

Core College Evaluation

BUILDING BRIDGES THROUGH
STAKEHOLDER OUTREACH
AND ENGAGEMENT

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WestEd's Evaluation of the Core to College Initiative

Core to College: Preparing Students for College Readiness and Success is a three-year initiative funded by the Lumina Foundation, the William and Flora Hewlett Foundation, the Bill & Melinda Gates Foundation, and the Carnegie Corporation of New York. Rockefeller Philanthropy Advisors serves as the fiscal agent.

Core to College's mission is "to facilitate greater coordination between K–12 and postsecondary education systems around implementation of the Common Core State Standards (CCSS) and aligned assessments." The initiative aims to foster shared ownership of college readiness by the K–12 and postsecondary sectors, including use of the CCSS-aligned assessments to determine a student's readiness for credit-bearing postsecondary courses. Core to College grants have been awarded to teams in Colorado, Florida, Hawaii, Indiana, Kentucky, Louisiana, Massachusetts, North Carolina, Oregon, and Washington.

Each of these state teams has designated an Alignment Director (AD) who is tasked with leading the Core to College work in the state. Through the consulting company Education First, Core to College offers one-on-one and cross-state technical assistance to these ADs. Together, the ADs make up the grant's Learning Network, which provides facilitated peer-to-peer support, information sharing, and multi-state technical assistance to grantee states.

WestEd is providing evaluation services over the course of the initiative. The evaluation plan is designed to synthesize the progress of the initiative and its participating states over the next few years, with a focus on the initiative's primary goals: creating statewide definitions of college and career readiness, using the PARCC and Smarter Balanced assessments to inform decisions about student placement into credit-bearing college courses, and aligning K–12 and postsecondary policies to the CCSS.

As part of its evaluation effort, WestEd has proposed to evaluate the initiative based on five action areas involved in changing policy and practices around the implementation of the CCSS and aligned assessments for improving college readiness. These action areas attempt to encompass the policy, practices, and people dimensions of the Core to College effort; they center around how the policy and practices involved in implementing the CCSS and the alignment of state assessment practices can improve students' readiness for college change over time. The five action areas are strategic planning, infrastructure, stakeholder engagement, policy and governance, and data and analysis.

Cross-state, multi-method, qualitative reports are at the center of the evaluation, which will systematically chronicle the progress of the initiative. Reports will focus on topics of interest to the funders; the Learning Network; and Education First, the initiative's technical assistance provider. These studies are intended both to illuminate promising strategies and to document challenges.

The WestEd evaluation team understands that each state is approaching the implementation of the CCSS with its own set of parameters and context: differing stakeholders, funding concerns, size and scope, timelines, and internal priorities. The evaluation activities are intended to recognize that variation and highlight how Core to College can learn from it.

Executive Summary

The Core to College Initiative has been designed to promote collaboration between the K–12 and higher education segments in the implementation of the Common Core State Standards (CCSS) and aligned assessments, with the goal of reducing remediation and promoting greater college readiness.

This report examines organizational and leadership strategies that support stakeholder engagement in the Core to College Initiative. Alignment Directors (ADs), located in ten states, are the catalyst for moving the initiative forward over the next several years. WestEd’s Core to College evaluation team, working with the ADs, found that strategic planning is intertwined with stakeholder involvement, which in turn is situated within the organizational structures of each state’s education systems. The finding, in general terms, is that context matters a great deal, and that each AD is navigating his or her unique context thoughtfully, purposefully, and carefully to build partnerships and improve communication.

The following specific insights reflect the shared experiences and common challenges of the ADs at this time:

- *Where the AD is situated matters.* As relationships are developed and plans put in place for the next several years, how the ADs build momentum with colleagues in varying education sectors may depend on access to senior leaders and on the development of clear paths that show how each system will benefit from the Core to College implementation plans.
- *ADs have varying levels of authority within their systems.* Authority to convene stakeholders, to communicate within the education systems, to help set agendas, and to develop and influence state policy placement varies across the ADs.
- *Formal planning with stakeholders serves a catalytic function.* Significant variation in formality and timelines of planning processes was observed across states. Stakeholder engagement in the planning process is essential and will continue to be at the cornerstone of the Core to College work. Planning should extend into long-term collaboration to create a clear and significant stake in the initiative’s outcomes for each organization.
- *Regional strategies and partnerships are critical.* In several states, WestEd learned how regional partnerships were being supported to not only further communication to more centralized state systems, but also to understand the implications of alignment work between local colleges/universities and K–12 districts. Moving to more uniform course placement agreements over time will be facilitated by the strength of existing collaborations.

- *In noisy systems, clear communication is key.* The evaluation observed the ADs fostering and brokering communication within their states through convenings and CCSS-related websites, pointing to the need for clear communication systems and outlets. Adding clarity to states' internal communication processes will be a substantial addition to the work scope of the ADs.

Introduction

The Core to College Initiative’s Alignment Directors (ADs), as part of the Learning Network, are working to promote collaboration between the K–12 and higher education segments in the implementation of the Common Core State Standards (CCSS) and aligned assessments, with the goal of reducing remediation and promoting greater college readiness.

In the simplest terms, the ADs and their collaborators are working to solve a problem: to develop practices and policies that bridge the gap between the skills, knowledge, and dispositions students graduate with and the demands of college-level work. The initiative is supporting solutions that depend upon interorganizational collaboration, including developing statewide conceptions of college readiness, using CCSS-aligned assessments for signaling college readiness, aligning K–16 courses and curricula, and promoting faculty/teacher professional development. Moving this work forward involves stakeholders across educational systems coming together to identify and collaborate on a set of common goals.

As the initiative’s evaluator, WestEd’s goal is to identify challenges and supporting conditions emerging from the 10 Core to College states’ early work in order to assist the Learning Network, the ADs, and their colleagues in reflecting on current practices and strategies for next steps. The evaluation’s findings may also inform the work of the initiative’s technical assistance provider, Education First, and lead to additional discussions, targeted coaching, partnering, and co-mentoring of states engaged in similar efforts, as well as the provision of outreach and communication tools.

WestEd is not evaluating the Learning Network or the Technical Assistance provided by Education First, but its findings may inform their work.

In this first cycle of data collection, WestEd evaluators interviewed ADs and members of their teams to better understand how the ADs organize the collaborative work, which agencies are involved in the collaboration, and what specific steps the ADs are taking toward stakeholder engagement and outreach.

Driving Questions

-  What steps toward stakeholder engagement and collaboration are grantee states taking in support of CCSS alignment between the K–12 and higher education segments?
 -  What agencies are involved, who are their representatives to the initiative, and what objectives do they have in being part of the collaborative efforts over the next several years?
 -  How are the Alignment Directors planning, organizing and operationalizing the collaborative work?
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32 INTERVIEWS in 90 days



Because collaboration is at the center of virtually all of the states' Core to College efforts, this report begins with a literature review that identifies key elements of successful collaboration for educational organizations; at the conclusion of the literature review, two detailed examples of successful K-16 partnerships are presented.

Based on findings from WestEd's interviews and analysis, the body of the report is divided into three main sections:

Institutional Settings of the Alignment Directors. The Ads' contexts—their home agencies and where they are located in the larger context of the state governance, with whom they are connected, and their experience in their states' education reform trajectories—influences their ability to work across state agencies' boundaries to implement the Core to College work.

Leveraging and Building Structures for Outreach. The work of Core to College involves stakeholders from multiple layers of the education system; ADs are conducting regional outreach efforts and building K-12/higher-education partnerships.

Initial Types of Collaborative Activities. While the work itself is just emerging, there are several initial key types of activities related to Core to College: awareness raising and communications; CCSS curriculum alignment and assessment implementation; and creating college-readiness, admissions, and placement policies.

Each section of the report includes several brief examples from grantee states, to illustrate how efforts related to Core to College are currently progressing. Interspersed throughout the report are four state-specific case studies that offer deeper insight into the efforts of individual grantee states. The conclusion of the report offers guidance based on what appears to be currently working well, and possible next steps for grantees.

Literature Review: Keys to Successful Collaboration in the Education Sector

Virtually all of the work of the Core to College Initiative is dependent upon collaboration across different organizations: the Learning Network’s overarching ten-state collaboration, collaboration between each state’s K–12 and higher education systems, collaboration within each state agency and state system, and collaboration between K–12 and postsecondary institutions. Given the critical nature of collaboration to the success of Core to College, WestEd conducted a literature review to identify key elements of successful collaboration for educational organizations. This review can provide the states and the Learning Network with research-based recommendations for enhancing their current collaborative efforts.

The creation and implementation of a successful collaboration relies on multiple factors. No one factor can stand alone as a catalyst for success, but the degrees to which each of these factors are addressed play a role in the effectiveness of the collaboration. The literature review identified several key elements of successful collaboration between nonprofits and education organizations. The fundamental components identified in the research literature include establishing common goals, engaging in shared decision-making, establishing partner trust, defining roles and responsibilities, and involving high-level leadership. This section includes a brief overview of each of these elements of successful collaboration, followed by two examples of successful K–16 partnerships, both of which highlight some of these key elements.

Partnerships among organizations can take different forms, depending on the amount of interdependence needed to accomplish their goals. A partnership based on true collaboration takes more initial time and planning—and much more intensive effort—than a partnership based on superficial cooperation. Therefore, as Intriligator (1992) recommends, “[i]t is important to establish the type of interagency arrangement that is most suitable to accomplish a particular initiative” (p. 3).

