

Texas College and Career Readiness Profile Planning Guide Webinar

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Matt Lashlee: Good morning. When we last checked, we saw a little over 20 folks that have signed in to join us. We may have some more join the webinar momentarily. I want to thank you all for taking the time to join us for this Profile Planning Guide webinar. We are excited to re-share this resource along with some other things that have been added to and enhanced throughout our time working with this project that we think will be useful for all of our K-12 partners, especially at the start of the new school year. We will do a few introductions, I will chat a little bit about the start of the project, and then I'll turn it over to some of the folks you will meet or re-meet through this webinar.

My name is Matt Lashlee, Program Director at the Texas Higher Education Coordinating Board. We were a part funder of this project. I will have some of our other friends introduce themselves as we get started.

Steve Frank: Hi good morning, I am Steve Frank. I was a part of the original team that created the Texas College and Career Readiness Profile Planning Guide, and I'll be sharing some generic information in terms of an overall view of the Profile Planning Guide. We will then get into some specific examples of how you might use the tools and resources in the Profile Planning Guide to assist with your work. The example we are going to use is an issue that commonly comes up with the implementation of House Bill 5.

Matt Lashlee: First, a little bit of background. Some of you joining us have been involved in a number of college and career projects, so this might be a good refresher. For those of you newer to college and career readiness, I just wanted to lay a little bit of ground work. The Profile Planning Guide is part of a process that started in December of 2010 under some of our college and career readiness efforts from the coordinating board. We had reached out to our partners at Austin Community College, who had convened a state-wide task force that mixed K-12 and higher education as well as education service centers to start to work toward something that can be used as a state wide tool and resource for college and career readiness. Moving forward from 2010, we had a number of meetings in planning that actually brought us to where we are today with a resource that has been very helpful for a number of years in supporting schools and school districts in comprehensive planning for college and career readiness. I believe at the start I don't know if Steve, or I or anyone else really saw where this would end up. We have been more than pleased with the number of you that have joined us and others that have become master trainers and may be providing this support and service through your ESC or using it at a school district. We will talk a little bit about some of the tools and House Bill 5 resources, and about what you can expect from the Profile Planning Guide in the future. Steve will also touch on just a little bit of history. We will now turn it over to Steve who will talk a little bit about what the Profile Planning

Guide does and what it can do for you and your districts as you roll out trainings or perhaps engage in this resource for the first time.

Steve Frank: Good morning and thanks for having me. I am very excited to be here working with the Profile Planning Guide. Often when I go into the field, one of the first questions people ask is, “So what does this thing do? I have heard about the Profile Planning Guide. I know it’s full of resources and tools I can use, but the bottom line is, what does it *do*? Because we don’t have time to implement another initiative.” The Profile Planning Guide was never intended to be an initiative. The Profile Planning Guide was created by a 19-member, state-wide task force to deeply define what college and career readiness is and how to operationalize it in our schools. If somebody today were to ask me “What does it do?” I would tell them I think right now a lot of people are using the Profile Planning Guide to assist with implementation of House Bill 5. The tool itself can help your district and campus create a campus improvement plan or an action plan around college and career readiness. It literally builds that plan within the tool itself. One thing that we found is that there was a severe lack of focus around our state in terms of defining college and career readiness. The Profile Planning Guide really assists districts in defining “What does it mean when we say college and career readiness.” There are a lot of misconceptions in the field. Most people approach college and career readiness based on what their particular assignment is within a school district rather than it standing on its own. *Here is what college and career readiness is. Now how can we implement that in our school?* The Profile Planning Guide assists with that process. The Profile Planning Guide really informs your staff in terms of that definition and the implications for students. We will dig into that as we go further. Like I said, it’s free resources and tools for districts to use to assist with all of the great work they are currently doing with college and career readiness. The Profile Planning Guide is used to assist with processes and plans that you already have in place and then help you capitalize on those to get the best outcomes that you can for college and career planning.

