

# College Readiness Initiative Impact Study

## Interim Board Report

*Navigation 101 / Career Guidance Washington (CGW)*



*May 2016*

*Prepared for College Spark Washington by Getting Smart  
Contributions from Tom Vander Ark, Mary Ryerse, Bonnie Lathram*



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# Executive Summary

Readiness matters. Young people today face a competitive global marketplace that requires more school and more skills. Yet, data regarding post-secondary attainment and remediation rates indicate many students are ill-equipped to overcome barriers to credentials that will help them reach career goals. These challenges are even greater for low-income students.

To address these issues and to help more low-income students graduate high school “college-ready,” [College Spark Washington](#) (CSW) invested \$9.5 million to fund a nine-year [College Readiness Initiative](#) (CRI). The CSW board selected two programs to help achieve their goals: Navigation 101 (now called [Career Guidance Washington](#) or CGW) and [AVID](#) (Advancement via Individual Determination). The theory of change was that by providing the right supports through Navigation 101, AVID and rigorous courses, college readiness rates would increase.

The purpose of the College Readiness Initiative Impact Study is to measure the progress of the funded programs toward desired outcomes and, ultimately, to share findings with grantees, partners, policymakers and students in hopes that even more students can benefit from this model. This interim report, which culminates year one of a two-year study, summarizes key data and features stakeholder testimonials regarding the **Navigation 101/CGW** program.

Initial findings—based upon analysis of multiple data sources and personal interviews with stakeholders—are shared relative to the following three dimensions of the CRI Program: impact, implementation and sustainability. Regarding impact, schools implementing Navigation 101/CGW were attempting to increase the college-readiness of all through strategies aimed at increasing the college-going culture, planning process, parent engagement, and enrollment in rigorous courses. Research shows positive gains in each of three thematic areas:

- **Culture of College Readiness.** Staff at Navigation 101/CGW schools strongly believe the program has positively impacted the college-going culture of their school and established an intentional process for building readiness and relationships. Data regarding student perceptions at Navigation 101/CGW schools is not as conclusive as similar data from AVID schools, however Navigation 101/CGW’s schools saw significant increases in parent participation through student-led conferences (SLCs).
- **Credentials for College Readiness.** Significant gains were made in terms of course taking patterns and transcript readiness, particularly in the areas of advanced math and chemistry. The number of students meeting requirements for entrance to a 4-year college increased from 37.8% in 2008 to 53.7% in 2015. Graduation rates were also higher than comparable schools.
- **College Enrollment Reflecting Readiness.** Persistence rates of Navigation 101/CGW schools are significantly higher than their comparison schools and there was a notable increase in “college-direct” rates over the life of the grant - double the rate of comparison schools).

To attain the desired impact, grant recipients committed to implementing one or both of the programs and adhering to the program's elements. Navigation 101/CGW implementation was strong, with 90% of GS Impact Study Survey respondents indicating their implementation of Navigation 101/CGW elements has stayed the same or increased since the grant period.

Sustainability prospects look strong: 82% of survey respondents indicate they will continue with Navigation 101/CGW in spite of the challenges they face, such as lack of funding and the need to keep material fresh and time for advisory.

Next steps in the impact study process include further review of implications on policy, College Spark Washington's future initiative strategies, and dissemination of best practices.

## Background

Readiness matters. Young people today face a competitive global marketplace that requires more school and more skills. Yet data regarding post-secondary attainment and remediation rates tells us many students are ill-equipped to overcome barriers to credentials that will help them reach career goals.

These challenges are even greater for low-income students, with only 21% of low-income students typically prepared for college level work compared to 54% of those students in higher socioeconomic brackets. Students need systems of support.<sup>1</sup>

To address these issues and to help more low-income students graduate high school "college-ready," College Spark Washington (CGW) invested \$9.5 million in 2006 to fund a nine-year College Readiness Initiative (CRI). Working in partnership with Washington's state education agency, [Office of Superintendent for Public Instruction](#) (OSPI), College Spark Washington's CRI Program provided six-year grants to 39 low-income schools in order to prepare more students for college and career. This initiative changed cultures and drove metrics by equipping students to focus on who they are, where they're headed and what it will take to get there.

The CSW board selected two initiatives to help make that difference:

