

COLLEGEED[®] Implementation Guide

A College Planning and Career Exploration
Program for Grades 7–12.



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Welcome to CollegeEd[®]

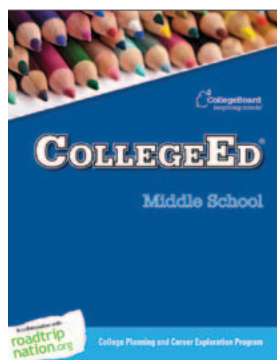
The College Board's supplemental college planning and career exploration program for middle and high school students provides a focused curriculum, including information and guidance on the college application process, financial planning, and other important processes and academic behaviors. The program can be administered to students in grades 7–12.

The program's lessons are aligned to the Partnership for 21st-Century Skills, the ELA (English Language Arts) and Math College Board Standards for Success, the ASCA (American-School Counselor Association) standards and have been cross-referenced with ELA and Math standards for all 50 states and with Common Core Standards.

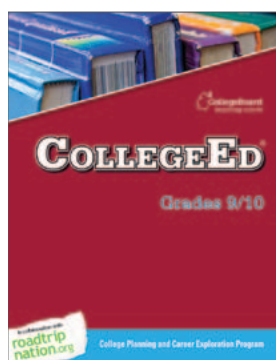
Four main components drive the CollegeEd program: the **Student Workbook**, **Educator Guide**, **Family Guide** and **CollegeEd website**.

The Student Workbook has distinct editions for three levels:

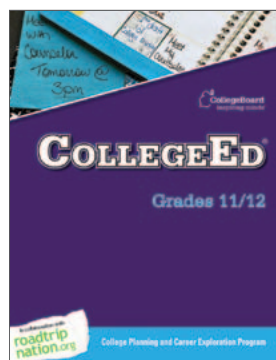
Middle School
Grades 7 and 8



High School Level I
Grades 9 and 10



High School II
Grades 11 and 12



Each level is divided into three themed sections:

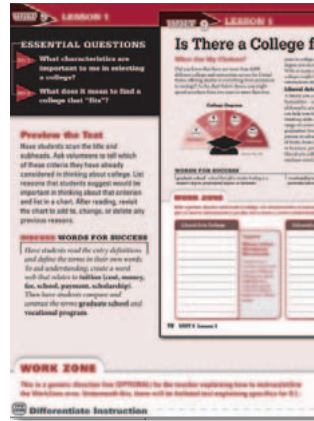
Who Am I?

Where Am I Going?

How Do I Get There?



The Educator Guide is an easy-to-follow manual that aids instruction with limited preparation time. Its wrap-around design gives a view of the student workbook and includes instructional resources, lesson directives, and suggestions for delivering an engaging lesson.



The Family Guide, *Help Your Child Make College a Reality: A Family Guide to College Planning*, is available in English and Spanish. This booklet provides the information families need to actively participate in a child's academic planning, college preparation and career exploration.



The website, <http://ce.collegeboard.org>, expands the experience for educators and students, offering a wide array of helpful links and informative resources, including features by Roadtrip Nation. The site also includes resources designed to guide educators through program implementation and to ensure CollegeEd's success.



Implementing CollegeEd[®]

As a standards-based career and college planning curriculum, CollegeEd can help districts and schools meet goals related to building a college-going culture. To get started, follow the steps below. Be sure to take advantage of the resources and tools provided, including step-by-step checklists, designed to help you through the implementation.

Use the following steps to bring the benefits of CollegeEd to students.

Step 1 2 3 4 5 6 7 8

Identify goals and expectations, including the following:

- a** To increase college knowledge and career awareness; graduation rates; participation in **PSAT**, **SAT** and **AP** courses; and numbers of students applying to and being accepted to colleges and universities
- b** To support districtwide programs such as **GEAR UP**, **TRIO** and **AVID** or after school community based activities and summer programs.
- c** To complement college planning and career exploration into advisory session
- d** To engage parents in a college-planning process

The following worksheets are available to help start the process:

District worksheet
School Principal worksheet
Educator worksheet

1 Step 2 3 4 5 6 7 8

Choose a delivery option:

Following are the most commonly used delivery models and a quick guide to help you determine which model may work best for your students.