So let’s get right into what it is. When we talk about what the Profile Planning Guide is, it’s a six step process that districts use in a series of steps that is usually facilitated by a service center staff member. Your local service centers all have master trainer’s that have been trained on the Profile Training Guide and on how to assist you with the tools that help you make good decisions. One of the big things the task force recommended is that we capture and analyze data to make those good decisions. The data needs to be used to not only look at academic achievement, but also to look at the other components within college and career planning such as higher education data and career data; and I’ll show you how we can dig into some of those resources.

The reason why it is called the Profile Planning Guide is that it literally is a profile of particular indicators under 5 domains. It showcases how, if somebody is doing it right, it defines that through the indicators and the domains within the guide. It’s locally driven so you use the guide based on your needs. I think it is most helpful to go through a guide in a facilitated process, but there is no requirement to do so. You can look at the guide and use the resources and tools within it, or you can go through the traditional method of implementation and go through the six step process. It’s free and available for download. The entire guide is grounded in research and best practice. We used the Education Policy and Improvement Center (EPIC) under the guidance of Dr. David Conley to make sure every indicator in every aspect within the guide has research to back up where it’s taking your district and why, and proof to show you how that works. We can feel confident in using the guide for that purpose.

Some of the research I am talking about is the Texas College and Career Readiness Standards. We talk a lot about those standards and they have been around for a very long time, but what we have found in the field is that the cross-disciplinary standards might not be used to the capacity that they could be, in terms of improving student achievement and holding all teachers accountable for developing college and career ready students. As I referenced earlier with the Educational Policy Improvement Center (EPIC), all of the research and all of the best practices that have been identified have been incorporated in the guide. Our nineteen-member, state-wide task force was basically a large vertical team working on what is important for Texas around college and career readiness and then of course we used all the available data from the Texas Higher Education Coordinating Board to assist with the project.

The guide is basically created in a six step process. When you look at the six step process, it shows a *"Here's what . . ."*, meaning *"Here's what our current condition is."* When we look at building a college and career readiness foundation, we want to get everybody on the same page in terms of what college and career readiness is. Now we can focus on what that means for our schools and what implications that holds for our students. Gathering the data will also help us define the *"Here's what . . ."* Steps three and four go into *"So What does this mean?"* We look at the prompts and the surveys that are in the Profile Planning Guide to assist administrators in polling their staff in terms of attitude and recognition of particular things within college and career readiness that are necessary. We can also look at the academic data, higher education data, and career data collectively to help us start making some good decisions. We then engage in some deep leadership discussion, and this is where your local ESC can help. The leadership discussion can be facilitated in a way that maximizes the effort that has been put into the guide. It is really eye-opening to be a part of that facilitation group. I've learned so much myself going throughout the state and helping districts through this process. It's very interesting in that what the staff says about college and career readiness may be different than what administrative or central office says, and then that may be different than what the data shows us. So putting all those together really leads to some great discussions. Steps five and six roll into the *"Now What . . ."* What do we do with all of this information? The Profile Planning Guide takes you through some steps to prioritize your goals to engage and literally build templates if you wish to do so around comprehensive action planning when it comes to college and career readiness.

So let's look at step one: the *"Here's What."* In step one, we are building a foundation; we are gathering a common understanding and a perception in our school about what college and career readiness is. Look at the left hand side of this particular slide. Some schools have actually blown this particular slide up and made posters for classrooms that say, "Think, know, act, and go." Some people just feel intimidated when you talk about college and career readiness. They say "Oh, that's not what I do. I'm a science teacher, or a chemistry teacher in high school. What do I have to do with that?" Some folks have to get past this fear that it is something that they can't define or understand, and it's something above what they do on their campus. It may help to break it up into questions like, "How do my students think? What should they know? How should they act? How do they go to post-secondary education?" In those simplistic terms, everyone can engage and teachers can refer back to those constantly. Part of college and career planning is that it is comprehensive in scope. That's why it's been so difficult for us to define college and career readiness in Texas. If you want to look at the more academic jargon that is used around college and career readiness, the right side of this particular slide breaks it up into our domains. There are the key cognitive strategies. What does that mean, and how do we plan around getting students to think about interpretation, problem formulation, and research? How do we promote

