Welcome!

• Welcome to the Webinar, “Aligning Resources, Structures and Supports for Actualizing College and Career Readiness,” co-hosted by the National High School Center and the American Youth Policy Forum

• The Webinar will begin at 3:00 p.m. EDT

Before the Webinar:

• The line will be silent until 3:00 p.m., when the Webinar begins

• All lines will be muted during the presentation.

• If you experience technical problems, please use the chat feature to ask questions, or call 1-800-634-0503
Aligning Resources, Structures and Supports for Actualizing College and Career Readiness

National High School Center at the American Institutes for Research

American Youth Policy Forum

June 26, 2012
• Fourth in a series of four National High School Center Webinars that examine major issues and practices associated with college and career readiness (CCR)

• Webinars have been held on each Tuesday in the month of June, from 3:00 pm – 4:30 pm EDT.

• Archived Webinars available on National High School Center Web site (http://www.betterhighschools.org/webinar/default.aspx#CCRWebinars) and YouTube channel (http://www.youtube.com/user/NHSCenterMedia)
Webinar Agenda

• Opening Remarks / Using the College and Career Development Organizer
  
  Joseph Harris, Director
  National High School Center

• Aligning Resources, Structures and Supports for Actualizing College and Career Readiness
  
  • Jennifer Brown Lerner, Vice President
    American Youth Policy Forum
  
  • Lynne Gilli, Program Manager, CTE Instructional Branch
    Maryland State Department of Education
  
  • Melissa Jaggers, Associate Executive Director
    Alignment Nashville

• Questions/Comments

• Closing
Using Webex

• The right side of your screen has several menus that allow you to interact with the presentation.
• The chat box can be used to send messages to the host or the presenters or to give feedback when requested.
• Use the Q&A panel in the lower right to ask questions of the presenters:
  – Simply type into the lower box and press enter or “Send” to ask a question.
  – Asked questions will appear in bold.
  – Please direct your questions to “All Panelists”.
Polling

- When a poll is opened, it will appear on the right hand side of your screen
- To answer the poll, select one of the answers and click “Submit”
• What it means to be college and/or career ready is neither explicit, shared, nor easily measurable

• The mission, organization, structures, and cultures of many high schools aren’t currently designed to support CCR for ALL students

• A wide variety of service providers and implementers are targeting specific components of the broader CCR landscape
CCD Organizer Strands

Goals and Expectations
for College and Career Readiness
What should high school graduates know and be able to do?

Pathways and Supports
for College and Career Preparation
What policies, programs, and structures will help students meet expectations?

Outcomes and Measures
for College and Career Success
How do we know when high school graduates meet expectations?
Strand 1: Goals and Expectations for College and Career Readiness

**Core Content**
- Common Core State Standards
- Individual State Standards

**Pathways Content**
- College and Career Knowledge and Access
- College and Career Goals
- Pathway Content Standards

**Lifelong Learning Skills**
- Social and Emotional Skills
- Higher-Order Thinking Skills
- Academic Success and Employability Skills
- Civic/Consumer/Life Skills

**Components**
Strand 2: Pathways and Supports for College and Career Preparation

Threads

- Personalized Learning Supports
  - Individualized Learning Strategies
  - Targeted Interventions

- Rigorous Programs of Study
  - Rigorous & Relevant Curriculum, Instruction, and Assessment
  - Well-Defined Pathways with Postsecondary Alignment
  - Postsecondary Experiences and Preparations

- Aligned Resources, Structures, & Supports
  - Physical and Organizational Structures
  - Human Capital
  - Community Partnerships and Resources
  - Fiscal Resources

Components
## Strand 3: Outcomes and Measures for College and Career Success

### Threads

<table>
<thead>
<tr>
<th>On-track Indicators</th>
<th><strong>Components</strong></th>
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<tbody>
<tr>
<td>Academic/Technical Performance and Engagement</td>
<td>• Academic/Technical Performance and Engagement</td>
</tr>
<tr>
<td>Postsecondary Access and Enrollment</td>
<td>• Postsecondary Access and Enrollment</td>
</tr>
</tbody>
</table>