Advisory: CollegeEd can supplement any advisory curriculum already being delivered where there are regularly scheduled advisory periods for students.



Subject Class: For schools with limited time, personnel or other restrictions, it may be beneficial to allocate a number of class periods in a particular subject to CollegeEd. Because of the curriculum's alignment to ELA standards, it can be integrated easily into those classes, with support from teachers, administrators and school counselors. Members of the CollegeEd Network (see Section 3) may review CollegeEd's scope and sequence to determine which lessons will be appropriate for the time allotted and for the goals of the program.

After-School Outreach/Partnership: Schools may designate after school time, or the resources and personnel of an existing outreach program/partnership already available that is giving students additional courses, tutoring help and services and can easily include CollegeEd. Many schools with **GEAR UP**, **TRIO** or other federally funded programs often integrate CollegeEd as part of their programs.

Decide which delivery option works

If your district or school ...

- Has regularly assigned advisory periods;
- Doesn't wish to include college planning in subject lessons;
- Can administer the program on a regularly scheduled basis;
- Wants to add more structured college planning and career exploration lessons to advisory; and
- Prefers college planning to be delivered by student advisers

... implement the Advisory model.

Advisory model In this model, schools with designated advisory periods and mandated requirements choose the lessons for the overall year or semester. The workbook lessons take 30 minutes to deliver and the online lessons take 60 to 90 minutes to complete. If your school opts to do only a semester of CollegeEd within advisory, follow the Semester Syllabi and include other lessons that do the following:

- ▶ Fit into the overall goals of the district
- ▶ Expand the information provided to students via the counselors
- ▶ Enhance work being done on topics such as learning styles, note taking, time management, study skills and academic planning
- ▶ Teach students the value and need for PSAT/NMSQT® and AP® rigor
- ▶ Inform students of the SAT® and its testing requirements
- ▶ Complement planned school events for students or parents or both throughout the course of the year, such as career night, financial aid review, PSAT/NMSQT score report or SAT review, college and alumni guest speaker nights, college fairs and college campus tours

If your district or school ...

- Wants to add more structured college planning and career exploration as part of the students' experience but has limited amount of scheduled time;
- Has chosen to deliver the CollegeEd content during a specific subject class;
- Can administer it on a regularly scheduled basis—once a month, once a week, for a full semester or spread out over a year, etc.;
- Needs to enhance or expand college planning beyond the school counselor's reach or to do both; and
- Does not have enough counselors with time to do college planning and career exploration

... implement the Subject Class model.

Subject Class model In this model, schools choose the number of available class periods to meet their CollegeEd implementation goals. Additional lessons can be added via the online lessons. The workbook lessons take approximately 30 minutes to deliver in class. The online lessons take 60 to 90 minutes to complete.

School counselors, along with the designated CollegeEd teacher, decide which lessons will be part of a larger subject class/period for students. Lessons may be chosen because they do the following:

- ▶ Fit the college planning, career exploration and academic planning goals/requirements
- ▶ Can be used to enhance and expand the reach of the information provided to the students from counselors
- ▶ Enhance work being done on topics such as learning styles, note taking, time management, study skills and academic planning
- ▶ Meet the subject class (ELA) standards
- ▶ Speak to and engage student comprehension and understanding of the value and need for PSAT/NMSQT and/or SAT testing requirements, results and expectations
- ▶ Complement planned school events that support college planning and career exploration for students or parents or both throughout the course of the year, such as career nights, financial aid review, PSAT/NMSQT score report or SAT review, college fairs or campus tours, and guest speakers

If your district or school ...

- Wants to add more structured college planning and career exploration as part of the students' experience but has limited amount of time during the school day schedule;
- Has an after-school program or has a college-, university- or community-based organization with the capacity to add CollegeEd to its program offerings; and
- Has mentors, educators or volunteers with a desire to incorporate college planning and career exploration and is able to train CollegeEd educators to teach the program

... implement the After-School Outreach/ Partnership model.