that in our schools? What are the free tools that we have accessible to use to help us do that type of work? Key content knowledge is where Texas has focused a lot of our work, and we are doing pretty well in that area. When get to the third domain: key learning skills & techniques, we fall back. We run into barriers such as, “Who’s supposed to teach those types of skills?” Let me go back to my chemistry teacher. If my chemistry teacher wants notes taken in a certain way in class, have they taught those students how to take notes in that way. Who’s responsible? How can we create a system in our school to assist with issues like that in K-12. Now note the third domain: key transition knowledge and skills where, in Texas, a lot of our efforts have gone and we have made great strides. Counselors have done a good job in transitioning students and getting students to be eligible and also ready to go to post-secondary. The Profile Planning Guide adds a fifth domain called systems. Systems, which will get further into as we look at later slides, is the part of the role of central office and administration in terms of facilitating the work at the campus level and determining key indicators that might be of assistance.

Also used in the Profile Planning Guide is the research from a best practice study EPIC did looking at why some schools (there were 38 schools across the country) had students who were proceeding onto post-secondary at a much higher level than their peers. What was happening in those schools that worked? It was identified that these seven principles are essential to college and career readiness. So we are talking about the culture; we are talking about the academic programs aligned with college and career readiness. That’s where we get into our programs of study and personal graduation plans. Principle three talks about our self-management skills. Key knowledge and skills that we talked about in previous slides fit in there. Principle 5 is in regards to our grading policy and expectations. Principle six talks about making the senior year meaningful and challenging. Of course, these all overlap. When you look at principle six and principle number one in terms of the culture of the school and making the senior year meaningful, some of these are a little bit more complicated. You can’t expect to change culture or change the attitude of the parent that comes to talk to the counselor’s office and says, “When I was in high school and I was a senior, I had a half day off. I really needed that.” When you talk more about how the world has changed, what is expected of students now, and the competitive global economy in which they live; we might need to think of ways to make that senior year more challenging. Things like early college high school have really come into play helping to maximize students’ efforts. We get into a lot about earning college credit while still in high school in principle number six. In principal seven, we discuss how those partnerships with postsecondary education, along with business and industry in the community, are so essential.

Step two is about gathering the data after we have set the tone and culture. Let’s take a look at the specific campus data. I’ll go into the three concepts here. Of course we are going to look at all the traditional academic data that you are already used to looking at, like the AIES reports and other reports that you get. Most campuses in Texas are doing an excellent job of looking at traditional academic high school to college data. Let’s get into some of the data that is a little bit more difficult and not as widely used. The Higher Education Coordinating Board has some phenomenal data, and this is where you can find it: on their website under *Data Resources and Tools*. I can’t show you all the data available there within the time constraints of this particular webinar, but you can do that on your own time. I put the slide here to show you how to get to that data. You can find some really interesting stuff. One of the things I found working with a district is that you can pull up many reports here, and answer questions such as “*what is the GPA of students who attended post-secondary after the first year?*” or “*Where do they fall in terms of GPA?*”

That type of information is really essential, not only to evaluate numbers of students that are going to postsecondary school and how they are progressing, but also what the systems are that we have in place at the high school level to ensure success in postsecondary. There are many questions: *Where do they go? How many go? What are they doing? How long is it taking them to leave post-secondary education? Are they earning a degree or a credential? What is the outcome?* There is a lot of data, and the Higher Education Coordinating Board has done a wonderful job in capturing that data and putting it in a specific location on their website for us to easily be able to obtain that. Please use that resource at your convenience and look at your school. You'll really be amazed at what it can provide you.