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<tr>
<th>Attainment and Authentication</th>
<th><strong>Components</strong></th>
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<tbody>
<tr>
<td>Secondary Certification</td>
<td>• Secondary Certification</td>
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<tr>
<td>Postsecondary Success</td>
<td>• Postsecondary Success</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Accountability and Improvement Feedback</th>
<th><strong>Components</strong></th>
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</thead>
<tbody>
<tr>
<td>Accountability Reporting Systems</td>
<td>• Accountability Reporting Systems</td>
</tr>
<tr>
<td>Data-Informed Improvement Cycles</td>
<td>• Data-Informed Improvement Cycles</td>
</tr>
</tbody>
</table>
Organizer Uses

The Organizer can be used as:

- A **sense-making tool** to map existing definitions, resources, and organizations to the college and career readiness terrain

- A **conversation starter** to help SEAs, LEAs, schools, and other organizations consider the vast landscape of college and career readiness beyond core ELA and mathematics standards

- A **set of building blocks** to help SEAs, LEAs, and schools ensure college and career readiness initiatives address the diverse range of knowledge, skills, and supports that students need to graduate high school ready for college and career
The Organizer should **NOT** be used as:

- A **framework**, to be adopted as a de facto definition of college and career readiness
- A **checklist** for which SEAs, LEAs, and schools must develop one strategy or program to address each component
- A “**how to**” or **process guide** that advises SEAs, LEAs, and schools on the course of action for implementing college and career readiness strategies and initiatives
Key Considerations for Use of the College and Career Development Organizer

Jennifer Brown Lerner
June 26, 21012
Four Key Considerations

- Definition of college and career readiness
- Stakeholders
- Context and Political Climate
- Data System Capacity & Use and Indicators of Progress
Definition of College and Career Readiness

- Should not be limited to simply prepared for postsecondary-level coursework
- Common definition must be shared among all key stakeholders
Stakeholders

- Should be defined broadly to include all involved in practice or decision-making that impacts the P-20 education spectrum
- Should have effective mechanism or entity for convening
Context and Political Climate

- Asking the questions to understand the “lay of the land”
  - Historical, economic, and political
- Mapping current priorities and initiatives
  - Areas of convergence
- Building public and political will
Data System Capacity & Use and Indicators of Progress

- Status of longitudinal data system linking early education through workforce data
- Ability to provide feedback reports
- Current data points driving decision making
- Consensus data points to measure progress towards college and career ready goals
Additional Information Forthcoming

To be released throughout the summer and fall
Available at
www.betterhighschools.org
AND
www.aypf.org

Contact me at:
Jennifer Brown Lerner
jlerner@aypf.org
Maryland’s New CTE State Programs of Study

Preparing Tomorrow’s Workforce....Today
Quick Facts About CTE

- CTE = Career and Technology Education
- 117,339 Students Enrolled in Grades 10-12
- 38 State Programs of Study
- 57,548 Graduates - 11,404 (19%) CTE Graduates
- 52% of the CTE Graduates are “Dual Completers” – both college and career ready

Based on 2011 CTE Data
Maryland CTE is a Critical Component of Education Reform

Links to publications are included on the last slide.
Stakeholder Involvement at State & Local Levels

CTE Programs of Study Driven by Business/Industry/Labor
Rigor/Relevance Framework

<table>
<thead>
<tr>
<th>Rigor/Relevance</th>
<th>High Rigor</th>
<th>Low Rigor</th>
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</thead>
<tbody>
<tr>
<td>Low Context</td>
<td>High Rigor</td>
<td>Low Rigor</td>
</tr>
<tr>
<td>High Context</td>
<td>High Rigor</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation 6
Synthesis 5
Analysis 4
Application 3
Understanding 2
Awareness 1

1. Knowledge
2. Apply in Discipline
3. Apply Across Disciplines
4. Apply to Predictable Situation
5. Apply to Unpredictable Situations

W. Daggett International Center
For Leadership in Education
Maryland Secondary State CTE Programs of Study

- Arts, Media, & Communication
- Business, Management & Finance
- Construction & Development
- Consumer Services, Hospitality, & Tourism
- Environmental, Agricultural, & Natural Resources Systems
- Health & Biosciences
- Human Resource Services
- Information Technology
- Manufacturing, Engineering & Technology
- Transportation Technologies
CTE “Value-Added” Features