After-School Outreach/Partnership model

Schools with designated after-school activities or outreach/partnership program requirements choose discrete CollegeEd lessons that fit their timeline. Leaders determine the number of lessons that will be effective and allocate them in the overall program planning. Some of these can be extended via the online lessons. The workbook lessons take approximately 30 minutes to deliver in class; the online lessons take 60 to 90 minutes to complete.

Program coordinators, along with the designated CollegeEd teachers and school counselors, usually decide which lessons to include. Lessons are chosen because they do the following:

- ▶ Fit the college planning, career exploration and academic planning goals/requirements
- ▶ Speak to and engage student comprehension and understanding of the value of AP and the need for PSAT/NMSQT and/or SAT testing requirements, results and expectations
- ▶ Can be used to provide additional help to students who are struggling
- ▶ Enhance work being done on topics such as learning styles, note taking, time management, study skills and academic planning
- ▶ Complement planned school events that support college planning and career exploration for students or parents or both throughout the course of the year, such as career night, financial aid review, college campus visits, and alumni or college guest speakers

- 1 2 **Step 3** 4 5 6 7 8

Create a network to support CollegeEd:

Form an organized group of people with particular roles and responsibilities for helping students succeed in college planning and career exploration. The group will comprise CollegeEd educators, counselors (those who may teach the course and those who support teachers), parents and others who have a direct link to the CollegeEd program.

- 1 2 3 **Step 4** 5 6 7 8

Articulate network responsibilities

District Administrator	School Principal	Counselor (if not teaching CollegeEd)
<ol style="list-style-type: none"> 1. Chooses effective delivery model reflective of district’s goals 2. Articulates goals and expectations to all involved 3. Provides professional development training before implementation to all teachers, counselors and other relevant staff 4. Provides support for planning and delivery; this may require allowing schools adequate preparation time before and after the program is implemented 5. Supports family engagement (e.g., suggest a parent information night) 6. Uses the pre–post data collected from all schools to measure efficacy 7. Observes and monitors schools’ progress via regular school visits 	<ol style="list-style-type: none"> 1. Chooses school CollegeEd educators 2. Supports CollegeEd teachers, counselors, parents, students to ensure successful delivery 3. Provides teachers and counselors with sufficient planning time 4. Encourages and supports schoolwide activities that enhance program lessons 5. Observes and gives productive feedback and resources to CollegeEd teachers 6. Uses pre–post surveys to collect efficacy and content knowledge data. 7. Reports implementation results and survey data to district 8. Provides Internet accessibility to students and teachers 	<ol style="list-style-type: none"> 1. Assists, advises and mentors students, parents and teachers throughout delivery of program 2. Provides information such as district graduation requirements, testing dates, student academic records, etc.; offers college application support 3. Assists administrative staff and teachers in scheduling program activities, such as financial aid night, college fairs or visits, guest speakers, etc. 4. Helps with pre–post survey data collection, review and reporting of results to principal
<p>Use the following tools:</p> <ol style="list-style-type: none"> 1 District Worksheet 2 District Checklist 3 District to School Memo 4 School data via pre–post survey 	<p>Use the following tools:</p> <ol style="list-style-type: none"> 1 Principal Worksheet 2 Principal Checklist 3 Principal Observation Worksheet 4 Administrator to Faculty Memo 	<p>Use the following tools:</p> <p>College Board’s website http://professionals.collegeboard.org/educator/k-12-counselor or www.collegeboard.org/NOSCA</p> <p>College Board’s <i>College Counseling Sourcebook</i></p>