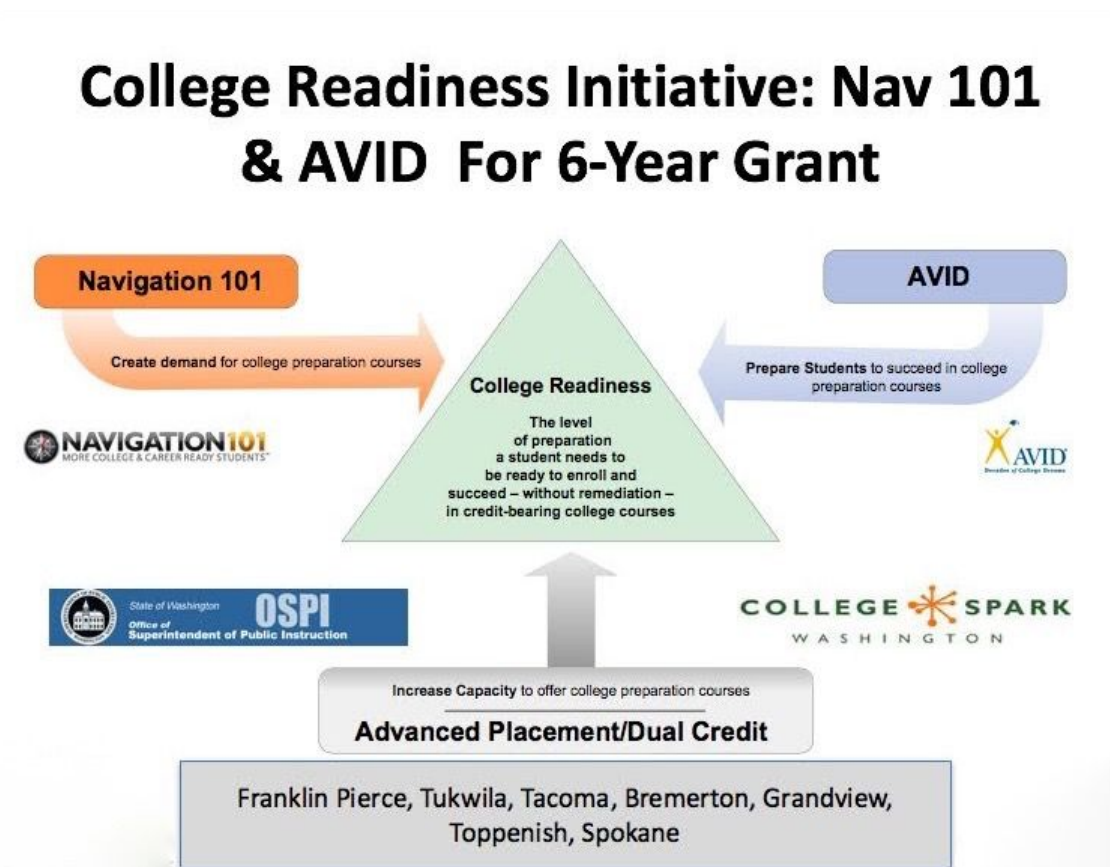
- **[Navigation 101](#)** (now called Career Guidance Washington or CGW): This college and career readiness initiative includes advisory, student-led conferences, and personal learning plans.
- **[AVID](#)** (Advancement via Individual Determination): This California-based and internationally implemented academic support program helps students succeed in challenging college prep courses and prepare for college.

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<sup>1</sup> <http://www.collegespark.org/page/38/College+Readiness+Initiative>

Some schools implemented only one of the programs, while other schools implemented both. Regardless of the approach, the goal was to increase students' college and career readiness and it worked. Schools throughout Washington have seen significant gains in student achievement and enhancements in their college-going and career-ready culture.

College Spark Washington's theory of change (as captured in the following image), asserted that by providing the right supports through implementation of Navigation 101 and AVID—along with providing an increasing emphasis on rigorous courses—college readiness rates would increase. Through the CRI, CSW gained insights into improving school cultures, supported by data and the experiences of implementing schools.



The long-term desired outcomes for the Navigation 101/CGW initiative can be organized by the following three themes:

- Culture of College Readiness. Increase school emphasis on college preparation for all students, including aspirations, student culture, and staff culture.
- Credentials for College Readiness. Increase preparation for college, as reflected in advanced course enrollment, transcript readiness, and graduation rates.
- College Enrollment reflecting Readiness. Improvement in student college-going, remediation, persistence, and completion rates.

To achieve these outcomes, CSW provided implementation support over the course of six years, with the goal of impacting students and setting schools up for sustainability. This two-year impact study assesses outcome data, implementation status and sustainability efforts.

## Impact Study Purpose and Process

The purpose of the College Readiness Initiative Impact Study is to measure the impact of the funded programs (AVID and Navigation 101/CGW) on CSW's long-term desired outcomes and to share findings with grantees, partners, policymakers and students throughout the State of Washington in hopes that even more students can benefit by learning from this model.

As part of the impact study, a meta-analysis of data points from ongoing investigations into the CSW CRI grant program was conducted. Additionally, the [Getting Smart](#) (GS) team conducted interviews, distributed an Impact Study survey, analyzed survey results and completed an initial data analysis of implementation, impact and sustainability of the CSW CRI.

This board report—which culminates year one of the study—analyzes, summarizes, and highlights featured data around three dimensions of the CRI Work:

- **Impact:** What impact has this work had in creating a culture of readiness, generating credentials for readiness, and impacting college enrollment based on readiness?
- **Implementation:** What has been the implementation of this work across schools and grantees in Washington state?
- **Sustainability:** In what ways is this work sustainable now that the granting period is over? What lessons can we learn about the sustainability moving forward?

These initial findings will be further extended in year two to aid the CSW Board in their 2017 strategic planning, assisting in their consideration of questions such as:

- What kind of impact did each initiative program have on student outcomes and on improving the K-12 system in its ability to support kids in becoming college ready and earning degrees?
- Is partnering with state agencies the best, most efficient way to achieve our goal of more low-income students earning college degrees or is there a better approach?

In year two, the Getting Smart team will further engage constituents in order to build toward publication of white papers that analyze the impact of the College Readiness Initiative both locally and nationally

Additional information about the process and methodology utilized in year one is found in [Appendix A](#).

# Impact Study Findings

The presentation of findings is organized by the three dimensions of CRI work indicated above: impact, implementation and sustainability, which are aligned with desired outcomes. Findings and anecdotes point to a successful overall initiative, with intended outcomes being met. Positive progress was demonstrated for all targeted outcome areas: college-going culture, credentials for college readiness and college enrollment. As with any initiative, there were also challenges, particularly in the areas of implementation and sustainability.