• College Preparatory Academic Curriculum
• A minimum of 4 credits in a CTE Program of Study
• Work-based Learning Opportunities
• Course and/or Program Assessments
• Industry Recognized Certifications/Licenses
• Early College Credit – CTE Program Articulation
• Comprehensive System of Career Development
• Career Technology Student Organizations
• Business-led Program Advisory Committees
Student Expectations

• **Graduation Pathway Option:** Complete a State-approved CTE Program Integrating Academic, Technical & Career-Readiness Skills

• **Program Sequence:** A CTE Program is a Sequence of Courses that Results in an Industry Certification and/or Early College Credit

• **Career Development:** With Guidance, Every Student has a Career and Academic Plan Prior to Grade 9 that is Updated Annually
  – Students Identify CTE Programs Aligned with their Interests, Skills, Knowledge and Goals

• **Rigor & Relevance:** Students Take Higher Level Academic Courses in Conjunction with a CTE Program of Study (e.g. Honors and AP)

• **Career & College Ready:** Students Can Complete a CTE Program AND Meet College Admission Requirements
Why Career & College Prep?

Of all pre-college curricula, the highest level of math one studies in secondary school has the strongest continuing influence on bachelor’s degree completion.

Finishing a course ABOVE the level of Algebra 2 more than doubles the odds that a student who enters postsecondary education will complete a bachelor’s degree.

C. Adelman – USDOE - Answers in the Tool Box
“New” CTE Programs

- Students apply knowledge and skills through activities, projects & problem-based learning
- Participate in challenging inquiry-based instruction
  - Design Solutions to Problems
  - Present Independent, Mentored Projects
  - Research & Write Technical Reports
  - Collaborate on teams
  - Focus is on thinking, not mastering procedures
Getting Results: CTE Graduation Rate

Comparison of 2010 Graduation Rates
Grade 10-12 for All Students vs. CTE Students

- All Students Grade 10-12: 91.34%
- All CTE Concentrators Grade 10-12: 99.15%
CTE Results: Advanced Technical Skills

Percent of Students Earning Industry Certification (12th grade status)

- Academy of Health Professions: 94.13
- Construction-related: 86.33
- Careers in Cosmetology: 74.92
- Culinary Arts (ACF): 73.53
- Transportation-related: 69.07

State Avg.: 57.77
CTE Recognized in Valued Measures

- State Stat and Managing For Results
  - Participation and performance of all high school student subgroups in challenging instructional programs -- Dual Completion (CTE/USM)

- Education Week – Quality Counts - # 1 in Public Education Four Years in a Row!
  - #1 in Transitions & Alignment, aligning preK-12 standards with early learning & college and career expectations. Score/Grade: 96.4%/A

- Workforce and Economic Development– Skills2Compete
  - Increasing the number and percent of CTE students earning industry certification related to their technical program of study
Getting Results

- Organizing into cluster teams and evaluating staff using a matrix-management approach
- Developing partnerships with representatives from secondary, postsecondary and industry for program improvement
- Identifying “affiliates” to support curriculum and professional development for CTE teachers
- Using pre-graduate survey results to determine FAFSA completion & post high school planning
Getting Results

- Aligning state and federal resources to support implementation of CTE state programs of study
- Using performance data for continuous improvement
- Disseminating policies and procedures for CTE programs
- Appointing a state CTE program review panel representing state agencies, secondary and postsecondary educators
- Providing technical assistance & professional development to various stakeholders
Contact Information

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CTE Instructional Branch
Division of Career and College Readiness
lgilli@msde.state.md.us

Maryland State Department of Education
www.marylandpublicschools.org

Links to Publications:
Maryland Career Clusters

CTE Programs of Study – “Blue” Book
National High School Center and American Youth Policy Forum
Aligning Resources to Support College and Career Readiness
June 26, 2012

About Alignment

The Committee Process

Outcomes

Melissa Jaggers, Associate Executive Director
melissa@alignmentnashville.org
Metropolitan Nashville Public Schools (MNPS)

Total population in Nashville: 626,000
Total public school enrollment: 79,000 students
142 Schools

74 Elementary Schools
32 Middle Schools
22 High Schools
3 Alternative Schools
4 Special Education Schools
7 Charter Schools
The mission of Alignment Nashville is to align community organizations and resources so that their coordinated support of Nashville's youth has a positive impact on public school success, children's health, and the success of our community as a whole.
## Alignment and High School Transformation History