Establishing Common Goals

As a collaboration forms, developing a common vision, common goals, and common objectives is key to its success. Members of a collaborative effort must have a shared

understanding of the problem or issue, including how it relates to the interdependence of the various stakeholders; thus, collaboration involves articulating a shared purpose and direction, and working toward joint decisions (London, 1995). Core to College partners should decide on a limited set of goals that encompass both K–12 and postsecondary issues.

Shared Decision-Making and Ownership

Stakeholders in a successful collaboration must have active and equal involvement and participate in shared decision-making. A hierarchical decision-making structure may lead to the stagnation of progress by obstructing ownership and participation. In contrast, joint decision-making allows for ownership of the collaboration by bringing partners together to develop plans and meet the goals of the partnership (Czajkowski, 2006). This process can help create parity within a partnership. When a group begins with an equal-representation structure that is self-governed, the decision-making process can then be guided and coordinated so that final decisions are group-generated, giving them stronger and longer-lasting support from the entities involved (London, 1995).

Partner Trust

Building trust across partners is a foundational element in creating strong collaborations. Hord (1986) suggests that individuals must be conscious of their motives, care about others' perspectives, and be committed to working together. Thus, trust is an essential element of a partnership when forming a collaboration, when making initial partnership decisions, and as the work is being implemented. As Czajkowski (2006) states, "Trust must be present at the outset of collaboration and must also be cultivated during the collaboration process" (p. 8). If trust is present, interdependency can follow; partners can depend on each other for mutually beneficial solutions (London, 1995). To increase this trust, partners should be committed to "[e]xtensive information-sharing, development of acceptable units of exchange and making decisions on the basis of consensus" (Intriligator, 1992, p. 26).

Clearly Defined Roles and Responsibilities

For a collaboration to be successful, each partner must have clearly defined roles and responsibilities (Czajkowski, 2006). Successful collaborations have clear contracts with expectations and obligations. As districts and universities work together on clearly understood obligations, they often fall into the typical routine of signing a memorandum of understanding (MOU) without joint involvement in its creation. Collaboration in creating MOUs can help reinforce a strong commitment to the partnership's responsibilities. When a collaboration is forming, the group may be inclined to use less explicit language to avoid scaring away cautious potential partners; however, the findings of Winkler and Frechtling

(2005) indicate that, if responsibilities and obligations are not clarified at the outset, frustration and pessimism will follow.

Involvement of Leadership

The involvement of leadership has a direct effect on the success of a collaboration. London (1995) indicates that the commitment and involvement of prominent stakeholder leadership brings credibility to collaborative efforts. Czajkowski (2006) states that “[p]artners must assign key people interested in the success of the collaboration to lead the project” (p. 6). London (1995) concurs, finding that successful collaborations have the support of high-level, visible leaders who are able to bring credibility to the group’s work. Facilitating successful efforts within a collaboration can be accomplished by appointing a formal interagency committee to support, facilitate, and monitor the initiatives and represent the needs and interests of committee members’ respective organizations (Intriligator, 1992).

Successful Collaborations between K–12 and Higher Education

Seamless Education Partnership

The Seamless Education Partnership (SEP) in Long Beach, California, is one example of an effective interorganizational partnership focused on increasing the numbers of college-ready high school graduates. The SEP was formed by a joint partnership that includes California State University, Long Beach; Long Beach City College; and Long Beach Unified School District. The SEP began with two goals: increasing P–20 alignment and improving educational outcomes to meet stakeholders’ needs. With commitment from key leaders within each of its partner institutions, the SEP has thrived over the past two decades. The partnership encourages and supports ongoing collaboration and reciprocal learning among the partner institutions. Data are shared among the three institutions and utilized to identify, prioritize, and promptly address needs of college freshmen and transfer students. Equitable student access, retention, progress toward degree, and graduation are hallmarks of the partnership agenda (California State University, Long Beach, 2012).

The SEP involves leadership, staff, and faculty from all three partner institutions to achieve its goals. The partnership is led by a steering committee with representatives from each institution who are responsible for setting priorities, outlining strategies, and deciding responsibilities for their institutions. The collaboration has included all key stakeholder groups by soliciting broad-based input and support, which has shaped the direction and agenda of the effort. For the SEP, stakeholder engagement has relied on building trust through collaborative relationships. Stakeholders reported that their relationships truly are collaborative and are characterized by mutual respect, deepening over time. Top-level leadership from the school district, community college, and university have communicated

the accomplishments of the group as a shared achievement with a broad base of support (Business Higher Education Forum, 2009).

El Paso Collaborative for Academic Excellence

The El Paso Collaborative for Academic Excellence (EPCAE) is based at the University of Texas at El Paso (UTEP). It is a broad-based, citywide collaboration among education, business, and civic leaders that has worked for 20 years to transform education through three goals: (1) ensuring academic success for all K–16 students, (2) ensuring that all students graduate from high school prepared to enter and succeed in a four-year college or university, and (3) closing achievement gaps among groups of students. The EPCAE’s work encompasses a range of initiatives, including implementing several K–16 mathematics alignment projects and building mathematics and science partnerships between regional districts, UTEP, and El Paso Community College.

The collaborative was created in 1992, amid concerns about the changing economy, weak student achievement, high dropout rates, and low college enrollment. Community stakeholders were successfully mobilized, due in part to the credibility of the collaborative initiators; as Stone (2003) writes, “Whenever a body of civic and community actors comes together, it matters who does the inviting” (p. 7). During this period, the president of UTEP was a collaborative leader widely recognized for her leadership and accomplishments. Further, the EPCAE’s governing board included broadly respected representatives, which deepened support of the collaborative. In addition to the president of UTEP, members of the board included representatives from the business sector, major officeholders in the government sector (the mayor and the county chief executive), and key education officials (superintendents, the executive director of the regional service center, and the president of the local community college). The group sought to give ownership to all levels of stakeholders by maintaining an expectation that teachers, students, and parents would embrace the notion that school reform must include both K–12 and postsecondary sectors. The EPCAE has also focused on involving individual school leadership by recognizing the role principals can play in providing a connection between the collaborative and parents and the community, and in fostering site-level support at their individual schools.

Lessons from Successful Collaborations

To create successful partnerships between the K–12 and higher education sectors, Core to College states may be interested in considering lessons learned from these collaborations, as well as key elements that could serve to bolster their own efforts to build bridges across organizations. Alignment Directors (ADs) are charged with bringing together a range of partners across educational sectors to create common goals, forge collaborative agendas, and build a broad base of support for Core to College work. ADs are now in the beginning stages of bringing stakeholders together to identify their “stakes” and build their trust in the

overarching goals of Core to College. ADs are also working with key players and developing committees to articulate state-specific shared goals and define roles and responsibilities. In this report, WestEd documents these initial efforts, the structures currently in place or being built to support the initiative's work, and the specific activities the states are engaged in. As discussed in the following section, each AD's authority and ability to lead these efforts and to make policy decisions vary depending on the AD's positioning and state context. These contextual factors will significantly affect the ADs' ability to effect change over time.

Institutional Settings of the Alignment Directors

In these early stages of the Core to College Initiative, WestEd has identified three key roles for the Alignment Directors (ADs):

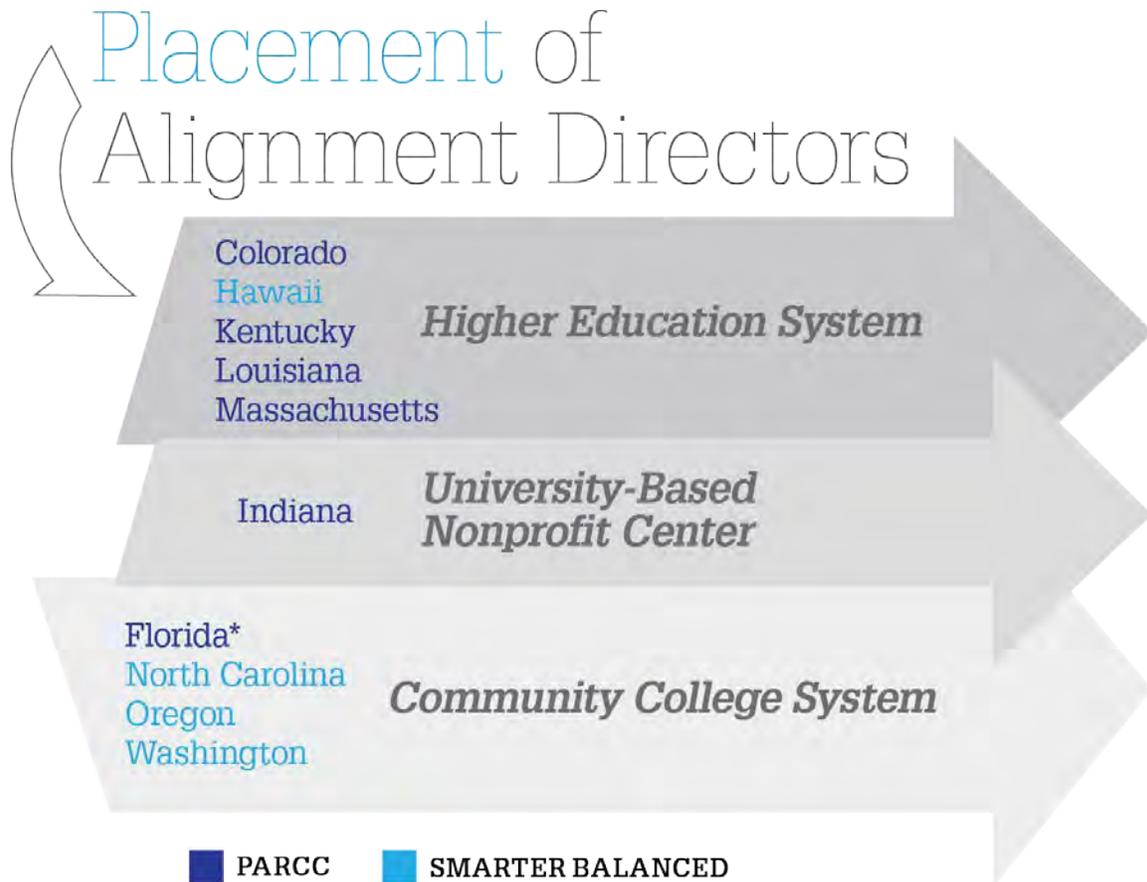
- Conducting *outreach* to faculty at K–12 districts and institutions of higher education, and raising awareness of the Common Core State Standards (CCSS) and aligned assessments;
- Seeking *input* from faculty and other key stakeholders on definitions of college and career readiness, curricular alignment, assessment items and use, and placement issues; and
- Conducting *“upreach”* to key governmental and department of education leaders to ensure that key individuals are informed and on board and can help implement key policy decisions.