## Impact

The College Readiness Initiative has had a broad and far-reaching impact on all stakeholders. The information featured below was compiled from BERC reports, the 2015 GS Impact Study Survey and stakeholder interviews. It is organized according to the three themes of CSW's desired outcomes—a culture of college readiness, credentials for readiness and college enrollment reflecting readiness.

### Culture of College Readiness

The CRI Program's positive impact on the college-going culture of grantee schools has consistently been cited as a key outcome of the initiative. This is supported by BERC data, the GS Impact Study Survey and interviews.

#### School Culture

Overall, the GS Impact Study Survey demonstrates that staff at Navigation 101/CGW schools strongly believe the program has positively impacted the college-going culture of their school. BERC data regarding student perceptions at Navigation 101/CGW schools is not as conclusive as similar data from AVID schools.

- **Student Culture.** When it comes to student perceptions, GS Impact Study Survey responses indicate that staff strongly believe the college-going culture of students has changed. 91% of survey respondents agreed or strongly agreed that the "Implementation of Navigation 101/CGW has changed the college-going culture of students at my school." Yet, BERC's self-reported student survey data isn't as clear cut. BERC's student survey asked a multitude of questions organized into 10 factors, each of which was categorized as either a learning, school or satisfaction factor. The 10 factors were:
  - Learning: *Active Inquiry, In-Depth Learning and Performance Assessment*
  - School: *Personalized, Future Focus and Navigation 101 Beliefs*
  - Satisfaction: *Sense of Belonging, High Expectations, Satisfaction 1 and Satisfaction 2*

According to BERC data, Navigation 101/CGW student responses to the satisfaction factors indicate they are pleased with their education and believe teachers have high expectations. However, student opinions of the learning and school factors indicate they



are areas in need of improvement, with the exception of the *Navigation 101 Beliefs* factor (examples of questions in the *Beliefs* area include “My involvement in the Navigation 101 program has inspired me to set and achieve my future goals” and “I am more likely to attend a postsecondary program because of my involvement in the Navigation 101 program”). As BERC states, “It is notable that the Navigation 101 CRI schools have improved on the *Navigation 101 Beliefs* factor score.”<sup>2</sup>

- **Staff culture.** Perception data regarding Navigation 101/CGW’s impact on schools’ college-going culture is strongly supported by the GS Impact Study Survey. Based on responses from the survey (taken by school staff and administrators), 86% of survey respondents agreed or strongly agreed that the “Implementation of Navigation 101/CGW has changed the culture of my school among staff.”

### Student Aspirations

The percentage of students signing up for the College Bound Scholarship increased by 30 percentage points for the Navigation 101 CRI Schools from the 2007-2008 school year to the 2013-2014 school year. The number of students signing up for the scholarship in Navigation 101 schools has steadily increased every year.<sup>3</sup>

### Parent Participation

One of the most telling pieces of data in Navigation 101/CGW’s impact on school culture is represented by BERC’s parent participation data on student-led conferences (SLCs). Student-led conferences are a unique component of Navigation 101/CGW’s programming for good reason. It turns out that when students are not only actively involved in their conference but are actually in charge of leading them, a much greater number of parents show up to participate. When looking at the difference between 2009-2010 data from a combination of traditional and SLC conference participation and 2010-2011 data for SLCs *only*, participation numbers jump by 10 whole percentage points, from 64% to 74% participation.<sup>4</sup>

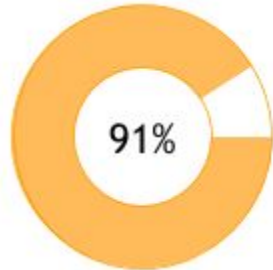
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<sup>2</sup> “College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington,” Baker Evaluation Research and Consulting. December 2015. (p. 102)

<sup>3</sup> “College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington,” Baker Evaluation Research and Consulting. December 2015. (p. 80)

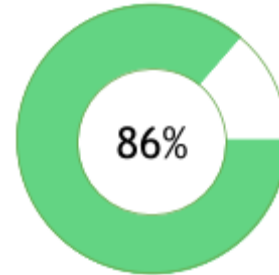
<sup>4</sup> “College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington,” Baker Evaluation Research and Consulting. December 2015. (p. 111)

**Student Culture Has Changed**



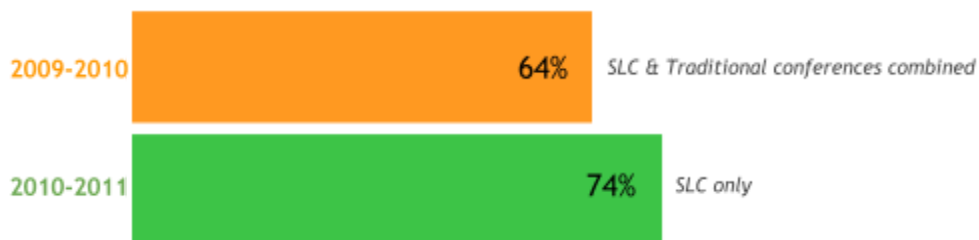
*of Staff Agree or Strongly Agree*

**Staff Culture Has Changed**



*of Staff Agree or Strongly Agree*

**Student-led Conference Participation**



**SOURCE:** Author’s calculations using data from College Spark Washington CRI Impact Study Stakeholder Survey and BEREC’s College Readiness Initiative: AVID and Navigation 101 Interim Report for 2013-2014 through 2014-2015