The next slide on data gets into career data. There are different types of career data. There are CTE (career & technology education) course taking patterns. *What is the district doing in terms of pursuing CTE? What are the outcomes of those CTE programs? Are those CTE programs based on particular data?* For example, labor market data. *What does the labor market data look like for that particular campus, and is it influencing our decision in that district of what courses and what programs to offer? What are the percentages of students engaged in programs of study?* That last question is still there because some campuses do not have all students in a program of study. When we look at House Bill 5 and some of the requirements for implementation, all students should be on programs of study. *What do those look like? How can we facilitate that?* There are tools and resources in the guide to help. There are career interest inventories. *Are they being given? Are they being given more than just in the eighth grade? Is it a continuum for students to go through middle school and high school and start fine tuning their interest to capitalize in education as best as possible in terms of courses that they are taking?*

For example, the Profile Planning Guide can assist in helping your district create a slide like this. In green, it is showing the resources that are already being used in that district under the sixteen Department of Education career clusters. When we are looking at the green, I am really taking into consideration FTE's that are being used in the career programming. The red line represents student interests. This may come from systems that you are already using in your district, like Career Cruising, Kudor, Plan, or just any number of student career interest surveys. In blue you see the labor market. The Profile Planning Guide and the master trainers across the state at all the service centers have the labor market that is applicable to your particular campus. When you layer this data, it's really helpful to see where your current programs are. *Where are they going?* Remember we are in a career cluster system, so when you see Agriculture, Food, and Natural Resources, remember that agriculture teachers teach in six different career clusters. This slide is not a representation that there is no labor market in the agriculture industry. In terms of agricultural food and natural resources, that's the labor market; but agriculture teachers work in architecture and construction, business, manufacturing, STEM (Science, Technology, Engineering, and Mathematics), and Transportation. You have to be very careful every time you present data and explain what the data means. Putting it in a visual format like this in the Profile Planning Guide starts you on a path of transitioning to what you may need to offer in the future instead of looking at what you have offered in the past.

Step three is about campus data gathering prompts. Let's take a look at what that means on the next slide. There is a very short survey that you can have your staff complete. It should take them less than five minutes, and they respond to particular prompts. These prompts can be very informative as you are looking at the particular domains of the Profile Planning Guide. This particular step has been most valuable for districts in terms of determining staff perception around college and career planning. Unfortunately, we still have a few staff members that think that not all students should pursue

“college.” College means many different things. The data has shown us that all students should pursue some form of specialization in order to compete. How do we shift our mindset to look at college broadly and get everyone on board and taking responsibility for college and career planning?

Let’s take a look at what we might talk about from that survey. The next slide goes into a real campus’s results from one of the first surveys that was given under key content knowledge. The first prompt talks about the Texas College and Career Readiness Standards. The second prompt talks about business and industry knowledge and skills within a program of study. You can see what kind of wonderful conversation both of these prompts will provide a district. For example, I remember sitting in this meeting, talking about prompt number one regarding the Texas College and Career Readiness Standards, and it was a real eye opener to that particular campus that thirty-eight percent of the staff thought that it was clearly evident. After further discussion, we realized that approximately half of the staff did not take ownership in terms of providing college and career readiness outcomes for their students. There was about a 15-20 minute discussion just about that one prompt. There is no timeline on this. A district can use the Profile Planning Guide and go through the facilitation process in a few meetings. You can do it that way or you can take a very long time to go through the process and spend over a year looking at all of the data that is in there. In discussing the second prompt, we found sometimes that the staff did not understand the question because they didn’t know what a program of study was. When you get to House Bill 5, that’s very important. They didn’t know why business and industry aligned knowledge and skills were a part of key content knowledge. You can see how the prompts really generate good discussion.

Step five talks about prioritizing goals. The next slide that shows us the systems domain. What you see here is a particular goal of college and career readiness. For example, extra help is embedded throughout the culture of the school. *What is some student evidence that that may be happening? What is some district, campus, or teacher evidence that that may be happening?* If we see through the data that that is a particular prompt for us to consider, then we can simply mark the box that indicates, “Yes, I want this in my plan.” You can start prioritizing through the domains, using the prompts or goals to help you come up with a one, two, three, or five year plan around operationalizing college and career readiness in your school.