The particular locations of the ADs and the organizations within which they are situated have an effect on how they carry out these roles; their unique contexts can affect their planning and outreach efforts, and can facilitate or impede their work. For many of the ADs, particularly those new to their positions or agencies, much of their work in the first year of Core to College has focused on networking and building relationships with key players and groups, through one-on-one meetings and through getting Core to College objectives on the agendas of K–12/higher education alignment efforts. They have also used convenings, webinars, emails, and websites for outreach throughout their states. For some ADs, this has involved branding Core to College as a new project and promoting their project plans; for others, branding is not as critical as ensuring that the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (Smarter Balanced) assessment alignment efforts are embedded in state efforts already underway.

The ADs occupy various positions across the 10 state systems. These systems have similarities and differences; no two are exactly the same. It is clear that each state’s context will play a large role in its implementation of the CCSS.

Within Core to College, the ADs’ settings affect how they shape their roles, interface with other agencies, exert authority over policy and decision-making, and extend the reach of their efforts; their settings also affect both their job descriptions and how they develop

relationships with other agencies focused on alignment and increasing postsecondary access. The ADs have applied their own career experiences to their new responsibilities, leveraging knowledge, relationships, and organizational understanding as part of their work. All of the ADs work within the realm of higher education, with four based within community college systems, five within state departments of higher education, and one at a university-based nonprofit center.



* Note: The Florida College System is made up of 28 institutions, including community colleges, state colleges, and colleges. This system is separate from the state’s university system.

Community College Systems

For ADs based within a community college system, much of their work stems from collaborating with those within closest reach: community college faculty. Collaborations spring from these relationships and extend to the K–12 and broader higher education communities.

Washington’s AD, Bill Moore, sees his efforts as “grassroots, community organizing,” promoting the use of the assessments as well as fostering one-on-one collaborations

between community colleges and the K–12 districts they serve. Washington community and technical colleges have a good track record with the state legislature and a history of leading statewide work on articulating college-readiness standards through their Transition Math Project, which brought educators from K–12 schools, community colleges, and four-year higher education institutions together to identify the mathematics skills and knowledge necessary to complete college-level work, meet admission requirements, and avoid remediation upon enrolling in college. Moore sees his position within the community college system as both a positive and a negative: “About half of high school graduates come into our system, so it’s appropriate for us to take the lead due to the nature of our student population and the historical context of the work we did through TMP.” Regarding the challenges of being based within the community college system, he notes, “There’s some confusion between two-year and four-year systems and an assumption that [community colleges’] work doesn’t address the baccalaureates. We need to clarify that we have both systems involved.” He relies on a core of volunteer community college faculty and K–12 teachers to lead the in-state work of comparing the CCSS mathematics and English language arts standards with the existing Washington college readiness standards in those areas, reviewing the Smarter Balanced assessment items, and informing faculty colleagues about the implications of the CCSS and the assessments for higher education.

In **Oregon**, AD Lisa Reynolds is also focused on leveraging faculty to take on the work of curricular alignment by meeting with disciplinary groups and partnering community colleges with their local universities and K–12 districts to begin dialogue around mathematics curriculum alignment, but she is struggling to make uniform connections among various sectors that have historically been separate. As a newcomer, she is working to clarify her own understandings of institutions’ challenges and how Core to College fits in with their work. She says course placement discussions can be “touchy conversations.”

North Carolina’s AD, John Denning, is also based within the North Carolina Community College system, but he has additional physical offices in the Department of Public Instruction and the University of North Carolina, which enables him to work across all three agencies. “Historically, interagency work hasn’t been rich or fluid,” he says. “It’s not necessarily that people don’t want to work together, nor do they feel territorial about certain issues. Turf issues are real and can emerge in this whole process, but my sense is that most of the players in this conversation recognize the value of doing this work. They simply don’t have time or the organizational capacity to add on anything else that isn’t already there.”

Being situated within community college settings gives Moore, Reynolds, and Denning access to a primary audience for the Core to College effort: community college faculty. They network with these faculty in their departmental roles. As spokespeople for the initiative, these ADs will be heard as members of the faculty’s community, rather than as disconnected policymakers mandating change. Because many faculty are resistant to additional demands, it will be important for ADs to leverage their positions to engage and motivate faculty by

sharing data on remediation, the state of students' academic preparation, and the importance of bridging the gap between the K–12 and community college systems.

Departments of Higher Education

In contrast to the ADs positioned within community college systems, the ADs located within departments of higher education have placed a greater focus on enacting state-level policy changes. For example, the ADs in Massachusetts and Indiana are working to embed the review, implementation, placement, and policy work related to the CCSS and aligned assessments into systemic college readiness efforts already in place, while the Hawaii AD is working to build new bridges between administration and faculty.

As **Massachusetts'** AD, Susan Lane, explains, “When I’m presenting on campuses, I talk about Core to College as part of the larger conversation. I’m careful not to confuse people around the different initiatives . . . I’m not positioning Core to College as a new piece, but, instead, as the underpinning of the existing campus engagement work.”

Lane’s over 30 years of experience in higher education—including work with the Governor’s Office and the Secretary of Education’s Office, with legislative groups, and as an Associate Dean—has clearly given her connections within her state’s higher education system. As Massachusetts’ Senior Director for P–16 Alignment and Engagement, Lane has access to top-level leadership who are already involved with CCSS and PARCC assessment implementation. The groundwork for this implementation has already been laid, and, since Massachusetts is a state with significant decision-making power focused at the local level, there is a lot of flexibility in implementation. Lane says, “Commissioners, presidents of public institutions, and superintendents in K–12 are all on board for full implementation of [the] CCSS. They fully support definition[s] of college and career readiness, but how [the implementation is] handled is left to regions and campuses.” In addition, Massachusetts already has a decision-making and dissemination structure designed to develop and implement activities related to the CCSS and PARCC; this system—which spans K–12 and higher education, including local, regional, and state levels—provides a ready-made infrastructure for Core to College initiatives.

In **Hawaii**, AD April Goodwin works within the office of the Executive Vice President for Academic Affairs/Provost office at the University of Hawaii System, which oversees all of the state’s two- and four-year higher education institutions. Her supervisor heads up the state’s Hawaii P–20 Partnerships for Education and the Hawaii P-20 Council, and she often works collaboratively with staff from Academic Affairs and the Provost’s Office, as well as content specialists at the state’s Department of Education. About her colleagues across the postsecondary education system, Goodwin says, “I’m here to support these people and help them do their work.” However, she also notes that during her tenure in higher education, she has sometimes witnessed skepticism and caution when people are coming from the state

level to advise at the local level. She says, “There’s a spectrum of reasons for engagement. On one end, it’s self-interest, where [faculty] want to support both their work and their campus. And on the other, it’s benefiting the system as a whole and breaking past their own silos toward working in an integrative fashion.”

Impact of Alignment Directors’ Institutional Settings and Strategic Planning

The ADs’ positions and networks of relationships within key state agencies clearly impact their ability to affect policy that shapes their Core to College stakeholder engagement and outreach efforts. For the ADs who are working directly with state departments of higher education, their ability to impact policy varies depending on the policy authority of that department. For example, Indiana’s Commission for Higher Education is not a regulatory body, while Colorado’s Commission on Higher Education sets admissions and placement standards for two- and four-year higher education institutions across the state.