<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
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</table>
| 2002    | • Chamber study evaluates strengths and opportunities to support public education  
|         | • Business and community consensus that alignment would create positive impact  
|         | • Operating framework developed                                         |
| 2003-04 | • Planning and launch of key strategic goals with school district goals |
| 2005-06 | • First set of pilot programs launched                                  |
| 2006-07 | • High School Transformation project launched – led by school district (SLC grant)  
|         | Business engagement lead partners are the Nashville Area Chamber of Commerce and the PENCIL Foundation |
|         | • Addition of Children’s Health and 16-24 year-old focus               |
| 2007-09 | • Addition of Parent University and Refugee & Immigrant Support Services committees |
| 2010-12 | Development of “Community Achieves” – Nashville’s Community School model |
Alignment Nashville is....

- A collective impact organization
- A P-20 Council
- An intermediary organization
- A framework for developing community schools
- A structure for developing cradle to career initiatives
- A convener for community alignment of strategic goals
- A convener for community alignment of existing resources
The outcome of our work is to enable children to be successful.
Alignment with MNPS priorities is for the welfare of the community’s children.
The work is designed to support the MNPS Strategic Plan.
The work is generational.
The work is focused on those who most need support in order to be successful.
While we are targeting academics we are focusing on the whole child.
The work is a comprehensive and multifaceted approach designed to enable student success.
Healthy Eating Active Living: Ensure the children of Nashville are healthy by creating a culture of wellness in every school through the eight components of Coordinated School Health.

School Nutrition: Create an innovative nutrition program that enables student achievement by empowering children to make healthy choices, increasing school meal participation, and inviting parents to eat in the school cafeteria.

Social Emotional Learning: Ensure that Nashville children and youth are mentally healthy.

Adolescent Sexual Responsibility: Ensure Nashville adolescents are sexually responsible with the help of evidence-based reproductive health resources and pregnancy prevention information to facilitate youth access to reproductive health services.

Healthy Starts Committee: Reduce infant mortality rates among pregnant and parenting teens by using community resources related to healthy pregnancy, childbirth, and parenting to ensure all children begin life healthy.

Pre-k: Ensure all children are ready for kindergarten by aligning community resources to support optimal learning and development for children from birth to age 5.

Elementary: Through a focus on character education, ensure all students have access to counseling services and community programs that teach socialization skills.

Middle: Establish school-based positive behavior support systems to eliminate bullying and violence, and help students create and maintain their own culture of kindness in the school.

High School OPTIONS: Support the array of educational options now available to MNPS students by identifying barriers and providing necessary services for students to be academically successful in alternative high school settings.

Experiential Learning: Infuse high schools with student leaders to create a positive school climate.

Primary Care: Increase access to Early and Periodic Screening, Diagnostic, and Treatment, including vaccinations, for children ages 10-14.

Pathways to Post Secondary Education: Create a college-going culture in all MNPS high schools so MNPS graduates are prepared for college, career and life.

Caring Adults: Create a measurable impact on students and families so all students feel supported by a culture of valued partnership and coordination between the school district and its well-trained and well-equipped teachers, mentors and volunteers.

Parent University: Identify and remove barriers to acquiring accurate school-related information and necessary skills for parents/caregivers to be their children's best teacher and advocate; and work with community organizations to deliver information.

Refugee & Immigrant Support Services: Define and provide the supports needed by refugee and immigrant families – and teachers, principals, guidance counselors and other school staff – to help children succeed in MNPS schools, careers and community.

Childcare Task Force: A joint initiative of the Healthy Starts and Pre-K Committees to inform teen parents – during the school day – about community resources to help them be successful as students and as parents.
Organizational Process: Structure

- Board of Directors (Governance)
  - Operating Board (Operations)
    - Grade-Level Committees
    - Children’s Health Committees
    - Special Population Committees

Design & Implementation Teams
Organizational Process: Committees
(design and implementation teams)
• Low achievement scores and graduation rates (68.8%)
• Community support and perception of MNPS at an all-time low
• AN High School Committee identified need to implement large-scale change in the high schools; used the AN committee process to engage more than 60 community stakeholders in creating a **SHARED VISION** for **RIGOR, RELEVANCE and RELATIONSHIPS** in Nashville’s public high schools
  