Let’s go to the next slide that talks about developing the plan. As you look at the Profile Planning Guide, you can click on the little boxes and see aligned resources. For example, on this one, three of them pop up. Clicking on the little plus sign opens the box even further. You may have five resources there, or you may have fifteen resources there. All of these resources are vetted. All of these resources are free. All of these resources assist in deeply defining that particular indicator in the Profile Planning Guide. Clicking on the button indicating, “Yes, I Want This in My Plan,” pre-populates a common template that a lot of districts use in determining their goal. *What are we going to see as evidence of success?* If we go back one slide, we can see that the Profile Planning Guide helps you with sample evidence in terms of what we might look for in students or in teachers. Of course that just gets you started. You’ll want to put your own evidence in, dependent on what you are looking for. The Profile Planning Guide guides you through the process of identifying whether each prompt needs your attention. We can look at this template to assist in building that action plan. You can cut and paste this action plan. If this isn’t the template you are using in your district currently, or you want to use another type of template, all you have to do is cut and paste from this one and put it in your own template. It works beautifully.

The Profile Planning Guide sits side-by-side with the Texas Online College and Career Readiness Resource Center. It sits side-by-side on the website for the Texas College and Career Readiness Support Center. This morning we have been talking about the Profile Planning Guide. The Profile Planning Guide was the tool that was designed to assist campus leaders, school administrators, and master teachers in creating an action plan around college and career readiness. The other product, from TEA (Texas Education Agency), was created for educators and parents to go into an online course or grouping of resources that assist with particular aspects of college and career readiness. So the Profile Planning Guide on the left is a big picture. *What is our data? What is our culture? How do we start working with that?* The Online College and Career Readiness Resource Center goes into some specific teaching and learning examples of those particular topics. They sit side-by-side on the web page because they support and enhance each other. I've had many districts start with the Profile Planning Guide and follow up with the Online College and Career Resource Center. I've seen many districts do it the opposite way. They start with the Online College and Career Resource Center, look at all the resources and all the information in there, and say, "Let's put something together more strategically and then use the profile Planning Guide to help identify what we do first. What do we do next?" I see those districts toggling back and forth between those two resources just as intended. I would also like for you to notice that this is a wonderful collaboration of the Texas Higher Education Coordinating Board and the Texas Education Agency working together for the same goal. The same goal is college and career ready students in Texas.

What I want to do at this point is show you an example. Let's say your district has struggled a little bit in terms of House Bill 5 implementation. We know that House Bill 5 is somewhat comprehensive, so there are many different aspects within House Bill 5 with which you may be having implementation issues. I'm picking one. What I'd like to do is showcase an example of a common issue that many districts are having right now, which is program of study. Every student has to have a program of study and a personal graduation plan prior to entering ninth grade. *What does that mean and how do we do it? What kind of templates?* There are many questions. I pulled this particular example to show you what kinds of resources are in the Profile Planning Guide and the Online College and Career Readiness Resource Center. When we talk about these endorsements, more questions arise. *What do these endorsements mean? How should we focus on them? How do we even approach that topic?* We are going to look at a program of study. Your master trainers all over the state at your local ESCs have these templates. Many of you recognize this as the Achieve Texas template, and it is ninety-nine percent the Achieve Texas template. Our state has already put a lot of time and money in college and career resources that we can use. What we have tried to do is capitalize on all of those efforts and maximize potential in doing a good job with the work. Take a look at this. The template is available for you. It's outlined. It shows you the endorsement. It shows you the occupational area. The only thing that is left for the district initially is to take a look at the suggested course work. *What does that mean?* In order to be college and career ready for Biotechnology, what would that mean in terms of academic course taking, in terms of CTE course taking, and in terms of enrichment course taking? Remember from the very beginning we said the Profile Planning Guide and its tools and resources are available for you and are locally driven. The suggested course work here is locally driven. That's why this particular template to be used has that section empty for you. If you have a seven period day, that means most districts are looking at identifying twenty-eight courses to put in that suggested course work. *What does that look like?*

This is the personal graduation plan that was created, and that's available through your local ESC. This personal graduation plan has every component that is necessary for the counselor to use for House Bill 5 as well as all prior legislation that has required the counselors to document. You have the personal graduation plan working hand-in-hand with the program of study. You have the program of study, which is an outline of what a student should consider in order to be college and career ready around Biotechnology. Then the counselor uses that program of study to create the personal graduation plan to then fine tune it to that particular student and say, "Yes you need to be in AP English IV" or all such decisions along the way. There is also a common state-wide template that can be used to assure the counselor that they're documenting everything that is required by the legislature.

