



NOTE. This document provides the PSAM survey for review purposes. Participants complete the survey online. To receive an unique link to your own PSAM survey, which will enable online participation by just sharing the link with your designated participants, contact FHI 360's Postsecondary Success Collaborative: mabeel@fhi360.org

Postsecondary Success Asset Map (PSAM) Survey

We know your time is valuable and we thank you for agreeing to participate in the Postsecondary Success Asset Map (PSAM) Survey. The survey should take only 20 to 30 minutes to complete. If you have been asked to be a member of the team analyzing the results (e.g., a PSAM team or leadership team), there is an additional set of questions you are **required** to answer under **Asset 5**. For all other staff and participants, Asset 5 is **optional**.

What you need to know before taking the PSAM survey:

What this survey is for:

- To take a snapshot of how your school is helping students develop the knowledge and skills that will make them both college and career ready.
- To develop a shared understanding and a place to start or continue the conversation about what college and career readiness means and looks like in practice.
- To help set goals for improving the academic and non-academic program coordination and quality for all students **within the context of continuous school improvement**.
- To provide data that will help the team designated to analyze the survey results (e.g., a PSAM team or leadership team) begin to set goals, plan for improvement, and identify other relevant sources of data to analyze.
- To get responses based on your personal knowledge and experience with students and families. **Your opinions are very important.** Your name will not be associated in any way with your answers. All responses are **anonymous**.
- At the end of each section, there is an optional rich text field for you to add any additional information or comments that you think would be helpful.

What the survey is not for:

- This survey is NOT an evaluation, nor is it expected that your school is doing everything listed in this survey.
- This survey does not collect information about ethnicity, race, gender, socio-economic status, IEP status, or other demographic data. When the PSAM Team at your school analyzes the results, they may determine the need to identify and analyze other sources of data that are important to improving the college and career readiness of ALL students, particularly those students who are most underserved.

A few important technical notes to make things go smoothly with the survey:

- Please use the BACK and CONTINUE buttons to move within the survey and **do not use your browser buttons**, as this could interrupt the survey and your responses could be lost.
- It is **best if you can complete the entire survey** without closing your browser window. If the survey is inactive for 60+ minutes, it will close and your answers may be lost.
- For some pages, you may need to **scroll down** to respond to all questions on the screen.
- Please **do not forward the link** you have been emailed to anyone else.

Thank you. Your participation matters.

What is your role in the school? Check all that apply.

- Teacher**
- Administrator**
- Counselor/Advisor**
- External school partner**
- Other (e.g., funder)_____**

ASSET 1: TRANSITION KNOWLEDGE AND SKILLS: WHAT STUDENTS IN MY SCHOOL ARE DOING TO SUCCESSFULLY BUILD THEIR KNOWLEDGE AND ACCESS TO COLLEGE AND CAREER

CHOOSE WHAT YOU THINK IS THE MOST APPROPRIATE RESPONSE FOR EACH QUESTION.

- MOST STUDENTS (80-100 PERCENT OF STUDENTS)
- MORE THAN HALF OF STUDENTS (50-79 PERCENT OF STUDENTS)
- FEWER THAN HALF OF STUDENTS (15-49 PERCENT OF STUDENTS)
- ALMOST NO STUDENTS (LESS THAN 15 PERCENT OF STUDENTS)
- DON'T KNOW

A1.Q1: In my school, 9th grade orientation introduces students and their families to long-term postsecondary planning and includes academic and social supports and opportunities to develop relationships between peers and with staff.

A1.Q2: In 9th grade, students in my school create a personal high school completion plan that is linked to emerging postsecondary and career goals.

