notes: Notes: 2021 ERDC High School Graduate Outcomes Enrollment. ERDC data is incomplete and not all high schools Free and Reduced Price Lunch Enrollment to ERDC. High School students are less likely to sign up for free and reduced price lunch, particularly if they are doing running start or a similar program, so this is an imperfect approximate for low-income student performance. Summit Public Charter Schools are not included in this sample

Advising Framework
Sources

Sources: “Why College and Career Advising?”

1. [How can we help students match college aspirations to college enrollment? AIR 2015](#)
2. [Pathways, Bill and Melinda Gates Foundation](#)
3. [The Path to 70% Credential Attainment, Washington Roundtable 2018](#)
4. [Projected Decline in Credential Attainment Demands Bold Action, Washington Roundtable 2023](#)
5. [A review of the role of college counseling, coaching, and mentoring on students' postsecondary outcomes, College Board, 2014](#)
6. [High School Counselor contacts as predictors of college enrollment, The Professional Counselor, 2019](#)
7. [Student Advising: An Evidence Based-Practice, AIR 2019](#)
8. [High School Counselor meetings about college, college attendance, and parental education, NCES 2023](#)

Desk Research Sources

National Frameworks

[TEA Effective Advising](#)

[Aligned Advising ESG](#)

[Momentum Metrics](#)

[LAUSD "Best Fit" college advising](#)

[KIPP Match Playbook](#)

[PACE Illinois](#)

[Equitable Postsecondary Advising Systems, Bellwether Education Partners](#)

[OneGoal Rubric for Postsecondary Readiness](#)

[Network for College Success Postsecondary Success Toolkit](#)

["Advising Students Toward Opportunity," Tennessee State Collaborative on Reforming Education \(SCORE\)](#)

[Student milestones for college and career readiness, Tennessee Department of Education](#)

["Loss/Momentum Framework," Completion by Design](#)

["Harnessing the Power of Postsecondary Data," UnlockED](#)

College and Career Advising Models

[Student Leadership Network](#)

[Beyond 12](#)

[Advise TN](#)

[College Access Research & Action \(CARA\)](#)

[High Tech High Graduate School of Education CARPE Collaborative](#)

[OneGoal for Graduation](#)

[College Success Foundation](#)

[Achieve Atlanta](#)

[Texas Impact Network](#)

State Policy Research and College and Career Advising Research

["Building momentum at the state level," National College Attainment Network](#)

[Washington State Senate Bill 5243 Concerning High School and Beyond Planning](#)

["States can and must include postsecondary enrollment data on report cards," Data Quality Center](#)

["The Forgotten Year": Applying Lessons from Freshman Success to Sophomore Year, UChicago Consortium on School Research](#)

["Partnerships for College Readiness," College Readiness Indicator Systems](#)

["How can we help students match college aspirations to college enrollment?" AIR 2015](#)

[Pathways, Bill and Melinda Gates Foundation](#)

[The Path to 70% Credential Attainment, Washington Roundtable 2018](#)

["Projected Decline in Credential Attainment Demands Bold Action," Washington Roundtable 2023](#)

["A review of the role of college counseling, coaching, and mentoring on students' postsecondary outcomes," College Board, 2014](#)

["High School Counselor contacts as predictors of college enrollment," The Professional Counselor, 2019](#)

[Student Advising: An Evidence Based-Practice, AIR 2019](#)

["High School Counselor meetings about college, college attendance, and parental education," NCES 2023](#)

College and Career Advising Tools

[Essential website for students and college attainment professionals](#)

[College Board Big Future Lesson Plans for Counselors](#)

[Invested Indiana](#)

[Texas OnCourse](#)

[Early Awareness college resource chart, NCAN](#)

[WA High School and Beyond Plan](#)

[Ready, Set Grad](#)

["OtterBot", WSAC](#)

Interview Research Sources

Interviews with college and career advising stakeholders in other states that informed framework

Name	Organization	Focus Area
Elizabeth Morgan, Bill Debaun	NCAN	Policies that support or discourage college and career advising nationwide
Lauren Norton	ESG	Momentum Metrics: Development, adoption, and impact
Bish Paul	Bill and Melinda Gates Foundation	Potential state policy changes
Ben Mackey	Texas Impact Network	Rewarding postsecondary readiness in K-12 schools
Karla Robles	OneGoal	Training adults for high quality advising conversations
Edgar Montes	CARPE College Access Network, High Tech High Graduate School of Education	Using classroom time for CCR
Sherry McLaughlin	Connecticut Rise	Data systems to support CCR
Brett Gipson	ADVISE TN	Increasing school capacity through state provided supports
Shareea Woods	Texas OnCourse, TxCAN	Statewide CCR Curriculum and supports for new advisors
Mary Cypress Metz	Tennessee SCORE	Creating collective impact, building buy-in
Krissy DeAlejandro	TN Achieves	Creating collective impact, building buy-in

Interview Research Sources

Interviews with college and career advising stakeholders in Washington State

Name	Organization	Role
Janet Blanford Sativah Jones	Highline SD	Director of Secondary Success, College & College Readiness Assistant Director of College & Career Readiness
Bre Olesen Meg Lee Toby Marston	Mount Baker SD	College and Career Counselor High School Counselor High School Counselor
Scott Kierwen	Spokane SD	College & Career Readiness
Jennifer Fichamba	Tukwila SD	K-12 College & Career Readiness Specialist
Kim Reykdal Maria Muto	Office of the Superintendent of Public Instruction	Director, School Counseling Secondary School Counseling Program Supervisor
Shandy Abrahamson	Office of the Superintendent of Public Instruction	Tribal Engagement Specialist
Sarah Weiss	Washington Student Achievement Council	Director of College Access Initiatives
Lauren Mendez	WA School Counselors Association	Chief Executive Officer