Teacher/Adviser/Counselor	Parents/Family	Outreach Program/ Partner
<ol style="list-style-type: none"> 1. Creates a positive environment to deliver lessons 2. Develops expertise with the materials and website 3. Creates online account and assists students in getting website access and creating their CollegeEd accounts 4. Is diligent in tracking students' progress in the classroom and online 5. Encourages and supports consistent family engagement by distributing The Family Guide and asking students to share the Parent Engagement Syllabus with their family. 6. Collects data by administering the pre-post survey 7. Monitors student progress and learning through the online assessments 	<ol style="list-style-type: none"> 1. Commit to assisting their child's progress by learning and embracing the goals and purpose of CollegeEd 2. Assists their child with lessons, following the Parent Engagement Syllabus and Family Guide 3. Stays informed and in communication with the school 4. Participates in school-related meetings, activities and functions, such as financial aid nights, college fairs and college visits 	<ol style="list-style-type: none"> 1. Assumes the responsibility of engaging students in CollegeEd lessons when in partnership with a district or school 2. Trains mentors, volunteers or teachers 3. Ensures that the district or school partners are aware of student progress and engagement 4. Administers the pre-post survey, collecting and sharing the data with school/district partners 5. Encourages and supports consistent engagement and communication with students' family
<p>Use the following tools, located on the Implementation tab of the website:</p> <ol style="list-style-type: none"> 1 Teacher Worksheet 2 Teacher Checklist 3 Grade Level Syllabi (Syllabi are organized by grade level and by length of delivery. Corresponding syllabi for parents also available.) 4 Teacher to Parent Memo 	<p>Use the following tools:</p> <ol style="list-style-type: none"> 1 Family Guide 2 Parent Syllabi (located on the student pages and Implementation tab of CollegeEd online) 3 www.collegeboard.org/parents 	<p>Use the following tools, located on the Implementation tab of the website:</p> <ol style="list-style-type: none"> 1 Teacher Worksheet 2 Teacher Checklist 3 Grade Level Syllabi (Syllabi are organized by grade level and by length of delivery. Corresponding syllabi for parents are also available.) 4 Teacher to Parent Memo

WHEN CREATING YOUR CollegeEd NETWORK, REMEMBER THAT:

- ▶ The assumption is that all members of the CollegeEd network will receive training and background on the CollegeEd product, lessons, and website, as well as ample time to meet, plan and make decisions that will ensure successful implementation.
- ▶ It is important that someone in your network becomes familiar with the program and is able to share that knowledge with the rest of the network. The College Board also offers professional development. Contact your College Board Regional Office for details (<http://professionals.collegeboard.org/prof-dev/regions/contact>).
- ▶ Network members should take time to reflect on student engagement and how to ensure continued positive impact and success.
- ▶ The tools and resources listed below each set of responsibilities will help inform the work of each network member and will support a successful delivery of the program.

1 2 3 4 Step 5 6 7 8

Understand CollegeEd resources and tools

CollegeEd offers all of the resources and tools you need for a successful implementation—**all in one place**. These valuable resources not only help districts and administrators through the implementation process but provide support to educators, families and students throughout the year.

You can find the following implementation-related resources for districts and principals at the conclusion of this guide. Resources are available for educators at ce.collegeboard.org/teacher/t-educator-resources/implementation/:

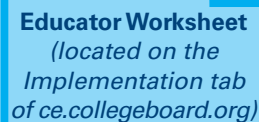
Worksheets These questionnaires make it easy for districts, principals and educators to decide on their goals and select the best CollegeEd delivery model for their district or school.

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District Worksheet

A light blue document icon with a folded top-right corner, containing the text "Principal Worksheet".

Principal Worksheet

A light blue document icon with a folded top-right corner, containing the text "Educator Worksheet" and a note about its location.

Educator Worksheet
(located on the Implementation tab of ce.collegeboard.org)

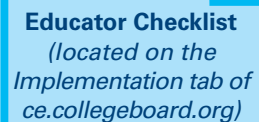
Checklists These comprehensive, step-by-step lists lead districts, principals and educators through all the steps needed to ensure a successful implementation before, during and after administration to the students.

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District Checklist

A light blue document icon with a folded top-right corner, containing the text "Principal Checklist".

Principal Checklist

A light blue document icon with a folded top-right corner, containing the text "Educator Checklist" and a note about its location.

Educator Checklist
(located on the Implementation tab of ce.collegeboard.org)

Observation records These forms simplify the observation process by guiding district administrators and principals through an evaluation of a school's or particular classroom's implementation, while allowing them to keep a concise record of their findings.

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**District School Visit
Observation Worksheet**

A light blue document icon with a folded top-right corner, containing the text "Principal Observation Worksheet".