One requirement is that we meet with all of our students on a regular bases with their program of study and their personal graduation plan. Let's take a look at what that might mean. It means an endorsement. It means looking at what a student should be able to do by the time they leave high school around a particular occupational objective. It means looking at how we align courses or sequence courses to get them there. Let's see an example of what that might look like. In the eighth grade, we talk about career testing. I could go through every component, but we don't have time. We are going to post a Powerpoint side-by-side with this that will take you through each component of this particular personal graduation plan as well as the program of study. Here, you see things like eighth grade career testing, diagnostic information, college and career readiness results, and monitoring progress. *What are you doing for acceleration? For remediation? What are the courses in ninth grade?* Most of these fields can be populated through a drop-down menu. This particular graduation plan template makes it easy for the counselor to ensure they have everything required by legislation. It also takes into consideration time constraints a counselor has and allows them to prepopulate the form with a click of a button.

A more comprehensive Powerpoint will be posted for you that goes the reason for certain components on these templates and where we can find them in legislation. This program of study is for another occupational objective. It's showing you where you might need work in terms of that suggested course work and how your ESC representative can help you. That course work is then individualized on the personal graduation plan through those prepopulated drop-down menus. Of course, every student has to have a personal graduation plan. We identify our educational goals then we fine tune our program of study that's based on what your schools offer. Every school offers different things and has different specialty areas. We want to capitalize on that. Often I get the question, "I'm a 1A school. How can I do this?" I've worked in many 1A schools, and what we usually come up with is around twenty programs of study that then have graduation plans that can be individualized. Even a very small school has 4 of the 5 endorsements. Don't be afraid if you are little. Don't be afraid if you are big. It works for everybody, small and large. There is diagnostic information and EOC information. House Bill 5 also requires certain things in the PGP (personal graduation plan). Here are things that they have to do for the foundation course work. Here it shows you what they need if they want to earn an endorsement. All of the programs of study are based on earning an endorsement.

There are some other requirements as well. Take into consideration what PGP's are and how we monitor them. How do we stop duplicating our work? This particular PGP is used in a system many districts use for PEIMS. There is a shift and change in terms of how to stop the duplications. I think if you get a template that has all the information that is necessary, including parent signature, and it is also being supported in systems the district has purchased for PEIMS, then it's a win for everybody.

You can log onto these tools and play with them at the Texas College and Career Readiness Support Center. I recommend you go onto both of these instruments and take a look to see how they can assist you. Then contact your local ESC. Profile Planning Guide website has the listing of all the master trainers at the twenty education service centers. See if you can incorporate this in your plans for this next school year. Utilize the tools and resources we have made available to you. Texas has done a wonderful job in college and career readiness. As I travel across the country with this work, I find that we are known across the country as one of the leaders in college and career readiness. The Profile Planning Guide and the systems domain have prompted work at the national level in terms of the systems domain. There are white papers already out supporting that particular aspect, which was created within this guide, so we are proud of that. Let's open this up to questions and see if we can answer some of the questions to see how we can assist.

Matt Lashlee: As a reminder, we are recording to share this later. You can type in questions and we can repeat and address them that way. You received an email address when you registered. There is also some contact information on the site for the Profile Planning Guide and the Online College and Career Readiness Resource Center. The email will be open after today if questions come to you later as well.

[Pause]

Questions/Answers:

Steve Frank: Ok, we have a question.