Indiana’s AD, Trish Wlodarczyk, works within the University of Indianapolis’ Center of Excellence in Leadership of Learning (CELL), which has been contracted by the Indiana Commission for Higher Education to conduct work for Core to College. (CELL is a nonprofit organization with a mission of focusing on improving student learning, largely by uniting K–12, higher education, business leaders, and policymakers within the state.) Because the Indiana Commission for Higher Education is not a regulatory body, it must approach its work as advisory. Wlodarczyk says that being positioned in this advisory capacity makes it more important to engage people and to “frame all of this work as an ‘opportunity,’ not a mandate.” She reports that being located within a nonprofit organization associated with both K–12 and higher education enhances the potential reach of the AD role. However, her work is also challenging because the Indiana Commission for Higher Education and the Indiana Department of Education are not used to collaborating at the level needed to accomplish the far-reaching, statewide goals of Core to College, transition to the CCSS, and implementation of PARCC. She says that, because she comes from outside of the state system, she doesn’t “get caught in the fray,” which allows her to act as a neutral bridge builder.

By contrast, in **Colorado**, AD Emmy Glancy works for the Colorado Department of Higher Education, under the state’s higher education governing board, the Colorado Commission on Higher Education. The Commission is a coordinating body appointed by the governor, which establishes admission, placement, remedial, and cut-score decisions at the state level; this decision-making authority gives it leverage in policy decisions related to the CCSS. The Commission oversees two- and four-year public higher education institutions and is also beginning to work with private institutions. Although she is located in the state’s academic affairs office, Glancy reports to two directors who report to the lieutenant governor, who serves as Executive Director of Higher Education; this gives her direct access to the Governor’s Office. She is currently working across agencies to embed the Core to College goals into four primary areas: task forces focused on admissions and remediation that bring

together K–12 and higher education; outreach to teacher education faculty; P–20 research and reporting; and a high school diploma endorsement project. For more details on these efforts, see the following case study of Colorado.

Colorado: Collaborating with Stakeholders at Multiple Levels

In Colorado's first year of Core to College funding, AD Emmy Glancy has focused primarily on two key areas of work: (1) engaging multiple levels of stakeholders (with a particular focus on key top-level players from the Governor's Office and the Department of Higher Education) through working groups focused on college-readiness issues, and (2) conducting strategic statewide outreach, primarily to higher education faculty (with a particular focus on teacher education faculty).

State-Level Policy Context

Although it is still in the planning, information-gathering, and sharing stage of its Core to College work, Colorado has a number of key elements in place that will support its efforts to implement the CCSS and aligned assessments for course placement purposes. For instance, Colorado's Commission on Higher Education establishes admission, placement, and remedial policies at the state level, giving it a policy reach across Colorado's two- and four-year higher education institutions. This centralized process will smooth the way for CCSS-related changes. In addition, Colorado's three-page, narrative definition of postsecondary and workforce readiness was adopted in 2009 by the State Board of Education and the Colorado Commission on Higher Education (see Appendix A). This definition will provide common ground for discussions of college readiness by outlining core content knowledge as well as 21st-century learning and behavior skills that are valued throughout the state's higher education system.

Engaging Stakeholders

In Colorado, leadership development takes place through relationship-building and committee work. Colorado AD Emmy Glancy, who is located within the Colorado Department of Higher Education, thinks it is important to plan and engage stakeholders at multiple levels in the system. Glancy is in the process of convening a College Ready Steering Committee including representatives from the Governor's Office, the Department of Higher Education, and K–12 leadership. She says, "We want [the steering committee] to help us engage other high-level decision-makers" and to ensure that representatives from the Governor's Office and other key individuals have the talking points and basic information to field questions about the CCSS. A planning committee—made up of faculty and administration from two- and four-year higher education institutions and staff from the Colorado Department of Education and Department of Higher Education—will move the work of the steering committee forward.

Glancy is also integrating her Core to College agenda into two existing working groups: the Task Force on Admissions and the Task Force on Remediation, both of which include student affairs and advisory staff, research staff, and representatives from two- and four-year higher education institutions. According to Glancy, the goals of these task forces are to "improve Colorado's public education through alignment of preschool through postsecondary standards, expectations, reporting, and outcomes" and to share data across and between state agencies to guide larger policy decisions and state services. Specifically, the task forces will ensure that admissions and placement policies incorporate the new CCSS assessments. Both task forces are currently in the "awareness and dissemination" phase of their work, but will soon move to holding community meetings throughout the state to solicit feedback on admission policies. Task Force on Admissions leader Tamara Johnson explains that the goal is to replace the old index system (a confusing composite of GPA and SAT/ACT scores) with a system focused on "likelihood of success," informed by GPA and scores on the SAT and, eventually, PARCC assessments. She is hopeful that the new system will be relevant not just to admissions decisions but also to placement decisions.

Statewide Faculty Outreach

In addition to organizing key leaders at the top levels of state government, Glancy conducts faculty outreach via city tours and workshops. Last spring she conducted a seven-city tour with a K–12 mathematics content specialist in order to share key policy shifts with faculty members through workshops. The two-hour workshops were attended by 50–55 adjunct faculty and provided both an overview of key policy shifts and time to discuss the CCSS and their implications for teacher education. Glancy found that the teacher education faculty members are particularly engaged and play a key role: “They live it every day and can translate it into the classroom.”

Glancy is planning a spring 2013 summit of teacher education faculty to raise awareness, describe CCSS shifts, provide an opportunity for sharing across institutions, and ultimately inform task force and committee work. This is yet another example of Colorado’s promising approach: engaging and planning for change at the leadership level while reaching out to higher education institutions and districts at the ground level.

Steering Committees

Several ADs are developing steering committees in order to capitalize on their location in the state infrastructure to convene and collaborate with various stakeholders. Each of these steering committees has its own unique focus and function. States convening steering committees related to Core to College include Colorado, North Carolina, Oregon, and Washington.

In **Colorado**, AD Emmy Glancy is in the process of forming a planning committee, in large part to get key governmental officials on board with her work. The committee convenes to share information, to communicate about short and long-term strategies, and, says Glancy, “to make sure everyone is up to speed regarding standards, implementation, and assessments. Our Lieutenant Governor/E.D. gets questions all the time—he needs to be informed and have talking points.”

In **Washington**, AD Bill Moore strategically enlisted representatives from each of the key education agencies in the state to convene to discuss Core to College efforts. He has brought together individuals from the State Board for Community and Technical Colleges and the Student Achievement Council, provosts of four-year higher education institutions, and a K–12 superintendent and teaching and learning director. He is also planning to develop a series of message templates for different audiences, which will be key tools to articulate common goals and describe the paths towards these goals, tailored to each audience’s context.

In **North Carolina**, AD John Denning worked with the Chief Academic Officers for the North Carolina Community College (NCCC) and University of North Carolina (UNC) systems, along with the Department of Public Instruction (DPI), to create a steering committee focused on

promoting greater policy alignment between the K–12 and higher education systems. The steering committee encompasses senior vice presidents and key leadership from across these three organizations, as well as representation from the North Carolina Independent Colleges and Universities. The committee has three overarching goals:

- Increasing educators' (K–12 and all postsecondary levels), parents', and others' understanding of the CCSS and how they are to be implemented and impactful in the state of North Carolina;
- Creating meaningful alignment among K–12 and postsecondary standards, assessments, and expectations for student success; and
- Adopting a set of policy recommendations supporting a common definition of career and college readiness.

The steering committee has only been in existence for a few months, but, in that time, it has produced a vision, mission, and goals paper (see Appendix B) that outlines the four organizations' commitment to working as a whole. Denning uses this document as an introduction piece and to spark conversation; he also shares the paper at meetings and conferences.

Denning acknowledges that having a steering committee is only part of the work. He indicates that moving policy through the approval process at each of the partner systems will be tricky. His colleagues in the UNC system have indicated that the system itself is complex, since each university has its own governance. As a result, the campuses lean toward autonomy, and there may be limitations in achieving consistent policy approvals across the various campuses. Yet the UNC system wants to be “a team player.”

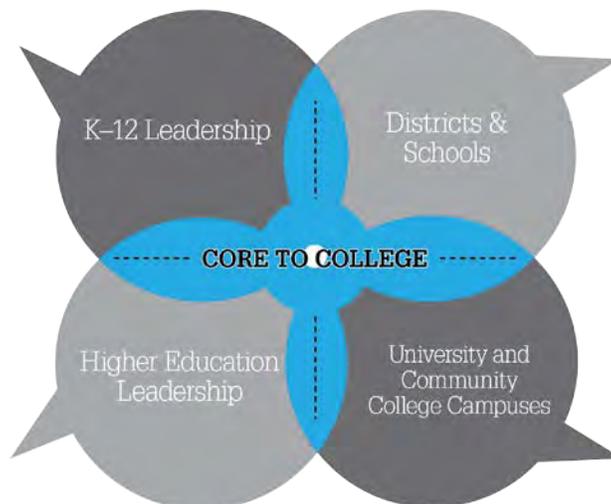
One of the central challenges to statewide collaboration, as articulated by some of the ADs, is the relative disconnect between the K–12 and higher education sectors, as well as between two- and four-year higher education institutions. Steering committees can help bridge this disconnect by bringing together key players from different agencies and building bridges among the policy, higher education, and K–12 sectors; this sort of collaboration is key to Core to College. Steering committees also broaden the reach of the ADs' message and multiply the opportunities to get the message out. At this early stage of Core to College, the steering committees are still defining who sets and drives the agenda, how decisions are made, and how to develop strategic plans to move the work forward. As this work progresses, these will be key elements to define so that steering committees avoid the risk of becoming “just another meeting.”