Principal Observation Worksheet

Syllabi These samples of full-year and single-semester syllabi save CollegeEd educators time by providing recommended sequential lessons, assignments, portfolio artifacts and activities to encourage parent engagement. The syllabi can be found on the Implementation tab of ce.collegeboard.org and also include Parental Engagement Syllabi to help parents participate in the lessons with their children. Syllabi for parents are also available to students in the right-hand column of their CollegeEd Online accounts, making it easy for them to share them with their parents.

For educators	For parents
Middle School Full Year Syllabus	Parent Middle School Full Year Syllabus
Middle School Semester Syllabus	Parent Middle School Semester Syllabus
High School Level 1 Full Year Syllabus	Parent High School Level 1 Full Year Syllabus
High School Level 1 Semester Syllabus	Parent High School Level 1 Semester Syllabus
High School Level 2 Full Year Syllabus	Parent High School Level 2 Full Year Syllabus
High School Level 2 Semester Syllabus	Parent High School Level 2 Semester Syllabus

Memos These easily customizable Word documents of helpful communications from district leaders to schools, school administrators to educators and educators to parents offer a succinct introduction to CollegeEd’s benefits and the implementation process. This makes it easy for each recipient to get a handle on their roles and responsibilities.

District to School Memo

Administrator to Faculty Memo

Educator to Parent Memo *(located on the Implementation tab of ce.collegeboard.org)*

Assessments These student surveys and lesson assessments make collecting data on student progress easy. They are located on the assessment tabs aligned to each grade level in the educator section of the website.

Pre- and Post-Student Survey

Pre- and Post-Student Survey Key

Online Lesson Assessments

1 2 3 4 5 **Step 6** 7 8

Determine the length of program delivery (frequency and duration):

CollegeEd should be delivered once a week as either a full year (maximum of 30 weeks) or as a semester (maximum of 16 weeks) program.

The length of a CollegeEd delivery is usually determined by the amount of class time available in a district/school calendar.

Many variables should be considered in choosing the appropriate length of delivery, including the following:

- ▶ Number of students scheduled for the program
- ▶ Class scheduling formats
- ▶ Teacher availability
- ▶ Calendars of events
- ▶ Vacation or other scheduled school closures, half-day scheduling, mandated district/state testing dates, etc.

When choosing the length of the CollegeEd program, remember that each lesson takes 30 minutes of class time to complete and that all online extension lessons take anywhere from 60 to 90 minutes. It should be noted that all online extension lessons can be given as home work assignments in order not to take up class time.

N.B.:The prescribed syllabi assume that either the full year or semester option of CollegeEd will be delivered once a week for at least 30 minutes. They also assume that most school districts have a 40-week school year and a 20-week semester.

WHEN CHOOSING THE LENGTH OF YOUR CollegeEd DELIVERY, REMEMBER THAT:

- ▶ If you are planning to deliver CollegeEd to 12th-grade students, do so only during the fall semester. High School Level II works best as a full-year course for 11th-grade students or when started in the spring semester of the 11th-grade year and completed in the fall semester of the 12th-grade year.
- ▶ For 10th-grade students, start the High School Level I in the fall semester, so that the “value of testing” lessons precede the October PSAT/NMSQT testing date. Refer to the syllabus for appropriate lesson order recommendations.

1 2 3 4 5 6 Step 7 8**Choose the corresponding syllabus:**

Once the delivery option, length and frequency of the program have been determined and a CollegeEd network has been established, it is time to begin the actual delivery of the CollegeEd lessons.

CollegeEd teachers can find the appropriate syllabus on the Implementation tab of CollegeEd Online’s “For the Educator” section. The corresponding Parent Engagement Syllabus is also provided and students can access it through the right-hand column of CollegeEd Online’s student pages. Encourage your class to share the syllabus with their parents. The Family Guide and the Memo to Parents should be distributed at the same time.

1 2 3 4 5 6 7 Step 8**Begin and regularly monitor your implementation:**

After completing all of the steps for a successful implementation, be sure to monitor the success of the implementation as outlined in Section 4, Network Responsibilities. Tools for monitoring implementation include the District School Visit Observation Worksheet and Principal Observation Worksheet.