  • “Academy” model chosen as a way to build on the strong CTE programs already offered in the district and offer **rigorous, blended college-prep & career-oriented instruction for ALL students**
Grant from DoE’s Small Learning Communities program brought $6.65 million to Nashville to fund redesign (“wall-to-wall” academies in all 12 zoned high schools)

After grant was awarded, the High School Committee used the committee process again to engage the community in establishing a **sustainable business engagement structure**

<table>
<thead>
<tr>
<th>What do we want to see in place in 3-5 years?</th>
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<tbody>
<tr>
<td><strong>Small Learning Community Decision Making</strong></td>
</tr>
<tr>
<td>(Schools within Schools)</td>
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<tr>
<td>Adults &amp; Students as Career Planning Architects</td>
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<tr>
<td>Broad empowerment of small community of learners</td>
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<tr>
<td>Learning teams</td>
</tr>
<tr>
<td>Address barriers to learning</td>
</tr>
<tr>
<td>College &amp; financial aid consultants</td>
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<tr>
<td>Teachers as coaches/ facilitators</td>
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<tr>
<td>Teachers with renewed energy</td>
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<tr>
<td>Rewarding improvement teachers</td>
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<tr>
<td>Eliminate the “Dream Killers”</td>
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<tr>
<td>Students waiting to be in school</td>
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High School Committee: 2006-2008
Stages and Impact of Business and School Engagement

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>ACADEMIC RESULTS</th>
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</thead>
<tbody>
<tr>
<td>Flyover Level - <em>Donation with no other involvement</em></td>
<td>Fair to good</td>
</tr>
<tr>
<td>• Financial Support</td>
<td></td>
</tr>
<tr>
<td>• Donation of equipment and other materials</td>
<td></td>
</tr>
<tr>
<td>Technical Support - <em>advice and technical assistance</em></td>
<td>Good</td>
</tr>
<tr>
<td>• Curriculum advice</td>
<td></td>
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<tr>
<td>• Advisory committee membership</td>
<td></td>
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<tr>
<td>• Equipment installation and support</td>
<td></td>
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<tr>
<td>Boots on the Ground - <em>full engagement with students</em></td>
<td>Excellent</td>
</tr>
<tr>
<td>• Career exploration involvement</td>
<td></td>
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<tr>
<td>• Teacher externships</td>
<td></td>
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<tr>
<td>• Teacher mentors</td>
<td></td>
</tr>
<tr>
<td>• Student mentors</td>
<td></td>
</tr>
<tr>
<td>• Student internships</td>
<td></td>
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<tr>
<td>• Real-world problems</td>
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*** Note: Boots on the ground model is best implemented with interdisciplinary teams of academic and career teachers and business partners.

* Academic result includes improved outcomes for testing, graduation rates, and employer satisfaction. Results based on findings from DOE/SLC, NSF/ATE, DOE Perkins and Tech Prep grants.

©Sydney Rogers and David McNeel, presented at the American Youth Policy Forum, Rayburn House Office Building, Washington, DC November 2008 - data based on NSF funded projects TEFATE, SEATEC, CITE-TN and The Case Files
Business Engagement in Academies of Nashville

- CEO Champions
- Partnership Councils (based on six industry clusters)
- Academy Advisory Board/mentor team (one per Academy)
- Academy Sponsors – “naming rights”
- Academy Partners (two per Academy); roles include:
  - Teacher externship sponsor
  - Student work-based learning sponsor (job shadow, internship)
  - Problem-based/inquiry-based project development team
  - Guest classroom speakers/mentors
  - Career Exploration Fair
Aligning resources for Lifelong Learning Skills

Character Education (Elementary School)
- Character Education resource guide
- FACE (Fun Adventures in Character Education) Camp

Creating a Culture of Kindness (Middle School)
- CDC grant to coordinate services to create a positive school culture

Social-Emotional Learning (district-wide)
- Grant from US DoE Mental Health Integration program
- Grant from CASEL to integrate SEL across the district and community

Civic Engagement through Service Learning (High School)
- Developing Community Leaders initiative for non-traditional student leaders
- Experiential Learning Committee to ensure all students have service learning, capstone research and/or work-based learning opportunity
Aligning resources for Personalized Learning Supports

Health and wraparound family services

• The Village – support for pregnant and parenting teens
• Healthy Nashville, Healthy Future resource guide
• Healthy Family Handbook
• Adolescent Sexual Responsibility – professional development for youth-serving organizations and educators
• Healthy Eating Active Living – increase healthy behaviors in schools