**Creating a College-Going Culture**

*A. R. started out the year as a 1079 student. He applied for the College Bound Scholarship in middle school. He was also awarded 2 local scholarships. Upon graduation his legal status had changed, he was now College Bound eligible, and because he applied for WSFA, he was now FASFA eligible. He is currently attending a local university, is considering joining in the student leadership and placed at college level classes, needing no remedial courses. Because he had the foundation of NAV101/CGW, it helped guide and create new opportunities, effort, knowledge and motivation to help him reach his goals.*

- Alicia Anaya, Counselor at Toppenish High School

*It really isn’t about just the graduation rate - it’s about the college-ready transcript, as that is a sign of what students are doing to prepare. Serendipitously, as Navigation 101 guided students about their future, there was a parallel emphasis on higher standards and ensuring that the master schedule - and ultimately, each student’s transcript - met the increasing demands.*

- Dana Foster, Consultant supporting Navigation 101/CGW

### **On Parental Involvement**

Carol Bardwell, Assistant Principal of [Grandview Middle School](#), discussed the importance of adopting student-led conferences.

*“The families and communities of Grandview Middle School have enjoyed having the student led conferences. In the fall, the students set the conference as a goal setting experience. In the spring, the student led conferences focus on post-high school plans.”*

Bardwell said that students want to talk with their parents about post-high school plans—and the student-led conferences allow for those conversations to take place.

For more, see: [4 Best Practices for Sustainable Building Leadership](#)

## Credentials for College Readiness

Credentials for readiness can be assessed by looking at course taking patterns, transcript readiness, and graduation rates.

### Course-taking Patterns

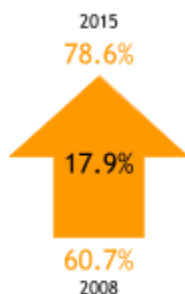
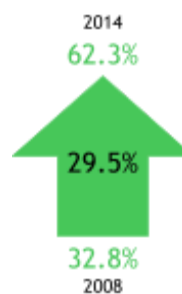
The first step in students achieving credentials for readiness is increased enrollment in rigorous courses. This was noted across the board in BERC data and supported through the interview process, with findings of significant growth in the number of students taking advanced math and chemistry.

- **Advanced Math.** The number of students taking advanced math increased by 17.9 percentage points from 2008 to 2015.<sup>5</sup>
- **Chemistry.** The number of students taking Chemistry increased by 29.5 percentage points from 2008 to 2014.<sup>6</sup> There was a 5.3 percentage point drop in 2015; future impact study work will look into why that transpired.

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<sup>5</sup> “College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington,” Baker Evaluation Research and Consulting. December 2015. (p. 66)

<sup>6</sup> Ibid.

**Advanced Math****Chemistry**

**SOURCE:** BERC's College Readiness Initiative: AVID and Navigation 101 Interim Report for 2013-2014 through 2014-2015

**A Positive Impact on Student Performance**

*"Students come to our school with major credit deficiencies and low success levels in traditional educational settings. Nav101/CGW has not only changed the way that our students approach their future lives, but also the way that they conduct themselves in the now. Through the support of advisory and the guidance from our counselor, the materials help students grow as individuals and sort out their struggles in their daily lives that have interfered with their academic performance."*

- Shawn Hayden, Teacher at Toppenish High School

**Transcript Readiness**

Featured data demonstrating overall increase in transcript readiness:

- **Overall.** The number of students meeting requirements for entrance to a 4-year college increased from 37.8% in 2008 to 53.7% in 2015.<sup>7</sup>
- **Native American Students.** Native American students showed particularly strong improvements, from 32% in 2008 to 70% in 2015.<sup>8</sup>
- **African American Students.** African American students improved transcript readiness from a little over 30% in 2008 to 40% in 2015.<sup>9</sup>

**Graduation Rates**

Credentials as reflected by graduation rates also improved and distinguished Navigation 101/CGW schools from comparable schools.

<sup>7</sup> "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. 62)

<sup>8</sup> "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. 64)

<sup>9</sup> Ibid.

- When looking at Navigation 101/CGW schools relative to comparable schools in the state, graduation rates were almost 20% higher in the grant-funded schools.<sup>10</sup>
- In some schools, such as Rogers High School in Spokane, the school had a graduation rate of 49% at the start of the grant (2008) that jumped to 83% in 2014.

## College Enrollment Reflecting Readiness

The success of Navigation 101/CGW's college readiness efforts are illustrated through persistence and college-direct rates.