The pre–post survey and the online lesson assessments will allow educators, schools and districts to monitor student progress.

If you have any questions or wish to take advantage of the Professional Development options available, please contact your College Board Regional Office [<http://professionals.collegeboard.org/prof-dev/regions/contact>], and don’t forget to take advantage of the CollegeEd renewal discount, available each spring.

We are glad you have chosen CollegeEd to assist you in leading your students on the path to college and to a career. We wish you much success with your implementation.

Before CollegeEd implementation, consider the following questions:

- What are your district's goals and expectations?
- What delivery model works best for your students?
- Will a specific delivery model be chosen for the entire district or will schools have a choice?
- Who will be in charge of ordering and distributing the CollegeEd materials?
- How will the goals for implementing CollegeEd be articulated?
- When will the teachers, counselors and school principals be trained?
- Will the CollegeEd teachers be given planning time before and during the delivery of the program?
- Who will be the members of your CollegeEd network?
- What community partners, colleges and universities should be invited to participate?
- How will the pre-post surveys be used (e.g., to gauge efficacy or progress, to plan next steps for subsequent implementation)?
- How will the pre-post survey results be collected from each school to obtain data?

During CollegeEd implementation, the district should ensure the following:

- All personnel are trained and the goals and expectations have been clearly articulated.
- All schools are monitored on their implementation plan and progress.
- All principals and their staff receive support in effectively implementing CollegeEd.
- Schools implementing CollegeEd are visited in order to review progress and lend additional support.

After CollegeEd implementation, the following questions should be answered:

- How many schools completed all the set requirements?
- How many schools completed the pre–post surveys?
- Have the pre–post survey data been collected and analyzed?
- What do the pre–post survey data reveal about the effectiveness of the implementation?
- How many students were given CollegeEd lesson assessments?
- Which schools held parent meetings and activities such as parents' financial planning sessions while administering CollegeEd?
- What are some of the best practices discovered during CollegeEd implementation?
- What were the lessons learned during implementation?
- What are the next steps to prepare for subsequent implementations?
- How will the results of the implementation be articulated to the participating teachers, counselors and others involved in administering the program?

School District _____

Address _____

Telephone _____ Email _____

School district CollegeEd representative/coordinator _____

Coordinator contact information _____

Total number of schools _____

Total Middle schools _____

Total High schools _____

Grade Levels Being Implemented		
Middle School	HS Level 1	HS Level 2
___ 7th Grade	___ 9th Grade	___ 11th Grade
___ 8th Grade	___ 10th Grade	___ 12th Grade

Total Number of Students		
Middle School	HS Level 1	HS Level 2
___ 7th Grade	___ 9th Grade	___ 11th Grade
___ 8th Grade	___ 10th Grade	___ 12th Grade

Articulation Meeting and Program Training

District principal's meetings:

Dates: _____, _____, _____, _____

Times: _____, _____, _____, _____

Locations: _____, _____

District Goals and Expectations *Check all that apply:*

- ___ Increase college knowledge by ___%
- ___ Increase number of students applying to college by ___%
- ___ Increase number of students attending college by ___%
- ___ Increase number of students taking **PSAT/NMSQT** by ___%
- ___ Increase number of students taking **AP** classes by ___%
- ___ Support **GEAR UP** ____, **TRIO** ____, **AVID** ____ or district program: _____
- ___ Support current advisory curriculum with more college and career information
- ___ Other _____

Tools and Metrics to Measure Implementation and Efficacy *Check all that apply:*

- CollegeEd pre–post survey data
- CollegeEd lesson assessments results
- Number of students who have a CollegeEd online account
- Number of teachers/counselors who have an active CollegeEd online account
- Individual school/CollegeEd class observations
- Other _____

CollegeEd Professional Development

Number of teachers who will be trained to teach CollegeEd _____

Number of school counselors available to support program _____

Proposed professional development training date: _____ **Time:** _____

Training location: _____

Training address: _____

Telephone: _____ **Email:** _____

Implementation:

Proposed implementation time frame for CollegeEd:

- Full year
- Fall semester
- Spring semester

Model:

- Advisory
- Subject Class
- After-School Program
- School's choice

Internet availability

Students _____ will have _____ will not have the flexibility to log on to CollegeEd during the school day.