A1.Q3: Beginning in 9th grade and continuing through graduation, students in my school participate in grade-appropriate college and career readiness activities, including:

- a) attend at least one college fair (annually)
- b) attend at least one career fair or expo (annually)
- c) participate in at least two college visits (annually)
- d) take career interest inventories
- e) explore college and career options aligned with their high school completion plan and emerging postsecondary goals

A1.Q4: Beginning in 9th grade and continuing through graduation, students in my school participate in grade-appropriate college and career readiness test preparation and related tests, including:

- a) college admissions tests (e.g., for PSAT, SAT, ACT)
- b) practice college admissions exams
- c) high school exit tests
- d) other: _____

A1.Q5: Beginning in 9th grade and continuing through graduation, students in my school participate in:

- a) project-based learning, including projects with real-life application
- b) interdisciplinary projects that demonstrate connections between subject areas
- c) community service learning experiences

A1.Q6: Beginning in 9th grade and continuing through graduation, students in my school participate in:

- a) work-based learning experiences (e.g., job shadowing, internships) that students help select and earn credits for successfully completing
- b) college-level courses through on or more of the following: dual enrollment or early college programs; Advanced Placement courses; and/or International Baccalaureate degree program
- c) career technical education (CTE) courses that are tied to an industry-recognized credential

A1.Q7: Beginning in 9th grade and continuing through graduation, the students in my school receive grade-appropriate guidance in the following:

- a) college and career searches to select strong matches based on their emerging postsecondary goals
- b) support for completing applications to colleges and/or other postsecondary programs
- c) support for submitting the FAFSA online
- d) financial literacy training

A1.Q8: When informed of their postsecondary acceptances, students in my school receive:

- a) guidance to make a well-informed selection of their best postsecondary match
- b) financial planning support to secure adequate resources to matriculate into the selected postsecondary option
- c) transition planning support for enrolling and matriculating into the selected postsecondary option the semester immediately after high school
- d) structured opportunities to learn about the specific transition skills needed for postsecondary environments (e.g., navigating relationships with professors, understanding academic expectations, accessing available resources for academic and socio-emotional support)

A1.Q9: PLEASE SHARE ANY COMMENTS YOU MAY HAVE ABOUT ASSET 1:

ASSET 2: CONTENT KNOWLEDGE: WHAT STUDENTS IN MY SCHOOL ARE DOING TO BUILD THEIR CONTENT KNOWLEDGE IN PREPARATION FOR POSTSECONDARY SUCCESS

CHOOSE WHAT YOU THINK IS THE MOST APPROPRIATE RESPONSE FOR EACH QUESTION.

- MOST STUDENTS (80-100 PERCENT OF STUDENTS)
- MORE THAN HALF OF STUDENTS (50-79 PERCENT OF STUDENTS)
- FEWER THAN HALF OF STUDENTS (15-49 PERCENT OF STUDENTS)
- ALMOST NO STUDENTS (LESS THAN 15 PERCENT OF STUDENTS)
- DON'T KNOW

A2.Q1: By the end of 9th grade, the students in my school are “on track” to graduate within four years using attendance (10 percent or fewer absences) and course performance (e.g., GPA of 2.0 or more; less than two failures in 9th grade courses; and on-time promotion to 10th grade) as key indicators.

A2.Q2: The students in my school have opportunities to take advanced courses or work-based learning experiences (e.g., job shadowing, internships) that align with their career goals.

A2.Q3: The students in my school who have career and technical education (CTE) interests and goals have opportunities to participate in one or more multi-year sequences of courses, including STEM courses, that integrate core academic knowledge with technical and occupational knowledge.

A2.Q4: In all grades, English Language Learners participate in specialized courses and programs to develop language skills to prepare them for postsecondary success.

A2.Q5: In all grades and core subject areas, students who are below grade level receive the academic supports and interventions they need to graduate high school and successfully transition into a postsecondary option.

A2.Q6: The students in my school graduate fully prepared for entry-level, credit-bearing college courses or career training programs without the need for remedial or developmental coursework.

A2.Q7: PLEASE SHARE ANY COMMENTS YOU MAY HAVE ABOUT ASSET 2:

ASSET 3: LEARNING SKILLS AND TECHNIQUES: WHAT STUDENTS IN MY SCHOOL ARE DOING TO TAKE OWNERSHIP OF THEIR LEARNING AND DEVELOP THEIR LEARNING AND EMPLOYABILITY SKILLS IN PREPARATION FOR POSTSECONDARY SUCCESS

CHOOSE WHAT YOU THINK IS THE MOST APPROPRIATE RESPONSE FOR EACH QUESTION.