### High School Freshman to College Graduate Persistence

Persistence rates of Navigation 101 schools are significantly higher than their comparison schools. BEREC found "there are differences between the Navigation 101 CRI schools and the Comparison Schools. More students persist through their fourth year of college at the Navigation 101 CRI schools, and this is because of the higher graduation rates."<sup>11</sup>

### College Direct

When looking at BEREC data on "college-direct" rates (high school graduates who attended either a two- or four year college any time in the academic year immediately following their high school graduation), the college direct rate of Navigation 101 CRI schools increased by 8.2 percentage points from 2004 to 2014 as opposed to comparison schools, which increased by only 4.5 percentage points during the same time period.<sup>12</sup>

## Implementation

When asked about the level of implementation of Navigation 101/CGWs seven key elements following the end of the grant period, GS Impact Study Survey respondents provided feedback on whether implementation had decreased, stayed the same, or increased. Looking at how many schools responded positively to the elements demonstrates how well schools have been able to maintain or enhance the implementation of each element following the grant period. The elements are listed below with a tally of how many schools indicated their level of implementation has stayed the same or increased during the grant period:

- Curriculum-driven Advisories (95% of schools)
- Evaluation (95% of schools)
- Program Management (95% of schools)
- School Guidance and Counseling (95% of schools)

<sup>10</sup> "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. 78)

<sup>11</sup> "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. iii)

<sup>12</sup> "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. 81)

- Student-driven scheduling (19 out of 22 schools)
- Portfolios (17 out of 22 schools)

In other words, the elements most likely to still be heavily utilized in each school are curriculum-driven advisories, evaluation, program management and school guidance/counseling. Most likely not to still be implemented in grantee schools following the grant period are student portfolios.

According to stakeholder survey responses, incorporating and embedding these elements has directly benefitted participating schools. When asked about the strengths of their Navigation 101/CGW implementation, responses across schools were often very similar, centering around four themes:

- Its impact on school **culture**
- The ability to **customize** curriculum to meet their needs
- Staff **commitment** to the programming and the **community** it builds
- The **consistency** the program provides

Navigation 101/CGW strengths in a nutshell: College-going culture. Commitment. Community. Consistency. Customization.

#### **College-going Culture Creates Opportunity**

*"We had a young man who came from Mexico at the start of his freshman year. He spoke no English. Through building a college-going culture he ended up being a National Honor Society student who took multiple AP classes."*

- Steve Long, Principal at Grandview High School

Of course, change to any system, especially on the scale of school or district-wide change, comes with challenges. Our stakeholder survey seconds many of the barriers and challenges identified by BERC. As BERC indicates, "as with all programs in a school, a lack of resources such as time and money can prove to be barriers and both of these things are affecting the success of the program. Other barriers that continue to affect implementation include staff and student buy-in and communication with parents." The most popular response to our recent survey regarding Navigation 101/CGW barriers and challenges had to do with funding or finances. Time and lack of buy-in were also popular answers. While survey respondents did not indicate that communication with parents was an issue, some provided a barrier not previously identified by BERC, namely, the challenge to "Keep it fresh." Many respondents indicated that because the curriculum had been in place for so many years, they were experiencing staff burn-out from teaching the same lessons over and over and had concerns about being able to maintain the momentum of the program.

## Sustainability

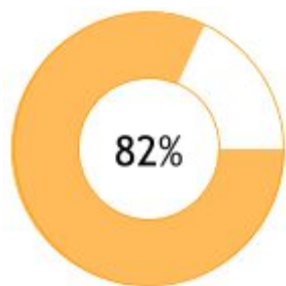
*In what ways is this work sustainable now that the granting period is over? What lessons can we learn about the sustainability moving forward?* Ultimately, the goal of the initiative is to make an impact not only on students served directly by the grant, but also those looking to the future of the grant. To that end:

- **Implementation Going Forward.** 18 out of 22 staff (82%) that responded to the GS Impact Study Survey indicated they believed that the implementation of Navigation 101/CGW will continue for 3 or more years *even though* only 32% of the same respondents (7 out of 22) believed that funding for the program would increase or be maintained in the following school year. Challenges cited for those not implementing are outlined in a subsequent section.
- **Better Prepared.** 95% of GS Impact Study Survey respondents agreed or strongly agreed that the grant program and related partnerships helped them better serve students and prepare them for the future. Only 5% (1 respondent) was neutral.
- **Disseminated Information.** GS Impact Study Survey respondents value Navigation 101's reach beyond their school. 64% of respondents indicated they had disseminated information about the Navigation 101/CGW program to other schools or districts in the area.

### DATA SNAPSHOT

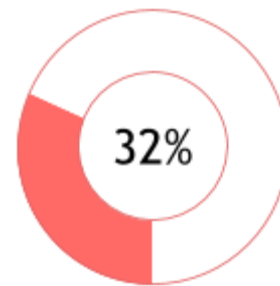
### Sustainability

#### Navigation 101/CGW Implementation Will Continue for 3+ Years



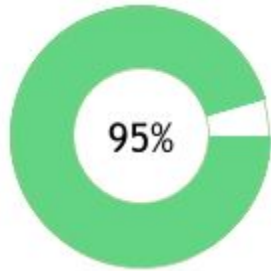
*Of Survey Respondents  
Agreed or Strongly Agreed*

#### Funding for Navigation 101/CGW Will Increase or Be Maintained



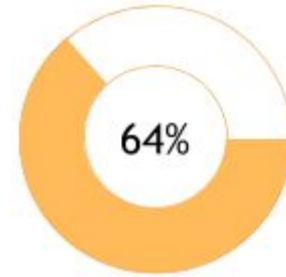
*Of Survey Respondents  
Agreed or Strongly Agreed*

## Grant Program Helped Better Serve Students & Prepare Them for Future



*Of Survey Respondents  
Agreed or Strongly Agreed*

## Have Disseminated Information to Others in the Area



*Of Survey Respondents  
Agreed or Strongly Agreed*

**SOURCE:** Author's calculations using data from College Spark Washington CRI Impact Study Stakeholder Survey

*College Spark Washington was brilliant in doing a sustained multi-year initiative to enhance opportunities for sustainability. Continued partnership with OSPI to continue funding is key.*