Date _____ Time _____

School _____

Principal _____

School CollegeEd coordinator _____

CollegeEd grade levels _____

Total number of students _____

Teachers received CollegeEd professional development? ____ yes ____ no

CollegeEd implementation model: ____ Advisory ____ Subject Class ____ After-School Program

CollegeEd used as part of ____ GEAR UP ____ TRIO ____ AVID ____ OTHER

Length: ____ Full year ____ Fall semester ____ Spring semester

other _____

Check all that apply:

- Teachers are using the prescribed and appropriate CollegeEd syllabi
- Students, teachers and parents have received and are using the appropriate required materials
- All teachers have a CollegeEd online account
- All students have a CollegeEd online account and access to Internet
- All students and teachers are scheduled for a CollegeEd class
- All students have completed a presurvey ____ postsurvey ____
- Teachers are using the Online Extension lessons and assessments
- Students' parents have received the Family Guide and the Parent Syllabi
- School has scheduled at least one informational meeting for parents on (check all that apply):
 - CollegeEd Family Guide and Parent Syllabi
 - PSAT/NMSQT registration and information session
 - PSAT/NMSQT Score Report Plus distribution and explanation for AP Potential™
 - SAT registration
 - SAT test review

AP Potential™ and available classes

Pertinent college information (including guest speakers and/or group discussions)

FAFSA and financial aid

Other _____

School has scheduled at least one school event or activity that correlates to CollegeEd (check all that apply):

Campus visit to _____

Guest speaker regarding _____

College fair

Career day

Counselor’s session, including discussions about graduation, college applications, financial aid, other _____

Information from community leaders on _____

Individual visits with counselor for college information, applications, etc.

Based on observation, the CollegeEd class(es) had the following characteristics (check all that apply):

Were well attended

Actively engaged students

Featured well-prepared teachers, supported by principals and counselors

Were supported by outward demonstrations or exhibits relating to college planning, career exploration and progress toward goals via the following:

Posters Student work Other _____

Allowed students Internet access to complete online work:

In school during _____ period

At home

Notes/comments

Recommendations

Before CollegeEd implementation, answer the following questions:

- What are your district's (or school's) specific expectations and goals for the CollegeEd implementation?
- What delivery model will be used?
- What is the length (duration) of the course — full year or semester?
- Will the school use the prescribed CollegeEd Syllabi?
- Will the Parent Engagement Syllabi also be used?
- When and where will the CollegeEd educators, counselors and other staff be trained?
- How and when will teachers have the opportunity to create their online accounts and monitor online student lesson work?
- When will collaborative planning meetings among teachers, counselors and principals be held?
- Will the students have access to school computers to complete online assignments?
- Will pre–post surveys be used to collect data on the efficacy of the program?
- Is the school required to report pre–post survey data to district?
- When will parents be provided with materials (*CollegeEd Family Guide, Help Your Child Make College a Reality*, syllabi) and the memo introducing them to CollegeEd?

During CollegeEd implementation, school administration should ensure the following:

- All appropriate students have been scheduled for the CollegeEd program.
- All scheduled students have received CollegeEd workbooks.
- All the CollegeEd educators have registered for CollegeEd online and have provided students with their access codes.
- All students have an online CollegeEd account. (Creating an account automatically registers students in their teacher's online roster.)

- All students have online access, either in school or at home.
- All the Family Guides and Parent Engagement Syllabi have been distributed to the parents in a manner ensuring that they are aware of the program and of their role as participants.
- Teachers know they may be observed teaching a CollegeEd class.
- School counselors will support the CollegeEd teachers.
- The CollegeEd Network is working together to ensure a successful implementation.
- Network participants have been given time to prepare for implementation and to review the school calendar of events so they can schedule time for:
 - community involvement;
 - college fairs;
 - career days;
 - college visits;
 - parent information sessions on financial aid information, etc.; and
 - alumni, college and community guest speakers.