- MOST STUDENTS (80-100 PERCENT OF STUDENTS)
- MORE THAN HALF OF STUDENTS (50-79 PERCENT OF STUDENTS)
- FEWER THAN HALF OF STUDENTS (15-49 PERCENT OF STUDENTS)
- ALMOST NO STUDENTS (LESS THAN 15 PERCENT)
- DON'T KNOW

A3.Q1: Starting in 9th grade and continuing through graduation, the students in my school have *at least* two meetings a year with a counselor or advisor to plan, review, and reflect on the status of their personal high school completion plan in relation to their:

- a) college and career goals
- b) high school transcript (grades, credit accumulation, test scores, technical assessments, and program completion)
- c) behavior (social and emotional maturity)
- d) attendance
- e) 21st century skills (e.g., problem solving, analysis, creativity, leadership, media and internet literacy, global awareness)

A3.Q2: Starting in 9th grade and continuing through graduation, a counselor or advisor has at least one meeting a year with a family member or caregiver for each student to plan, review, and reflect on the personal high school completion plan in relation to the student's:

- a) college and career goals
- b) high school transcripts (grades, credit accumulation, test scores, technical assessments, and program completion)
- c) behavior (social and emotional maturity)
- d) attendance
- e) 21st century skills (e.g., problem solving, analysis, creativity, leadership, media and internet literacy, global awareness)

A3.Q3: The students in my school are taught and helped to monitor and evaluate their own progress, performance, and achievement throughout high school (including through their work-based learning and community service activities, technical training, and academic and technical classes).

A3.Q4: The students in my school are taught to use syllabi to review and keep track of course objectives and expectations, grading policies, required texts, and schedules of major assignments and exams.

A3.Q5: The students in my school are required to maintain a calendar or planner to track assignments, exams, work-based learning schedules, and other key events, supports, and information related to their course work.

A3.Q6: Across classes, activities, and programs, the students in my school are continuously acquiring and strengthening key learning skills and work habits (e.g., attendance, punctuality, note-taking, communication skills, etc.).

A3.Q7: Students in my school have opportunities to learn and practice the non-cognitive skills—also called social-emotional skills—that are important for college and career, such as decision making, self-management, and social skills (e.g., cultural awareness and empathy).

A3.Q8: PLEASE SHARE ANY COMMENTS YOU HAVE ABOUT ASSET 3:

ASSET 4: CRITICAL THINKING AND PROBLEM SOLVING SKILLS: WHAT STUDENTS IN MY SCHOOL ARE DOING TO DEVELOP THE CRITICAL THINKING AND PROBLEM SOLVING SKILLS THAT WILL HELP THEM SUCCEED IN COLLEGE AND CAREER

CHOOSE WHAT YOU THINK IS THE MOST APPROPRIATE RESPONSE FOR EACH QUESTION.

- MOST STUDENTS (80-100 PERCENT OF STUDENTS)
- MORE THAN HALF OF STUDENTS (50-79 PERCENT OF STUDENTS)
- FEWER THAN HALF OF STUDENTS (15-49 PERCENT OF STUDENTS)
- ALMOST NO STUDENTS (LESS THAN 15 PERCENT OF STUDENTS)
- DON'T KNOW

A4.Q1: With increasing skill each year, the students in my school develop, use, and apply critical thinking and problem solving skills (reasoning, analysis, synthesis, interpretation, precision, and accuracy) in a variety of contexts, subjects, and situations.

A4.Q2: With increasing skill each year, the students in my school engage in projects in all subject areas that require formal research both in-and out-of class time.

A4.Q3: With increasing skill each year, the students in my school demonstrate reading fluency and comprehension in multiple subjects and genres of text. These may include textbooks and career-related content, as well as informational, narrative, technical, and procedural texts.

A4.Q4: With increasing skill each year, the students in my school demonstrate writing fluency and understanding in multiple genres. This may include argument, informational, narrative, and technical writing.