Leveraging and Building Structures for Outreach

While the contexts and institutional settings of the Alignment Directors (ADs) vary and affect how each AD approaches his or her work, all 10 Core to College Initiative states are working to create state-specific common goals and disseminate Common Core State Standards (CCSS)–related information. To carry out these efforts, all states are involving a range of stakeholders in various ways. While some states have a more state-level, centralized approach, other states are working to foster outreach and engagement at regional and local levels, often with the involvement and guidance of the states’ higher education systems. In addition, some states are using grants to build partnerships between the K–12 and higher education sectors.

At this early stage of Core to College, the states have indicated that the major stakeholders primarily come from four groups: higher education leadership, higher education campus faculty, K–12 department of education leadership, and K–12 district leadership. Less involved as stakeholders in Core to College efforts thus far are parents, students, and K–12 teachers.

Core to College K–12 and Higher Education *Collaborations*



Centralized Approach: Leveraging State-Level Policy and Leadership

Several Core to College states (for example, Colorado, Florida, Hawaii, Louisiana, and North Carolina) are centralizing their work at the state level, often within state agencies and governing bodies. While statewide outreach is included in their engagement work, the states' current focus is centralizing decision-making, convening committees, and planning strategically at the state level.

For example, **Colorado's** decision-making power is primarily centralized at the state level. The state's Commission on Higher Education establishes policies; once new policies are approved, districts, schools, and institutions of higher education are required to implement them. This top-down structure gives Colorado's education leadership more authority than other states in the extent of their reach to all two- and four-year higher education institutions in the state.

Hawaii's Core to College efforts are also primarily centralized at the state level; the state's Core to College work is housed within the University of Hawaii system, which oversees all community colleges and public universities in Hawaii. Hawaii's AD, April Goodwin, is situated within the P–20 Council staff and contributes to the P–20 and Academic Affairs teams. With a team including the Provost, Vice President for Academic Affairs, and Executive Director for the P–20 Council, and in conjunction with the Board of Education and the Governor's Office, Goodwin is moving the discussion of college readiness forward at the state level before beginning a tour that will take her and a state team to districts across the state.

Regional Collaboration

As discussed in the previous section, Colorado and Hawaii are two examples of how Core to College states are leveraging existing state leadership to move work forward. In contrast, due to the positioning of their ADs, some Core to College states do not have direct access to state-level leadership or to a centralized decision-making structure; these states are using regional infrastructure to organize the statewide work. States using a more regional approach are instituting clearly defined structures, leadership, and faculty teams who disseminate information, conduct outreach, and engage stakeholders. The higher education system is often used as a venue through which to implement this regional approach.

As a member of the Partnership for Assessment of Readiness for College and Careers (PARCC), **Massachusetts**, like other PARCC member states, has assembled regional leaders to support implementation of the CCSS and PARCC assessments, and to disseminate information and instructional tools. It has selected 20 K–12 leaders and six higher education leaders (referred to as "PARCC Educator Fellows" in Massachusetts) to conduct this work. The state's PARCC Educator Fellows have been instrumental in beginning to raise awareness of the CCSS and engaging higher education faculty and

administrators on the significance of the PARCC assessments and their connection to the CCSS.

In Massachusetts, six Regional Readiness Centers serve the state at local and regional levels, as do Campus Engagement Teams located within all public institutions of higher education and a state PARCC Coordinating Council. While the work of the Campus Engagement Teams is primarily directed by the state Department of Higher Education, and Regional Readiness Centers hold more autonomy, there is frequent collaboration between these groups in building K–12 and higher education alignment. Massachusetts utilizes an organizational decision-making structure that begins at the ground level with individual campuses, and ends with the state boards of education, who are provided with collective feedback from all involved groups. For further details on the state’s engagement efforts, see the following Massachusetts case study (p. 21).

Indiana has also implemented a regional engagement strategy in which the state has established three- to five-person Core to College teams at each public institution of higher education. These teams are composed of content-area specialists in English language arts and mathematics, higher education Academic Officers, Deans of Schools of Education, and other education system representatives. Indiana has also expanded its efforts by funding three local leadership cadres to develop awareness and engagement related to the CCSS and PARCC. These local leadership cadres were funded to conduct regional activities, including developing a statewide definition of college readiness, assisting with postsecondary use of common assessments for college placement decisions, and building greater alignment across the K–12 and higher education sectors.

In addition to the local leadership cadres, Indiana, as a member of the PARCC consortium, has established a PARCC state leadership cadre. Indiana has garnered notable interest in CCSS and PARCC engagement, as is evident from the large pool of applicants interested in joining the PARCC state leadership cadre. Ultimately, 19 K–12 representatives and five higher education representatives were selected to be part of the PARCC leadership cadre.

Kentucky’s AD, Shannon Gilkey, is based within the state’s Council on Postsecondary Education. Kentucky’s Core to College efforts—in combination with state legislation as a result of 2009’s Senate Bill 1—have resulted in three “partnership academies.” Run by university faculty and staff, and situated within regional universities, these partnership academies help universities provide targeted, regional professional development and local technical assistance to help administrators and teachers implement the CCSS.

At Northern Kentucky University (NKU)’s partnership academy, Susan Cook and Jennifer Stansbury Koenig are focused on increasing collaboration between their university’s faculty and area school districts. Cook, a former school district superintendent, comments that the work “is regional. And we draw that circle wide.” The academy delivers in-person professional development, and also establishes connections between professional

development providers (such as NKU faculty, content experts, and practitioners) and K–12 teachers. Krista Barton, the director of the Morehead State University partnership academy, explains that “in order to teach in the way that the state wants us to teach, we need to have the resources available. So we put the resources back in teachers’ hands.” Cook notes that these collaborative relationships support shifts in pedagogy and content. She says that the region as a whole has been focusing on collaboration for quite a long time. “It’s taken a good 20 years to get here . . . We’re lucky to be where we are with the willingness of collaboration.”

Massachusetts: Leveraging Regional Structures for Change

Since Massachusetts has a decentralized education system, much of the educational decision-making in the state occurs at the local and campus levels. Within this decentralized system, coordinating outreach and communication is a critical component of the Core to College effort in order to build awareness and knowledge, particularly in the higher education sector. While Massachusetts's education system empowers decision-making at the local and regional levels, the state has also created a highly organized multi-level system that encourages stakeholder feedback and engages the education community in the CCSS and PARCC work.

Massachusetts AD Susan Lane joined Core to College with over 30 years of experience working within the state's higher education sector. Under Lane's guidance, Core to College has been integrated with the state's existing CCSS and PARCC engagement work and with the state's regional infrastructure for educational initiatives.

The Massachusetts Core to College work is primarily focused on two areas: (1) creating a statewide definition of college readiness, and (2) conducting regional outreach and cross-sector dialogue to build CCSS alignment and implementation capacity in the K–12 and higher education systems. This work has been organized through four primary channels: Campus Engagement Teams, Regional Readiness Centers, K–16 PARCC Educator and Higher Education Fellows, and the Massachusetts PARCC Coordinating Council.

For further details on Massachusetts' organizational structure see Appendix C.

Defining College and Career Readiness

Massachusetts is using a highly collaborative process to develop a common statewide definition of college and career readiness. Since it is a state with localized control of education systems, there is greater need for state governance to create opportunities for engagement across systems. Higher education leaders within the state have developed a decision-making structure that includes all 29 Campus Engagement Teams, 24 Educator Fellows, and six Regional Readiness Centers (see Appendix C for further detailed information). In early 2012, each Campus Engagement Team was tasked with developing a definition of college and career readiness, incorporating perspectives of K–12 and higher education stakeholders. The state had 100 percent participation by the designated June 30, 2012, deadline, with each campus submitting its own definition to the Massachusetts PARCC Coordinating Council.

The PARCC Coordinating Council has since compiled and reviewed all 29 definitions, examining similar and divergent elements across definitions. The submitted definitions illustrated support for the integration of college *and* career readiness in Massachusetts' work. Further, both essential learning competencies and learning qualities and strategies were emphasized across definitions.

All submitted definitions were made publicly available online by the Massachusetts Department of Higher Education. With input from across the state, a synthesized draft definition was developed by the PARCC Coordinating Council and is currently available for public comment and campus review through methods including SurveyMonkey.

Conducting Regional Outreach and Cross-Sector Dialogue

Mini-Grants. During her first six weeks as AD, Lane focused on visiting campuses, engaging stakeholders on the implementation of the CCSS and PARCC assessments, and creating awareness about the importance of higher education involvement. Based on listening to feedback across groups and institutions, the themes of financial stress and lack of personnel emerged as major challenges. To address these challenges, each of the 29 public higher education institutions and six Readiness Centers is receiving a campus engagement grant from Core to College of \$1500 per semester to support campus-based and regional convenings. These convenings are encouraged to focus on supporting and maintaining strong partnerships between higher education campuses and the school districts in their areas, as well as linking local K–12 teachers to faculty who teach entry-level credit courses, to increase awareness of the CCSS and college readiness.

These grants will help continue the dialogue between the K–12 and higher education sectors, with an emphasis on reaching those who have not participated before. Though it is a modest sum, the funding has helped encourage the inclusion of key stakeholders. Lane noted, “We have great work going on, but timing can be an issue. Teachers in K–12 aren’t available until after school. These grants help with getting substitute coverage,” thus enabling teachers to attend key events.