Positive behavioral interventions and supports

• Social Emotional Learning integration

Family engagement

• Parent University
Experiential Learning Committee

• Ensure all high school students have work-based learning, service learning, and/or capstone research project opportunity

Pathways to Postsecondary Committee

• Increase participation in dual enrollment opportunities

• Improve college-going culture in high schools (grant from TCASN)

Alternative Pathways and GED Pathway

• 16-24 Committee – professional development for GED providers

• Alternative High School Initiative (with Mayor’s Office & National League of Cities)
Outcomes:
Graduation Rate

Alignment Nashville

- 2003-04: 58.2
- 2004-05: 61.9
- 2005-06: 68.8
- 2006-07: 70.0
- 2007-08: 72.6
- 2008-09: 73.1
- 2009-10: 82.9
Outcomes

• **GRADUATION**
  - Graduation rate at every zoned high school has increased
  - District graduation rate up from 68.8% to 82.9% overall

• **ATTENDANCE**
  - 66% decrease in the number of students with >35 days absent
  - 1.2% increase in average daily attendance (+230 students per day)

• **DISCIPLINE**
  - 40.7% decrease in OSS (out-of-school suspension) days
  - 35.5% decrease in discipline referrals
Description of the work of Alignment Nashville can be found in:

- United States Chamber of Commerce, Institute for a Competitive Workforce case study
- Harvard University Graduate School of Education case study
- America’s Promise, Duke University case study
- American Youth Policy Forum case study
- White House Council for Community Solutions case study and tools
- Johns Hopkins University Press Progress in Community Health Partnerships (article by Maury Nation)
Alignment Institute 2012 will explore structures and processes used by Alignment Nashville and Alignment Rockford to develop and sustain effective civic, business, and non-profit collaboration around public education.

~ A team study of the principles, structures and processes of Alignment Nashville & Alignment Rockford

~ An examination of business and civic engagement in public education

~ Focused on strategically aligning community organizations and resources in support of public education and children's health

~ Outcome driven

~ Demonstrated results

www.alignmentnashville.org/events
Resources

www.alignmentnashville.org
2011 Annual Report with details about all committee work

www.alignmentrockford.com

QUESTIONS?

melissa@alignmentnashville.org
Four Key Considerations

- Definition of college and career readiness
- Stakeholders
- Context and Political Climate
- Data System Capacity & Use and Indicators of Progress
Questions/Comments

Joseph R. Harris, Ph.D.
Director
National High School Center
Introduction to the College and Career Readiness Community of Practice

Helen Duffy, Ph.D.
CCR Coordinator
National High School Center
College and Career Readiness Community of Practice

• Launched June 5th

• Open online community for technical assistance (TA) providers and education stakeholders interested in college and career readiness implementation.

• Members of this interactive group can:
  – Interact with college and career readiness resources and tools as “social objects”
  – Participate in discussions around college and career readiness resources, strategies, and initiatives
  – Learn about upcoming events
http://community.betterhighschools.org/

Welcome to the National High School Center online communities of practice!

This site is the central hub for all online communities provided by the National High School Center. From here, you can browse the community groups, see highlights of community activity, and register to join our community.

JOIN & LEARN MORE

First name: *

Last name: *

Affinity: *

School

Username: *

Email: *

JOIN OUR COMMUNITY
If you are already a member of the National High School Center’s EWS group and/or High School Tiered Interventions group, login with your username.

Once logged in, click on the College and Career Readiness group logo.

To join the community, click the ‘Join’ button to the right of the group title in the middle of the page.
• If you are new to the National High School Center’s Community of Practice, select “sign up” in the upper right corner of the page and complete the registration.

• You should receive an email with your password which you can then use to login and follow the instructions from the previous slide.
  
  – *NOTE: If you do not receive this email, please email the NHSCCommunity@air.org for assistance.
Use the navigation buttons on the group’s main page to:

- Interact with college and career readiness resources
  - Read & Comment on Resources and Publications
- Interact with other members in discussion forums
  - Start a discussion
- Get information on college and career readiness events
  - Upcoming Events
- Get tips for participating with the community
  - Guidelines
- Ask for support
  - Support
Closing Remarks

Joseph R. Harris, Ph.D.
Director
National High School Center
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