A4.Q5: With increasing skill each year, the students in my school demonstrate the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations.

A4.Q6: With increasing skill each year, the students in my school demonstrate competence in applying academic and technical learning to novel situations, contexts, and learning experiences.

A4.Q7: With increasing skill each year, the students in my school use a variety of media to find, retrieve, analyze, evaluate, and use information appropriately.

A4.Q8: PLEASE SHARE ANY COMMENTS YOU HAVE ABOUT ASSET 4:

If you are **NOT** on the team that will be analyzing the PSAM Survey results
ASSET 5 IS *OPTIONAL*. You choices are:

STOP HERE

or

CONTINUE TO ASSET 5

If you **ARE** on the team that will be analyzing the PSAM Survey,
ASSET 5 IS *REQUIRED*.

SO PLEASE CONTINUE

Asset 5 will take an additional 10-15 minutes

Asset 5 is required for the PSAM Team and optional for all others. THIS ASSET ADDRESSES FIVE ISSUES THAT CUT ACROSS THE FOUR KEY ASSET AREAS AS WELL AS ALL ASPECTS OF THE SCHOOL'S PROGRAMS, POLICIES, AND CULTURE THAT HAVE AN IMPACT ON THE COLLEGE AND CAREER READINESS OF STUDENTS:

- **USE OF DATA**
- **DIVERSITY AND EQUITY**
- **FAMILY ENGAGEMENT**
- **PARTNERSHIPS**
- **STAFF LEARNING**

ARE YOU A MEMBER OF THE TEAM DESIGNATED TO ANALYZE THE PSAM DATA?

- YES**
- NO**

ASSET 5: SCHOOL-BASED SYSTEMS: WHAT MY SCHOOL IS DOING TO DEVELOP AND SUSTAIN SYSTEMS FOR IMPROVING COLLEGE AND CAREER OUTCOMES FOR OUR STUDENTS

MY SCHOOL'S USE OF DATA

A5.Q1: My school collects and analyzes school-based data (e.g., grades, attendance, and behavior by student sub group) to track how well we are meeting our college and career readiness goals (e.g., percent of students by sub group: on track for grade-level promotion; with 90 percent or higher attendance; submitted FAFSA).

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

A5.Q2: My school shares individual and aggregate student information about college and career readiness with students' families, including their student's high school-postsecondary plan.

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

A5.Q3: For two years or more, my school collects and analyzes data on our graduates' postsecondary enrollment, persistence, and performance (e.g., through a district's National Student Clearinghouse contract) to inform programming.

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

A5.Q4: My school collects and analyzes information about graduates who go directly into the job market through the following: (check all that apply)

- a) partnerships with regional and local business and industry groups
- b) alumni events
- c) alumni surveys
- d) word of mouth
- e) UI Wage records
- f) we don't collect information about these graduates
- g) other _____

A5.Q5: My school collects and analyzes student data (e.g., attendance, student outcomes) from the college and career readiness programs, supports, and interventions available from our partners, (e.g., community-based organizations, institutions of higher education, and cultural organizations).

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

A5.Q6: My school collects and analyzes data on career trends to inform programming for our students.

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

A5.Q7: What are the top three sources of data that we use? _____

On average, how often do we look at this data?

- Weekly
- Twice a month
- Monthly
- By semester or trimester
- Not at all
- Don't know

What do we do with this data? _____

WHAT MY SCHOOL IS DOING TO ADDRESS ISSUES OF DIVERSITY AND EQUITY

A5.Q8: The staff in my school—administrators, teachers, guidance and college/career counselors and advisors—collaborate regularly to support each student’s academic, social, and emotional wellbeing throughout their high school years and as they prepare for a successful transition to college and career.