Regional Events. The Campus Engagement Teams, Educator Fellows, and Readiness Centers are building upon the CCSS alignment and implementation work beginning at the campus level, and expanding it to local and regional levels. For example, on October 26, 2012, the Greater Boston and Northeast Regional Readiness Centers, local Campus Engagement Teams, local Educator Fellows, and the Massachusetts Department of Higher Education partnered to offer a CCSS-related outreach and informational workshop at Bunker Hill Community College in Boston. The event was born out of mutual interests between the local Higher Education Fellow and the Bunker Hill Engagement Team Leader. With a common interest of holding a regional event targeting the higher education audience, they partnered with their local Readiness Centers to organize the workshop. The event, “CCSS 101 and PARCC 101: What these projects mean to higher education and how we can engage in the process,” expected over sixty higher education administrators, faculty, and staff to attend. The three-hour event included an overview of both the CCSS and PARCC initiatives, followed by content-specific breakout sessions focused on mathematics and English language arts. The Bunker Hill workshop will serve as a model event and will be replicated in other regions within the state. Similar events have been held at Worcester State University, Berkshire Community College, and Massachusetts College of the Liberal Arts. The next event is scheduled for November 7 at Bridgewater State University in southeastern Massachusetts.

K–12/Higher Education Partnerships

Another strategy employed by some states is the use of grants to build partnerships between K–12 and higher education systems. For instance, **Hawaii** plans to utilize Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) mini-grants to support collaborative partnerships in mathematics and English language arts. These awards will bring faculty and teachers together to plan high school course sequencing to promote college readiness; teaching materials; and initial articulation to align course requirements and course content across the postsecondary system. These mini-grants will support

teachers, principals, and faculty as they jointly create products (e.g., revised syllabi, sample unit plans, lesson plans) that will support local-level implementation and professional development related to the CCSS. The state will make products from these grant projects publicly available once the grants conclude in September 2013.

In **Washington**, six local Core to College projects have been funded by Core to College, to establish partnerships between a college lead and local school districts. Proposed projects were developed in partnership between school districts and their college lead. The proposed projects include constructing a rubric to assess alignment between secondary mathematics curriculum and the CCSS; developing transcript-based placement processes incorporating Smarter Balanced Assessment Consortium (Smarter Balanced) assessment results; and joint professional development, related to the CCSS, between K–12 and higher education sectors.

Through a set of mini-grants, **Florida** is tasking state and community colleges (inclusively, the Florida College System), and school districts with building and maintaining stronger relationships. The state’s AD, Cassandra Brown, hopes that this work will expand collaboration between K–12 institutions and the Florida College System, and increase college readiness of secondary-school students. In the initial year, the mini-grant awards will include three K–12/community-college collaborations, and the second year should see these K–12/community-college collaboration awards double to six.

Brown does not view the focus of these grant projects as strictly high-level discussions; she says that the hope is that “teachers sit down, review syllabi, and work on tracking students as they move along the path [to college].” She continues, “The college faculty have created their own standards, and [we] are trying to convert the Next Generation Sunshine State Standards (Florida’s previous high school graduation standards) to the CCSS . . . [the goal is] getting everyone on board and making it a seamless transition for students—they need to know what college expectations are and begin to build on them”

Challenges in Stakeholder Engagement

While all of the grantee states are working to engage a variety of stakeholders in CCSS implementation and alignment efforts, it is not an easy undertaking to gather, inform, and obtain commitment from stakeholders across the state. Aside from the challenges of geography and the sheer numbers of institutions to reach, many teachers, faculty, staff, and administrators are overworked, overwhelmed, and skeptical of the new assessments and what benefits they will provide.

Colorado’s AD, Emmy Glancy, notes that stakeholder engagement is not just about getting the word out about CCSS implementation and alignment, but also getting “buy-in.” Awareness-raising activities are relatively straightforward and involve pushing information out in different ways. What is more difficult is the long-term work most states are currently

ramping up to do: involving stakeholders in defining and accepting a definition of college readiness, examining the new assessments, aligning courses to the CCSS, and setting cut scores. For instance, North Carolina's AD, John Denning, makes the point that the process of defining college readiness is very different from defining college admissions policies. Some states are reviewing performance-level indicators in order to develop their definitions of college readiness; others are starting with the CCSS themselves and beginning the work of aligning them to entry-level college courses. It is also still unclear how the CCSS assessments will enable states to restructure their admissions and placement policies.

Some Smarter Balanced states have felt simultaneously rushed by requests for item review and challenged to obtain information that will help them communicate with their stakeholders. However, more recently, access to a password-protected website has helped Washington's AD, Bill Moore, to have ready access to support materials. PARCC has been a catalyst for change in Indiana, Massachusetts, and Louisiana. In these states, the work of the PARCC consortium, and the initiation of PARCC campus leadership teams, has blended with current efforts and dissemination structures.

In light of the new assessments that will be available before 2014, states are beginning the difficult conversations about how to adapt their placement processes. Hawaii's AD, April Goodwin, says, "Our hope originally was that the Smarter Balanced assessments could be used in place of COMPASS [a computer-adaptive college placement test] in order to remove any extra barriers to college-level coursework." However, if the assessments aren't explicitly designed to be used as the single measurement for placement, Goodwin continues, "students would need to take an extra step to place into college-level courses—an additional placement test." These ideas are developing, and are likely to drive increasingly focused conversations on assessment policy moving forward.

While the majority of states' efforts in these areas have been directed toward engaging the higher education system, it is important to note that teachers and K–12 schools that are preparing students for college-level work have an equally large stake in the use of the CCSS and aligned assessments as tools for change. Thus, these K–12/higher education partnerships (which, in several cases, were funded with "optional task" funding) show great promise for creating shared ownership, commitment, and buy-in for the use of the CCSS to improve college readiness.

Initial Types of Collaborative Activities

Previous sections of this report have described how the contexts and institutional settings of the Alignment Directors (ADs) affect their efforts and how states are engaging a variety of stakeholders to collaborate and promote alignment and college readiness. This section focuses on the primary types of Core to College–related activities that are currently underway. At this stage of the Core to College Initiative, there are three primary clusters of activities that ADs are spearheading to engage their primary stakeholders:

- Awareness raising and communication;
- Common Core State Standards (CCSS) alignment and assessment implementation;
- and
- Creating college readiness, admissions, and placement policies.

Some highlights of state activities in each of these areas are shown in the following graphic.

Awareness Raising and Communications

Raise awareness about CCSS, PARCC, and Smarter Balanced

- Speaking at community engagement conferences
- Using regional convenings to disseminate information
- Holding higher education statewide meetings
- Raising awareness with campus teams

Develop dissemination materials

- Developing a “vision and mission” statement
- Distributing regular newsletters and email updates
- Using websites as engagement tools

Develop communications or engagement plans

- Drafting a strategy for communications and outreach
- Supporting campus teams in developing project plans
- Hiring a communications consultant
- Awarding mini-grants to faculty to support PARCC engagement work

CCSS Alignment and Assessment Implementation

Review course sequencing and alignment

- Sponsoring a K-12/higher education math summit
- Funding K-12 district/community college partnerships
- Creating an articulation matrix for entry-level college courses

Review sample PARCC/Smarter Balanced assessment items and performance indicators

- Convening meeting of statewide higher education faculty to review items by content area
- Soliciting feedback on performance indicators
- Higher education faculty reviewing assessment items and providing feedback

Creating College Readiness, Admissions, and Placement Policies

Define college-readiness expectations

- Campus teams identifying student work samples
- State entities collaborating on college readiness definition
- Holding a statewide meeting to discuss examples of definitions

Develop core competencies matrices

- Higher education regional partnerships will collaborate with K-12
- Drafting core competencies and comparing with PARCC competency levels

Review admissions policies

- Developing a matrix of policies
- Collaborating with a K-12/higher education task force on admissions

Review remediation rates and patterns

- Review policies across higher education institutions
- Collaborating with research partners

Review high school graduation requirements

- Develop diploma endorsements

Awareness Raising and Communication

The goals of awareness-raising and communication efforts have been to inform groups about the CCSS, PARCC, and Smarter Balanced and to help stakeholders understand the major goals of these initiatives. ADs have conducted outreach primarily via convenings, workshops, and presentations. To support these face-to-face efforts, they have also developed dissemination materials, including newsletters, PowerPoint presentations, and websites, that outline their plans and key talking points about the CCSS and the aligned assessments. Some states are in the midst of developing strategic communications or engagement plans, while others are encouraging higher education campuses to develop their own faculty engagement plans.

Indiana held a Core to College launch in April 2012, attended by 27 institutions of higher education. Each institution identified a Core to College team and team leader for its campus, including representatives from mathematics and English departments. All participating institutions were tasked with developing engagement plans for communicating with faculty about the CCSS and PARCC.

Kentucky convened two of its three Partnership Academies to discuss how the two academies are beginning to bridge professional development opportunities for their regions' local K–12 teachers and administrators. These partnerships have facilitated sharing information on implementing the CCSS.