- Dana Foster, Consultant

## Challenges

One out of every two respondents of the GS Impact Study Survey pointed to **lack of funding** as the biggest barrier to the ability to fully implement and/or sustain the Navigation 101/CGW program. This finding was unique to the GS Impact Study Survey and not identified or discussed by BERC data. A sample of the challenges staff said they face now that program funding has ended include:

- *“With the conclusion of the grant program, we are not sure how we will continue to fund some of the program aspects we have implemented, such as providing binders and planners for all students, etc.”*
- *“We don't have the funding to have an advisory time.”*
- *“Paying the teachers to serve on a summer committee to create the curriculum for the next year.”*
- *“Funding for special college-career ready events that have become a part of our school culture.”*
- *“Finding money for college trips and some of the other day to day operations of advisory.”*



Other challenges identified in the GS Impact Study Survey, stakeholder interviews and/or BERC research include:

- **Keeping it fresh.** BERC found that the “curriculum was redundant and impersonal and could benefit from more attention to differentiated, relevant, and hands on materials.”<sup>13</sup> Similarly, a GS Impact Study Survey respondent said, *“The teachers have been doing the program for so many years that it makes it difficult at times keeping their energy up for the program.”*
- **Time frame and structure of advisory.** BERC indicated that “schools could benefit from some direction around how to schedule and plan their advisory periods, as advisories seem to be implemented in a variety of ways with varying degrees of satisfaction.”<sup>14</sup> One of the GS Impact Study Survey respondents noted, *“I have some worry that without the requirements of a grant we will have other initiatives or items fall into the advisory period that aren't related to career and college readiness.”*

## Communications Snapshot

The following blog pieces were published on GettingSmart.com as well as shared on social media across a variety of channels including Twitter and Facebook.

- [Culture of Readiness and Personalization Boost Graduation Rates](#)
- [Bremerton High School Sees Big Shift in College Readiness with Advisories and Student-Led Conferences](#)
- [Diversity is Not Our Problem, It's Our Solution](#)
- [4 Practices for Sustainable Building Leadership](#)
- [The Role of Advisory in Personalizing the Secondary Experience](#)

An additional blog and podcast was produced and is available streaming on SoundCloud via Getting Smart, on our [iTunes channel](#) and was also featured in Getting Smart's April 21 Smart Update.

- Getting Smart Podcast | [Why Guidance Matters for College and Career Readiness](#)



<sup>13</sup> “College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington,” Baker Evaluation Research and Consulting. December 2015. (p. 120)

<sup>14</sup> Ibid.

## Next Steps

Going forward, the impact study will continue to fine tune findings and make recommendations that can inform future College Spark Washington investments. It is recommended that Year 2 of the impact study focus on dissemination. Given the extensive research accessed from prior years and conducted this year, the focus can pivot from gathering data to distribution of learnings so more students can be impacted.

CSW Board Member Faith Li Pettis also points to the success of the two programs and encourages the Board to consider further dissemination of the information, “I’m really proud of those two programs. It’s fun to watch them succeed and take off. I think our board can continue to do more with distilling and sharing in a way the public can understand.”

Looking to Year Two of the study, emphasis will be placed on the following:

- Featuring impact toward outcomes
- Incorporating updated longitudinal data (e.g. college persistence)
- Focusing on equity and impact
- Influencing policy and advocacy
- Increasing state and national awareness
- Leveraging focus on personalization
- Further developing student voice
- Including action steps for others
- Involving OSPI to expand reach of CGW
- Link into deeper learning conversations
- Further pursue the impact on partners and policy makers, and perhaps most importantly,
- Inform future College Spark Washington investment strategy through questions such as:
  - Do you invest in system change in schools given how challenging it is? Why?
  - How do we best capture the impact?
  - Why should the Board invest in K-12?
  - Should we do it again?
  - What else have we learned

## Initial Conclusions

The College Spark investment paid dividends in terms of student impact and should inform future investments going forward. Key success factors included:

- Program selection process. AVID and Navigation 101 were thoroughly vetted and were just beginning to gain traction in Washington when College Spark began investing.
- School selection process. Multiple stakeholders with a range of perspectives on school readiness were involved in the school selection process.

- Level of implementation support provided to the schools. Both initiatives were supported with consulting, professional development, ongoing support, data review and more.
- Long term investment. Change takes time and the prolonged funding for implementation was critical to establishing systems of support.

In addition to pointing to changes in course taking patterns, culture, and graduation rates, Executive Director Christine McCabe was pleased with “the quality of the selection of the districts, the fact that the grantees stuck with us, and that the CRI schools have emerged as models for their peers.”

Board member Erin Jones, who also serves as Tacoma School District AVID Director, and Candidate for State Superintendent reflects on the initiative, “For me, AVID and Navigation 101 should be everywhere.”

Interviews and surveys indicate that the following aspects of CRI were crucial to the success of program implementation and provide guidance regarding strategic learnings for future initiatives:

- Continue to invest in front-end research to ensure selection of quality programs
- Continue to provide deep implementation support
- Continue to invest for the “long-term”
- Establish a diverse set of partnership relationships up front (public, private, government), and realize that things can change
- Connect to both local and national initiatives for combination of grassroots support and research base
- Continue to emphasize both quantitative and qualitative measures
- Establish a process to disseminate learnings
- Continue to consider balance between emphasis on individual change and systemic change

By disseminating information to spur action and further the dialogue, College Spark Washington will continue to make an impact. As outlined by Danise Ackelson, “To look back on where the schools started and where they are ending up, there have been huge changes made.” Most importantly, she says, “It can be sustained in current schools and replicated elsewhere.”