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

A5.Q9: The staff in my school consistently support a tangible, school-wide college and career culture through:

- a) frequent, explicit indications of high expectations for all students at various levels such as school-wide, grade, classroom, and advisory
- b) posters and other visuals of staff alma maters
- c) timely announcements and reminders of important deadlines or opportunities related to college and career readiness at various levels such as school-wide, grade, classroom, and advisory
- d) participation as chaperones on college and/or career related visits and tours
- e) other: _____

A5.Q10: Students have in-and after-school opportunities designed to meet their needs and interests:

- a) college clubs
- b) other clubs based on student interests such as, chess, debate, arts, yearbook, newspaper, etc.
- c) student government
- d) special assemblies or forums about college and career explorations, careers of the future, etc.
- e) small-group opportunities to talk with recent high school graduates
- f) art programs
- g) sports programs
- h) other: _____

A5.11: My school has supports in place to help new students and their families, (i.e., transfer students, recent immigrants, students with interrupted schooling) acclimate to the school and get on track to their college and career pathway.

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

A5.Q12: My school provides and/or helps broker other interventions and services for students and families requiring specialized or specific supports (e.g., for undocumented families, English Language Learners, etc.)

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

WHAT MY SCHOOL IS DOING TO ENGAGE FAMILIES

A5.Q13: My school strives to support and engage ALL families by: (check all that apply)

- taking into account non-traditional work schedules
- providing information and support in the different languages spoken in students' homes,
- sharing in multiple communication formats (i.e., email, phone, mail, web alerts, one-on-one meetings, groups meetings, handouts, etc.)

A5.Q14: The teachers, administrators, and guidance and college counselors in my school engage and support students and their families in the college and career planning process as follows: (check all that apply)

- use multiple modes of communication to get information to families
- provide timely and frequent information to families in their home languages
- engage families to support their children's college and career goals starting in 9th grade
- provide FAFSA support and financial training for families in the language they speak at home, and during times when they can attend
- provide opportunities for families to talk to other families who have gone through the process
- provide opportunities for families to have individualized meetings with school staff
- other: _____

A5.Q15: My school reaches out to families that have complicated or difficult situations (e.g., undocumented students, foster care, homeless) to support and engage them in learning about how to support their children in the college and career process.

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

WHAT MY SCHOOL IS DOING TO ENGAGE PARTNERSHIPS WITH EXTERNAL INSTITUTIONS, ORGANIZATIONS, EMPLOYERS, AND THE DISTRICT

A5.Q16: My school provides courses and opportunities linked to careers (e.g., community service, work-based learning, and technical training) through partnerships with community-based organizations, local business and industry, postsecondary institutions, or others.

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

A5. Q17. My school develops and maintains relationships and partnerships with community stakeholders that talk with students about the possibilities and promises of college and career. These may include local colleges, business, and industry representatives, as well as recent graduates from high school and college.

- Very true
- Mostly true
- Somewhat true

- Not true at all
- Don't know

A5.Q18: The teachers, guidance and college counselors, and administrators in my school have opportunities to communicate and collaborate with institutions of higher education and local business leaders to discuss curriculum alignment with entrance requirements in their respective entry-level contexts.

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

A5.Q19: List the organizations that you know provide postsecondary success services or resources to students and/or families. _____

A5.Q20: My school uses and shares data with the district and/or other management bodies (e.g., networks, charter management organizations) to inform programming, supports, and services to improve college and career readiness of our students.

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

A5.Q21: What are the top three sources of data that we use? _____

On average, how often do we look at this data?

- Weekly
- Twice a month
- Monthly
- By semester or trimester
- Not at all
- Don't know

What do we do with this data? _____

WHAT MY SCHOOL IS DOING TO SUPPORT STAFF LEARNING IN COLLEGE AND CAREER READINESS

A5.Q22: All staff in my school are committed to working together to support the students' academic, social, and emotional wellbeing throughout their high school years as they prepare for a successful transition to college and career.

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

A5.Q23. All or most staff in my school have opportunities to receive specific kinds of professional development relevant to their role(s) to increase understanding of how, individually and collectively, we can support college and career readiness.

- Very true
- Mostly true
- Somewhat true
- Not true at all
- Don't know

A5.Q24: PLEASE SHARE ANY COMMENTS YOU MAY HAVE ABOUT ASSET 5:

THANK YOU FOR COMPLETING THE PSAM SURVEY!