Louisiana conducted three statewide meetings to disseminate information about the CCSS and PARCC to university chancellor leadership teams, university PARCC campus leadership teams, and two-year college PARCC campus leadership teams. In addition, Louisiana's AD, Jeanne Burns, organized a July 2012 retreat for all public higher education campus mathematics department chairpersons to discuss PARCC assessments and how the new assessments may influence their classrooms and quality of students. Doug Sovde, Director of Instructional Supports & Educator Engagement for PARCC, presented some of the PARCC prototypes and allowed faculty to review them and ask questions. Burns feels that these meetings are one step toward broadening understanding across campuses regarding PARCC, the college readiness assessments, and the CCSS. At the retreat, only about half of the attendees seemed aware of the CCSS and PARCC, which surprised her and highlighted the need for increased information sharing and knowledge building at the higher education level.

In relation to the CCSS assessments, **Colorado** is in a "wait and see mode," as AD Emmy Glancy is fielding questions such as "Is this any different than what we use now?" and "How is this more helpful or meaningful to students?" To address some of these concerns and raise awareness, Glancy is planning a State Leadership Summit this winter, focused on PARCC assessments and standards. The summit will include presidents of institutions of higher education, legislators, members of the State Board of Education, and the Admissions

Council. Glancy anticipates that by having high-level education players and policymakers come together, she will be able to encourage enthusiasm about CCSS implementation and provide opportunities to brainstorm communication strategies with various constituents.

The aforementioned Core to College steering committee created in **North Carolina** has established norms for its convenings and for the collaborative steering committee process.

Louisiana: Building Campus Connections

In Louisiana's preliminary year of the Core to College Initiative, AD Jeanne Burns has been building off of her position on the Louisiana Board of Regents to collaborate across the higher education system. Specifically, over the past year, she has focused on developing and supporting PARCC campus leadership teams—leadership groups focused on addressing college readiness and alignment issues at their campuses and across the state's higher education system—at all of the state's public colleges and universities. Burns has also begun conducting broader dissemination and outreach through a newly developed Core to College website.

PARCC Campus Leadership Teams

Louisiana is a governing state within the PARCC consortium. Burns coordinates Louisiana's postsecondary engagement on PARCC-related issues. Over the past year, she has created PARCC campus leadership teams at all of the public colleges and universities. These teams will support Louisiana's 2011–14 state project management plan¹ for “Common Core State Standards, PARCC, & COMPASS for K–12/Postsecondary Alignment.”

The teams' work will support three key outcomes:

1. A shared definition of college readiness.
 - In addition to the creation of the leadership teams themselves, progress indicators include reaching consensus on a listing of competencies for statewide definitions of college readiness for English I and College Algebra.
2. K–12 and postsecondary alignment to the CCSS in academic courses/sequences, teacher development, and data and accountability.
 - Progress indicators include aligning teacher preparation course syllabi to the CCSS; beginning to implement the new teacher preparation course syllabi; aligning mathematics and English language arts course syllabi and course sequences in arts/science departments; implementing realigned mathematics and English language arts course syllabi and course sequences in the arts/sciences; and reaching consensus on a list of types of drill-down data for PARCC assessments (to be submitted to PARCC test developers), in order to better interpret value-added results.

¹ About three years ago, a team of Louisiana state leaders attended an executive leadership training program at the University of Virginia. One of the key takeaways from this training was a project management plan template that worked well when used across multiple departments and agencies in Louisiana. Burns has adapted that initial plan into a Louisiana Core to College state project management plan, and campuses have also created their own plans that are aligned to the state plan. See appendices D and E for a campus project management plan template.

3. Use of the CCSS assessments by postsecondary institutions to determine readiness for credit-bearing course enrollment, through PARCC research activities (if validation data are available).
 - Progress indicators include all colleges/universities having at least one faculty member involved in PARCC research activities to develop or validate new PARCC assessments, and having the state articulate relationships between the PARCC assessments and existing college-ready assessments.

Each of these progress indicators includes due-by dates.

Burns notes that, in working with her PARCC campus leadership teams, it helped immensely that the university chancellors were on board early and demonstrated support for the state's transition to the CCSS. She says that the Core to College proposal process highlighted the fact that the higher education system in Louisiana didn't have specific CCSS- and PARCC-related goals and outcomes—"Core to College has become those goals and outcomes"—and that the proposal process also helped spur project management plans for each campus.

Web-Based Interaction and Feedback. PARCC campus leadership teams include individuals such as university or college Chief Academic Officers, College of Education Deans, mathematics and English department chairs/faculty, and PK–12 partners. Webinars and statewide meetings have allowed teams to share information and discuss relevant topics, such as performance levels and core competencies. This approach seems to have worked well. After Burns and her colleagues created matrices demonstrating alignment across the CCSS, ACT, and common course descriptions for College Algebra and English I, the campus leadership teams weighed in and provided feedback. The teams also identified 10–20 critical core competencies that they felt would prepare students to enter College Algebra and English I. This feedback will be utilized in creating a definition of college readiness and in higher education course alignment efforts—course requirements and descriptions across the community colleges and universities—as the CCSS implementation moves forward.

Engaging Pre-Service Educators through Mini-Grants. Burns has also implemented a mini-grant system in which PARCC campus leadership teams may apply for funds to support their campus-specific project management plans. John Fischetti, Dean of Education and Human Development at Southeastern Louisiana University (SLU), sits on the PARCC campus leadership team at his university, which has received mini-grants through this system. SLU includes the third-largest teacher practitioner training program in the state. As part of the PARCC campus leadership team, Fischetti oversees the implementation of the mini-grants within SLU's department of education. He notes that his campus project management plan, like those of all other universities and colleges across the state, includes a plan to update course syllabi, and his team was able to apply mini-grant funds toward this activity. He has also applied mini-grant funds to tangible things such as stipends for teacher-preparation support and clickers (an interactive technology that enables faculty to pose questions to students and immediately collect and view the responses of the entire class) to support faculty awareness of student knowledge.

Burns believes that the states' productive Core to College work up to this point has been a truly collaborative effort: "It all started with campus teams identifying needs that were integrated into the state and campus project management plans." The flexibility of each campus's individual project management plan implementation allows for site-specific or tailored activities. "We have not told the campuses how we want them to [implement the identified plan activities] . . . but we have given them flexibility. And we're holding them accountable [via specific outcomes and indicators] for these activities, but how they implement them is up to them." In addition, she notes that "right now, people are just trying

to develop a basic understanding for the Common Core State Standards and PARCC, and understand how they will be impacting students in the future.”

Common Core Curriculum Alignment and Assessment Implementation

The states are also engaging higher education faculty and K–12 representatives in reviewing course syllabi, course sequencing, and curricular alignment to the CCSS. Now that sample items have been released for the PARCC and Smarter Balanced assessments, states are beginning the process of reviewing the consortium assessment items and performance level indicators.

Washington hosted a fall statewide faculty review group focused on understanding Smarter Balanced assessment performance expectations, including exemplars, tasks, and student work. The event concentrated on sample items released by Smarter Balanced, giving attendees the opportunity to drill deeper into performance expectations and the cognitive complexity of items.

In October 2012, **Oregon** held a Math Summit focused on increasing understanding of the CCSS within institutions of higher education; course sequencing in developmental education; and course alignment to the CCSS.

Creating College-Readiness, Admissions, and Placement Policies

States have also been working to create policies related to college readiness. This work includes defining college-readiness expectations; developing matrices of core competencies; and reviewing admissions, placement, and remediation rates and policies. In addition, some states are revisiting high school graduation requirements through the development of new criteria for diplomas.

Oregon's Core to College leadership team is working with the Oregon College and Career Readiness Research Alliance. Through this work, the leadership team will have the opportunity to use research as a tool to inform alignment work between the K–12 and higher education systems, close gaps in expectations between these systems, and increase students' access to credit-bearing courses. In the upcoming year, the research alliance plans to conduct a study that will help strengthen efforts to improve college and career readiness within Oregon. Possible study topics include a validation study of Oregon's high school graduation requirements; a descriptive study of placement policies in practice; and an examination of the relationship between high school course-taking options (e.g., dual credit, Advanced Placement, International Baccalaureate) and postsecondary outcomes.

Colorado's AD, Emmy Glancy, recognizes the critical importance of collecting and analyzing student data to assess the impact of admissions and placement policy on student success in college. Accordingly, Glancy hired a data analyst to track students' rates of remediation and success within the first two years of postsecondary education across the state. These data are publicly available on the Colorado Department of Education website and are searchable by district in which students graduated. There are challenges in this work, as K–12 Data Alignment Analyst Nakia Collins explains: "Districts can organize things however they want, which means there are 178 different ways of doing things." Part of Collins' job is establishing relationships with Colorado districts for reciprocal exchange of data and sharing of postsecondary reports. Ultimately, when it is available, PARCC assessment data will be among the indicators Collins tracks.

Colorado also convenes two task forces on a monthly basis—one focused on reviewing admissions policies, and the other focused on reviewing remedial and placement policies. Core to College work is embedded in the task forces' agendas (see the Colorado case study on p. 14 for more information). In addition, Colorado is piloting a High School Diploma Endorsement Program with four districts, which will take into account multiple sources of admissions criteria, including the PARCC assessments.

In September 2012, **Hawaii** held a statewide convening focused on creating a common, statewide definition of college readiness. (For more detail about this convening, see the Hawaii case study on p. 32.) Additionally, a mathematics alignment summit for higher education faculty will be held this fall.

