



NOTE. It is possible to use this PDF version of the PSAM survey and administer paper copies; however, administering the survey in paper and pen format means manually tabulating and aggregating the results—an arduous, time-consuming process. To receive a 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 PSAM Team analyzing the results, there is an additional set of questions for you to answer. You will find those in section 5 of the survey. If not, then you may stop the survey after completing section 4.

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**.
- The data collected from the survey will help your colleagues on the PSAM Team begin to set goals, plan for improvement, and identify other relevant sources of data to analyze.
- Please mark your 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 a rich text field for you to add any additional information or comments that you think would be helpful for the PSAM Team to know.

What the survey is not for:

- The survey is NOT an evaluation, nor is it expected that your school is doing everything listed in this survey.
- The 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 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. We appreciate your participation in this survey.

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

A1.Q1: During the first term/semester of 9th grade, students in my school:

- a) receive school-based academic and non-academic assessments to identify strengths and needs for being on track for college and career success
- b) create a personal high school completion plan that will be reviewed at least annually and serve as a roadmap for their high school plan of study
- c) explore personal interests, skills, and related career pathways
- d) explore postsecondary options and requirements for entry

A1.Q2: Starting in 10th grade, and continuing through the completion of 11th grade, students in my school:

- a) conduct an annual review and adjustment of their personal high school completion plan with a school point person (e.g., advisor) and an adult ally (e.g., primary caregiver)
- b) attend at least one college fair
- c) attend at least one career fair or expo
- d) participate in at least two college visits
- e) conduct a college and career search that is aligned with their high school completion plan and emerging postsecondary goals

A1.Q3: Beginning in 9th grade and continuing through the completion of 12th grade, students in my school participate in grade-appropriate college and career readiness activities, including:

- a) college admissions test preparation (e.g., for PSAT, SAT, ACT)
- b) practice college admissions exams
- c) high school exit tests
- d) career interest inventories
- e) community service learning experiences
- f) other: _____

A1.Q4: Beginning in 9th grade, and continuing through the completion of 12th grade, students in my school participate in:

- a) project-based learning
- b) interdisciplinary projects that demonstrate connections between core course areas
- c) projects and assignments relevant to the world of work
- d) credit-bearing, work-based learning experiences (e.g., job shadow, internship) that students help select as relevant to their interests and lives
- e) college-level courses through dual enrollment, or early college programs, Advanced Placement courses, and International Baccalaureate degree program
- f) career technical education (CTE) courses that are tied to an industry recognized credential

A1.Q5 Beginning in 9th grade and continuing through the completion of 12th grade, the students in my school receive grade-appropriate guidance to plan and support their postsecondary goals and pathways, including:

- a) college and career searches
- b) application processes
- c) financial literacy trainings
- d) FAFSA completion support
- e) transition planning for going from high school into college and/or career

- f) other interventions and services (e.g., for undocumented families, special needs students, English Language Learners, etc.)

A1.Q6: By graduation, the students in my school have:

- a) a confirmed acceptance into a postsecondary option where they intend to go the semester immediately following high school
- b) the financial support needed to matriculate into the selected postsecondary option
- c) a clear plan for enrolling and matriculating into the selected postsecondary option

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

A2.Q1: By the end of 9th grade, the students in my school are “on track” to graduate in four years using grades/GPA and attendance as key indicators.

A2.Q2: The students in my school have opportunities to take advanced courses or work-based learning experiences that align with their career goals.

A2.Q3: The students in my school who have career and technical education (CTE) goals, have opportunities to participate in a multi-year sequence of courses, including STEM, that integrates 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.

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

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 their:

- a) college and career goals
- b) academic progress (grades, credit accumulation, and program completion)
- c) behavior (social and emotional maturity)
- d) attendance
- e) required and optional standardized test scores and technical assessments
- f) 21st century skills (i.e., knowledge, skills, work habits, and character traits)

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 their student's:

- a) college and career goals
- b) academic progress (grades, credit accumulation, and program completion)
- c) behavior (social and emotional maturity)
- d) attendance
- e) required and optional standardized test scores and technical assessments
- f) 21st century skills (i.e., knowledge, skills, work habits, and character traits)

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 their work-based learning and community service activities, technical training, academic and technical classes).