After CollegeEd implementation, the following questions should be answered:

- Have all CollegeEd teachers and students completed the set requirements?
- Have all students completed the pre–post surveys?
- Have all survey data been collected and submitted to the district?
- What do the survey results reveal?
- Were our parent outreach, family meetings and planned events successful?
- What are some best practices learned during implementation?
- What were the lessons learned during implementation?
- What are our next steps to prepare for subsequent implementations?
- Which district goals did CollegeEd help us meet?

School _____

Address _____

Telephone _____ Email _____

School's CollegeEd representative/coordinator _____

Coordinator contact information _____

Grade Levels Being Implemented		
Middle School	HS Level 1	HS Level 2
___ 7th Grade	___ 9th Grade	___ 11th Grade
___ 8th Grade	___ 10th Grade	___ 12th Grade

Total Number of Students		
Middle School	HS Level 1	HS Level 2
___ 7th Grade	___ 9th Grade	___ 11th Grade
___ 8th Grade	___ 10th Grade	___ 12th Grade

Articulation Meeting and Teacher/Counselor Training

Principals' Meetings:

Dates: _____ , _____ , _____ , _____

Times: _____ , _____ , _____ , _____

Locations: _____ , _____

District/School Goals and Expectations *Check all that apply:*

- ___ Increase college knowledge by ___%
- ___ Increase number of students applying to college by ___%
- ___ Increase number of students attending college by ___%
- ___ Increase number of students taking **PSAT/NMSQT** by ___%
- ___ Increase number of students taking **AP** classes by ___%
- ___ Increase number of parents attending meetings on academic and/or college planning by ___%
- ___ Support **GEAR UP** _____, **TRIO** _____, **AVID** _____ or district program: _____
- ___ Support current advisory curriculum with more college and career information
- ___ Other _____

Tools and Metrics to Measure Implementation and Efficacy *Check all that apply:*

- CollegeEd pre–post survey data
- CollegeEd lesson assessments results
- Number of students who have a CollegeEd online account
- Number of teachers/counselors who have an active CollegeEd online account
- CollegeEd class observations
- Other _____

CollegeEd Professional Development

Number of teachers who will be trained to teach CollegeEd _____

Number of school counselors available to support program _____

Professional development training date: _____ Time: _____

Training location: _____

Training address: _____

Telephone: _____ Email: _____

Implementation:

Implementation Length:

- Full year
- Fall semester
- Spring semester

Model:

- Advisory
- Subject Class
- After-School Program
- School’s choice

Internet availability

Students _____ will have/ _____ will not have the flexibility to log on to CollegeEd during the school day.

School Internet schedule:

Day(s) _____ Period(s) _____

Date _____ Time _____

CollegeEd Educator _____

Period _____ Class _____

School CollegeEd coordinator _____

CollegeEd grade level: _____

Total number of students: _____

Teachers received CollegeEd professional development ____ yes ____ no

CollegeEd implementation model: ____ Advisory ____ Subject Class ____ After-School Program

CollegeEd used as part of ____ GEAR UP ____ TRIO ____ AVID ____ Other _____

Length: ____ Full year ____ Fall semester ____ Spring semester

CollegeEd Lesson Observation Notes:

Unit observed ____ Lesson observed ____ Activity observed _____

Additional resources used during class: _____

During the lesson ... _____

Review of CollegeEd class produced the following observations (check all that apply):

- Teacher has completed and has an active CollegeEd online account.
- All students have and are using a CollegeEd online account.
- All students have completed a presurvey.
- Teacher has scheduled a postsurvey.
- Teacher is assigning the Online Extension lessons and assessments.
- Parents have received the Family Guide and Parent Engagement Syllabi.
- Teacher is using the prescribed CollegeEd syllabi.
- All students were actively engaged.
- The classroom features outward demonstrations/exhibits relating to college planning, career exploration and progress toward goals via the following:
 - Posters Student work Other _____
- Students have time and resources to access the Internet to complete online work.
 - In-school during _____, _____ and _____ period(s)
 - At home
- Teacher was well prepared and knowledgeable about lesson content.
- Teacher is getting support from _____
- Other resources support CollegeEd, including _____

Follow-up meeting with teacher: Date _____ **Time** _____

Final comments

Recommendations