Both programs provide a system of facilitating relationships between adults and students—without these systems, these relationships wouldn’t get the time, attention, and focus they need.

Accordingly, through a focus on learnings, dissemination, and impact, College Spark Washington has the ability to change student lives and open up opportunities both within and far beyond Washington.

## Appendix A: Impact Study Process

### CRI Key Stakeholders

The impact study process is tailored to reflect the differing needs of the key constituents as follows:

- Students: Analyze data and impact on overall college readiness and degree completion.
- Grantees (District/School Partners): Assess capacity to develop, implement and sustain effective programs and to share the knowledge generated from their work.
- Other Partners: Gauge the impact of partnerships with government, nonprofit, and for-profit organizations.
- Policymakers: Assess progress on state and policy level changes that began during the initiative period, make recommendations regarding future policy and align with state and national trends.

In year one (2015-2016) of a two-year study of the CRI program, the Getting Smart team conducted interviews, analyzed survey results and completed initial data analysis of implementation, impact and sustainability of College Spark Washington College Readiness Initiative. Year one focused on grantees, while also gathering input from policy makers and partners. Year two will take place in 2016-2017 and will further involve constituents and build toward a national report on the impact of the College Readiness Initiative.

As part of the impact study, a meta-analysis of data points from prior investigations into CSW's CRI grant impact was conducted. To conduct this analysis, Getting Smart compiled and reviewed data from the following sources:

- [BERC's College Readiness Initiative: AVID and Navigation 101 Interim Report for 2010-2011 through 2012-2013](#)
- [BERC's College Readiness Initiative: AVID and Navigation 101 Interim Report for 2013-2014 through 2014-2015](#)
- University of Texas (UT) Pan American's "College Spark AVID Evaluation Report" from July 2015

In addition to analyzing existing quantitative and qualitative research provided through the BERC and UT-Pan American studies, several additional forms of information gathering and dissemination were conducted by the Impact Study team order to gather current data and identify existing trends:

- Convening (worked with grantees in Fall of 2016)

- 2015-2016 CRI Impact Study Survey (hereafter referred to as GS Impact Study Survey - see detailed survey information in [Appendix B](#))
- Interviews with key stakeholders (See detailed interview information in [Appendix C](#))
- Communication (disseminating feature stories and information during the process).

This research led to a deeper understanding of progress on the desired outcomes identified by the CSW, as listed in the [Background](#) section.

## **Acknowledgments**

*We want to acknowledge Stepheni Hubert, for her work in coordination, data analysis, writing and collaboration which contributed deeply to the Impact Study process and reports.*

# Appendix B: Impact Study Survey

Both narrative survey questions and Likert scales were used to assess impact and sustainability from the vantage point of various stakeholders. Surveys were administered and/or delivered to all grantees and participating schools in October 2015 with a target response rate of 100%. By April 2016, after months of follow-up, 39 individual responses representing 35 out of the 39 grantee schools (a 90% response rate) had been received. (See [Appendix A](#) for full listing of survey questions).

## Survey Questions

### Background Information

- First and Last Name
- E-mail Addresses
- School or District
- Role
- Which CRI programs are available in your school/district?
- Have you worked with Navigation 101/CGW in your school/district (now, or at any time during the grant period)?
- Have you worked with AVID in your school/district (now, or at any time during the grant period)?

### Navigation 101/CGW Questions (If said “yes” to working with Nav101/CGW)

1. On a scale of 1-5, please rate your current level of implementation of Navigation 101/CGW relative to your prior implementation (e.g. one year ago, during the grant period). In general, has the implementation of each of the following key elements increased, decreased or stayed the same?
  - a. Curriculum-Driven Advisories
  - b. Portfolios
  - c. Student-led Conferences
  - d. Student-driven Scheduling
  - e. Evaluation
  - f. Program Management
  - g. School Guidance and Counseling
2. What 2-3 pieces of data from your school’s BERC report best represent Navigation 101’s impact and why? Be as specific as possible.
3. What other evidence of impact or data can you share that shows Navigation 101 had an impact on student achievement at your site?
4. Please share a brief story or school example that brings the impact of Navigation 101/CGW to life.
5. Please answer the following questions on a scale of 1-5.


- a. We will continue our implementation of the program into the next school year, 2016-2017.
  - b. Current levels of funding will be maintained or increased next year.
  - c. I am confident our school's Navigation 101/CGW implementation will continue for 3+ years.
  - d. District policy has changed as a result of the grant.
  - e. We have disseminated information to other schools in the area or state.
  - f. The Navigation 101/CGW team meets regularly and participates in high quality education including, but not limited to: regional workshops, site visits, and coaching to enhance Nav101/CGW practices and program implementation.
  - g. Implementation of Navigation 101/CGW has changed the culture of my school among staff.
  - h. Implementation of Navigation 101/CGW has changed the college-going culture of students at my school.
  - i. This grant program and related partnerships helped me better serve students and prepare them for the future.
6. Please provide an example of how Navigation 101/CGW changed the college-going culture for students and staff at your school.
  7. What are the current strengths of the Navigation 101/CGW program at your site?
  8. Following the conclusion of the grant period, what have been the barriers/challenges to implementing the Navigation 101/CGW?