A3.Q4: The students in my school are given syllabi that enable them 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 keep and 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. They:

- a) have a high attendance rate (>90%)
- b) come to school and work-based learning assignment on time
- c) come to classes and work-based learning assignment ready to learn and participate
- d) take notes and study for tests effectively
- e) communicate appropriately through letters, emails, text messages, and online programs
- f) manage and plan their time effectively
- g) can begin and complete a project independently
- h) can work with a team to complete a project
- i) ask for help when they need it
- j) follow directions
- k) set and keep track of deadlines and due dates

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.

A4.Q1: With increasing mastery 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 mastery each year, the students in my school engage in research, data collection, and data analysis.

A4.Q3: With increasing mastery 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, informational, narrative, technical, and procedural texts.

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

A4.Q5: With increasing mastery 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 mastery 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 mastery each year, the students in my school use a variety of media to find, retrieve, analyze, evaluate, and use information appropriately.

If you are NOT on the team that will be analyzing the PSAM Survey results,

PLEASE STOP HERE

**If you ARE on the team that will be analyzing the PSAM Survey, PLEASE CONTINUE on to section 5.
Section 5 will take an additional 5-10 minutes.**

Asset 5 is to be filled out by the PSAM Team only. 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 AND AS SUCH HAVE AN IMPACT ON THE COLLEGE AND CAREER READINESS OF STUDENTS:

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

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 shares individual and aggregate student information about college and career readiness with students' families.

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

A5.Q2: My school collects and analyzes school-based data to track how well we are meeting our college *and* career readiness goals for all students and student subgroups.

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

- a) What are the top three sources of data that we use? _____
- b) How often do we look at this data? _____

A5.Q3: My school collects and analyzes data on postsecondary enrollment, persistence, and performance of our graduates (e.g., through the National Student Clearinghouse) to inform programming.

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

A5.Q4: 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.Q5: 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.Q6: My school collects and analyzes student data 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

<i>WHAT MY SCHOOL IS DOING TO ADDRESS ISSUES OF DIVERSITY AND EQUITY</i>
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A5.Q7: The teachers, guidance and college/career counselors, and administrators in my school work regularly as a team 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.Q8: The staff in my school consistently support a tangible, school-wide college and career culture through in- and after-school activities including:

- a) college clubs (student-led, adult supported)
- b) student government
- c) extracurricular clubs based on student interests such a chess, debate, arts, year book, newspaper etc.
- d) school wide, student-led assemblies about college and career explorations, careers of the future, etc.
- e) school-wide and small-group opportunities to talk with recent high school graduates
- f) activities and programs led by partners with college and career readiness expertise

A5.Q9: My school has supports in place to help new students and their families—transfer students, recent immigrants, students with interrupted schooling—acclimate to the school and get on track in their college and career pathway.

- Very true

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

<i>WHAT MY SCHOOL IS DOING TO ENGAGE FAMILIES</i>

A5.Q10: 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 (email, phone, mail, web alerts, one-on-one meetings, groups meetings, handouts, etc.)

A5.Q11: The teachers, administrators, 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
- other: _____

A5.Q12: 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

<i>WHAT MY SCHOOL IS DOING TO ENGAGE PARTNERSHIPS WITH EXTERNAL INSTITUTIONS, ORGANIZATIONS, EMPLOYERS, AND THE DISTRICT</i>
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A5.Q13: 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.Q14. 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.Q15: 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.Q16: My school uses and shares data with the district 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
- What are the top three sources of data that we use? _____
- How often do we look at this data? _____
- What do we do with this data? _____

<i>WHAT MY SCHOOL IS DOING TO SUPPORT STAFF LEARNING in College and Career Readiness</i>
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A5.Q17: 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.Q18. The staff in my school have opportunities to receive specific kinds of professional development to increase our knowledge and understanding of college and career readiness.

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