Who is the trainer at Region 10? Go onto the Profile Planning Guide website. Go onto the Texas College and Career Readiness Support Center that houses the two tools. Go left to the Profile Planning Guide, and click on it. You will then click on Contacts on the Profile Planning Guide website, and it will list all the trainers in the state. It's divided out into region, so you can just click on Region 10. Most likely it will have a direct email to the region 10 employee that has been trained on the Profile Planning Guide.

There you go you can see all of the trainers. If a service center that doesn't have a trainer listed they need to contact the Texas College and Career Readiness Support Center and we'll get that worked out.

Matt Lashlee: I don't know if it's sharing the screen, but the last slide you saw was the support center, and you would click the left option, which is the Profile Planning Guide. Then go straight to contacts. It was recently updated. We have folks change at service centers from time to time, but this list was updated just this summer. Some of these master trainers Steve knows personally and trained them, in some cases, more than once on the Profile Planning Guide and some other tools and resources that are connected and embedded in college readiness assignments in CRAFT. I think some who are joining us today are involved in some alignment projects and Avatar across the state. The idea is that this is a tool that can be used in any of those networks and also shared within your regions. We often see, like Steve said, the 1A or smaller schools or school districts that may not have had the chance to go to some of these trainings. We still want to have these tools available. At least we can have a master trainer who has been recently trained to assist you with this.

Steve Frank: Matt, I would like to add onto that statement. I have been in many small districts. I find that starting out in sessions, I sense a lot of frustration. They feel that they are too small to be able to do this type of work, but this reality is that those have been some of the most rewarding sessions that I facilitated. You realize if you are offering what the state requires you to offer, then you have four of the

five endorsements. That is usually a surprise to a lot of small school districts, because they see this work as something that they can't accomplish; but they can. It's such a learning experience along the way, so I really encourage those small districts to seek out their service center master trainer and get that process going. I think you'll find it incredibly valuable.

Matt Lashlee: I think we had some other questions about who the trainers are in certain areas. We have addressed where to find that information. Again if you have any questions, we still have the Q&A open for a few more minutes.

Steve Frank: Where might this department be at your service center? Anyone who is involved in college and career readiness, which is most people, could be a master trainer. I have CTE specialists and counselor specialists. I've worked with school improvement; I've worked with leadership teams. We are all involved in college and career readiness. One of the indirect outcomes from the Profile Planning Guide, which ESC folks on the webinar could attest to, is the fact that it is very good internal staff development as well. There have been some terrific ESC meetings in which the internal staff has come together to talk about college and career readiness. They look at the Profile Planning Guide to somewhat guide their discussion, and it proved beneficial to them in terms of pulling their service center together around a common goal.

Matt Lashlee: The main email to the support center is available to you if you have questions later. I want to say thank you all who have worked with Steve, Region 13, the Profile Planning Guide, and the number of the associated tools and products to service students across the state. Thank you for joining us today. Please stay in touch as you work with these tools. Please let us know if you have questions.

Steve Frank: Thank you so much and appreciate you. One last question in place here. We had a question about how to become a master trainer.

Matt Lashlee: We don't have any specific training moving forward. What Steve mentioned about being a master trainer is that it wasn't a role we identified. If you are asking a question from an ESC or a school district, we have pretty much all the resources that were used for master trainers. We would work with you one-on-one through the coordinating board and Region 13. We have the tools for a number of years. We won't have the same ability to travel for the training, but it is something we feel like we can help move someone through depending on where they are starting in the process or whether the school district or ESC is engaged. We will find a way. There isn't a password or criteria to become one. One needs only willingness and to get in contact with us through the support center email, and we will work from there.

Steve Frank: Also, all of the original master trainers have the resources at their ESC, and they can train folks in that area if they wish do so to be a master trainer for that area.

Matt Lashlee: If the one-on-one or face-to-face is better, Steve's right in saying that would be the best way to find those listed in your region and reach out to them. We will support them on the other end if they have questions as well.

Steve Frank: Thank you for joining us. I enjoyed sharing briefly the Profile Planning Guide and hope our paths will cross with this common work. Thank you so much.