AVID Questions (If said "yes" to working with AVID):

1. On a scale of 1-5, please rate your current level of implementation of AVID's essentials relative to your prior implementation (e.g. one year ago, during the grant period). In general, has the implementation of each of the following essentials increased, decreased or stayed the same?
  - a. Student Selection
  - b. Voluntary Participation by Students and Staff
  - c. AVID Elective During the School Day
  - d. Enrolling in Rigorous Curriculum
  - e. Reading and Writing Curriculum
  - f. Inquiry Emphasis
  - g. Collaboration
  - h. Trained Tutors
  - i. Data Collection
  - j. School and District Resources Committed
  - k. Active Interdisciplinary Site Team
2. What 2-3 pieces of data from your school's BERC report best represent AVID's impact and why? Be as specific as possible.
3. What other evidence of impact or data can you share that shows AVID had an impact on student achievement at your site?

4. Please share a brief story or school example that brings the impact of AVID to life.
5. Please answer the following questions on a scale of 1-5.
  - a. We will continue our implementation of the program into the next school year, 2016-2017.
  - b. Current levels of funding will be maintained or increased next year.
  - c. I am confident our school's AVID implementation will continue for 3+ years.
  - d. District policy has changed as a result of the grant.
  - e. We have disseminated information to other schools in the area or state.
  - f. The AVID team meets regularly and participates in high quality education including, but not limited to: regional workshops, site visits, and coaching to enhance AVID practices and program implementation.
  - g. Implementation of AVID has changed the culture of my school among staff.
  - h. Implementation of AVID has changed the college-going culture of students at my school.
  - i. This grant program and related partnerships helped me better serve students and prepare them for the future.
6. Please provide an example of how AVID changed the college-going culture for students and staff at your school.
7. What are the current strengths of the AVID program at your site?
8. Following the conclusion of the grant period, what have been the barriers/challenges to implementing the AVID?

Snapshot of Survey



**College Spark Washington CRI Impact Study**

Survey Introduction and Background Information

Thank you for taking the time to participate in our survey. Our goal is to assess the implementation, impact and sustainability of the College Spark Washington (CSW) College Readiness Initiative (CRI). We are seeking to collect information about the implementation of the initiative at your school site, the impact the initiative has had on students and the school, as well as the status of post-grant implementation. We appreciate you taking the time to fill this out, and we will provide an opportunity to share the results of the survey with you at a later date.

**\* 1. Background Information**

First and Last Name

Email Address

**2. Select Your School or District (if you work for the district, not a specific school)**

**\* 3. Role**

Superintendent

Principal



## Appendix C: Interview Process

During the course of the 2015-16 school year, 33 interviews were conducted with a representative selection of teachers, counselors, principals and other officials from grantee schools and districts, as well as policy makers and governance partners. The total number of representatives from each group interviewed is as follows (see [Appendix B](#) for full listing of individuals interviewed).

- 16 School Partners (Principals, Teachers, Counselors)
- 4 District Partners
- 10 Policy Makers or Governance Partners

Interviewees in Year One were selected as a representative group of CRI districts/schools that could provide valuable insight into the implementation, sustainability and overall impact of both Navigation 101 and AVID. Each conversation was unique, shaped by the perspective of participants—the educators and partners working to change the lives of students through these programs—allowing for a compelling look into sustainability and impact. Impactful quotes and information from these interviews will be featured in School Spotlight sections throughout this report. Any grantee or partner not interviewed in Year One will be interviewed in Year Two.

### Interviewee List

#### Schools and District Partners

- Anne Hawkins, Jason Lee Middle School (AVID)
- Brian Gregg, Showalter Middle School (Nav101/CGW)
- Carol Bardwell, Grandview Middle School (Nav101/CGW + AVID)
- Chris Swanson, Bremerton High School (Nav101/CGW)
- Christine Brandt, Jason Lee Middle School (AVID)
- Cindy McClain, Bremerton High School (Nav101/CGW)
- Derek Garrison, Heritage High School (AVID)
- Diane Hull, Bridgeport Middle & High School (AVID)
- Griffin Peyton, Frontier Middle School (AVID)
- Hannah Kaufman, Bridgeport Middle & High School (AVID)
- John Polm, Bremerton School District (Nav101/CGW)
- KC Knudson, Lucille Umbarger Middle School (AVID)
- Krystal Keller, Jason Lee Middle School (AVID)
- Lisa Griebel, Miller Junior High (AVID)
- Liz Hepner, Foster High School (Nav101/CGW)
- Lori Wyborney, Rogers High School/Spokane School District (Nav101/CGW + AVID)
- Maria Stevens, Frontier Middle School (AVID)
- Robert Reavis, Spokane School District (Nav101/CGW + AVID)
- Todd Setterlund, Burlington Edison High School (AID)

- Tom Edwards, Keithley Middle School (Nav101/CGW)

#### Policy and Governance Partners

- Barb Dittrich, OSPI
- Christine McCabe, College Spark Washington
- Dana Foster, Consultant for Navigation 101/CGW
- Danise Ackelson, OSPI
- Erin Jones, CSW Board of Directors
- Faith LePettis, CSW Board of Directors
- Heather Gingerich, College Spark Washington
- Sue Bergman, AVID
- Tim Stensager, OSPI
- Trevor Greene, CSW Board of Directors