As described in its case study (see p. 21), **Massachusetts** used a highly collaborative process to develop a common statewide definition of college and career readiness. To begin the process, each of the state's 29 Campus Engagement Teams held regional meetings with representatives from K–12 and higher education institutions to draft a definition of college readiness. The state's PARCC Coordinating Council then reviewed each of the 29 definitions that were created and developed a synthesized draft definition, which was circulated for public comment and feedback. The deadline for educators' feedback on the draft definition of college readiness was October 2012, after which the state board will review and adopt the final definition in December 2012.

Hawaii: Convening a Statewide Summit to Align Expectations

One of the major activities in the first year of Hawaii's Core to College work was a summit organized by the state's AD, April Goodwin, to bring together higher education stakeholders from across the state to discuss the CCSS and related assessments, and to continue the process of creating a statewide definition of college readiness.

The September 21, 2012, summit, "Aligning Our Efforts: The Common Core State Standards, Smarter Balanced Assessments, and the Role of Higher Education," was organized by the University of Hawaii

System and Hawaii P–20. Goodwin and her colleagues invited stakeholders from the Governor’s Office, public and private higher education administration and faculty, and the Hawaii Department of Education’s administrators and content specialists; approximately 140 individuals attended the event.

Goodwin did not organize this summit all by herself. Her technical assistance coach, Anand Vaishnav at Education First, supported her with brainstorming and planning. In addition, Vaishnav prepared a compilation of three states’ (Colorado, Kentucky, and Massachusetts) approaches to defining college readiness. Goodwin says that “it was fantastic” to have this reference document for her colleagues as well as for summit attendees; she found the summary to be useful, and the states’ varied approaches to defining college readiness provided diversity. She and her colleagues also acknowledge that Paolo DeMaria, lead for the Education First TA team, provided valuable support, stepping in for a panelist who was unable to attend the summit at the last minute.

Defining College Readiness

After a morning filled with panels and presentations, attendees were divided into three groups, which each reviewed and provided feedback on examples of college-readiness definitions. Feedback comments went beyond wordsmithing to questioning the general idea of creating a common definition of college readiness. On the whole, faculty and administrators were highly participatory and suggested concrete expectations for college readiness. They embraced the idea of a holistic definition that extended beyond academic preparation into knowledge about the college application process, successful cognitive strategies, and key learning skills and techniques. A few attendees felt that a definition of college readiness should not be limited to a “Western framework”; they suggested that the concept should embrace the islands’ cultural norms and history.

Goodwin and her team had anticipated potential pushback on the general idea of creating a common definition of college readiness. A sensitive issue of particular arose when a few attendees suggested that Hawaiian cultural values needed to be embedded within the definition—something unique to Hawaii that mainland definitions do not appear to have. In response to this request, the state-level team will strive to be inclusive of the Native Hawaiian perspective as the process moves forward.

Feedback and Next Steps

The idea of holding an event like this can be daunting. Goodwin says, “I think, before the summit, we didn’t know who would be interested in attending it. In higher education, it is not clear how many [faculty] know about the new K–12 standards and assessments, or how they were relevant to their own work.” However, she reports that the summit indicated that participants were interested and wanted to be involved, and that, in addition to discussing the definition of college readiness itself, “we have a better understanding that people want more trainings, meetings, and discussions around alignment and the new standards and assessments.”

Feedback from attendees was fairly positive, and they especially appreciated increasing their understanding about the CCSS. Goodwin notes that because the day’s agenda was full, some topics covered only a cursory amount of information. For example, she feels that the summit could have been more thorough in explaining the new assessments and how they are connected to college readiness.

Bringing this many people together takes resources, and Goodwin notes that connecting people across the islands is an obstacle that is unique to Hawaii. For instance, flying people between islands can be

expensive. However, she feels that this event provided a much-needed face-to-face opportunity for people to express their opinions and hear others' concerns.

Reflecting on the summit, Goodwin says that it “went really smoothly” and that attendees seemed to appreciate the opportunity to learn more about the CCSS and related assessments, and what was already taking place in Hawaii—on both the K–12 and higher education sides of this work. It was also useful to have time to discuss what a common definition of college readiness means, what it should include, and how it will affect college and career readiness. Goodwin recognizes that the CCSS, with its national direction, poses new challenges. “It’s a game-changer,” she says, acknowledging the need for clear, accurate information and strong cross-sector collaboration in order to meet the challenges ahead. She sees her role as providing help and support for what people need in the form of increased information, convenings, trainings, and networking.

Considerations for Future Discussion

The purpose of this preliminary evaluation cycle was to reveal the organizational strategies that are being employed by the Core to College Initiative Alignment Directors (ADs) and to stimulate an exchange of ideas across states that could benefit Core to College over the longer term. This section discusses implications for how the states' current activities could inform and affect the Core to College work moving forward. WestEd's evaluation probed several angles to better understand the way in which ADs are organizing their work. Strategic planning is intertwined with stakeholder involvement, which in turn is combined with the organizational structures of education systems. The finding, in general terms, is that context matters a great deal, and that each AD is navigating his or her unique context thoughtfully, purposefully, and carefully to build partnerships and improve communication. We begin with a set of comments about the promise of the Learning Network and continue with specific insights that may be of use to the ADs as they continue their work within the context of their state systems.

An Early Look at the Promise of the Learning Network

WestEd's conversations with ADs suggest that the Learning Network is still in its earliest stages of formation. Universally, the ADs are interested in learning from each other, and there are several examples where cross-state communication has enabled sharing of ideas and specific work product. At the same time, communication as a network is relatively infrequent, but it is greatly appreciated when opportunities for it are provided.

The nutrition—e.g., resources, engagement guides, opportunities to share problems and solutions—for the Learning Network comes largely from the Education First technical assistance team, with support from the initiative's funders. The convening of the ADs for a two-day meeting in Indianapolis in August 2012 was well received; the opportunity to share information was welcome, and the face-to-face discussions undoubtedly set the stage for the ADs to work constructively together in the future.

At the same time, with one exception, sustained, repeated, in-depth collaboration across states that was fostered through the Learning Network was not observed. Dropbox, the online system currently employed by the Learning Network, functions as a helpful repository for documentation of efforts, but there is currently no indication that it has greater functionality in support of an online community across the ADs. Several occasions where

ADs were matched according to one state's need and another's expertise, through the assistance of the Education First coaches, were observed; this signals that the most helpful connections through the Learning Network will likely require a catalyst moving forward. As the content of the Core to College work deepens, and as the release of CCSS-aligned assessments continues to progress, it is expected that opportunities for cross-state work will expand. The role of the Education First coaches will continue to be pivotal as they make connections between activities across states, based on common themes that develop.

Additional Insights from Evaluation Cycle 1

- *Where the AD is situated matters.* The placement of an AD within a state system matters as relationships are developed and plans put in place for the next several years. How the ADs build momentum with colleagues in varying education sectors may depend on access to senior leaders and on the development of clear paths that show how each system will benefit from the Core to College implementation plans. Based on the placement of the AD within a state system, what particular bridge building between education sectors will be needed? Who will play central roles in those partnerships, and do those individuals have the authority to support, and interest in supporting, Core to College?
- *ADs have varying levels of authority within their systems.* Authority to convene stakeholders, to communicate deeply within some parts of the education systems, to help set agendas, and to develop and influence state policy in the long term around assessment and placement varies across the ADs. Some ADs are new to their states; others have been working within their systems for many years, with many colleagues, and on earlier work that is consistent with the intent of Core to College. This is not intended to be a criticism in any way, but an observation that could lead to new ways of thinking about the ADs' strategic work. What relationships are the most critical to develop early, and what will they mean to the long-term plan? Where are the existing alliances, and how can the AD join those teams to add momentum and clarify goals? The use of steering committees, (described on pp. 15–16) is one technique that several ADs have employed to bridge their work across systems and to include stakeholders in communication and planning; within these steering committee structures, clear role definitions and decision-making processes are essential.
- *Formal planning with stakeholders serves a catalytic function.* Significant variation in how formal and long-term planning processes are was observed across states. As essential as planning is to the success of each state team is the clear responsibility that stakeholders must have for specific outcomes around testing and placement. As the next year unfolds, WestEd will be interested in studying how the various education sectors within each state wrestle with specific assessment and alignment issues, including cut-

score adoption and institutional consistency in placement policy. How is the system responding to new information from PARCC and Smarter Balanced, and how do implementation steps change as a result? To this end, stakeholder engagement in the planning process will continue to be at the cornerstone of the Core to College work, and should not be limited to the early stages of planning. Rather, the long-term success of the initiative will depend, in large part, on how collaborating organizations are brought together, over time, to have a clear and significant stake in the initiative's outcomes.

- *Regional strategies and partnerships are critical.* In several states, WestEd learned how regional partnerships were being supported to not only further communication, but also to understand the implications of alignment work in local contexts. Examples that were provided focused on the mechanisms by which local campus teams, sometimes through regional consortia, were able to feed information back to ADs who work in the more centralized state systems. For example, in the absence of formalized state policy in the near term, how a particular community college district develops placement policies with local K–12 districts may be determined by regional partners. Moving to more uniform course placement agreements over time will be facilitated by the strength of existing collaborations. To facilitate the activity of local teams (course alignment, articulation agreements, curriculum review), several ADs reported small grant programs—awarding small cash grants to local teams to encourage collaborative planning and cooperation, and facilitating travel for in-person meetings.
- *In noisy systems, clear communication is key.* The evaluation observed the ADs fostering and brokering communication within their states. This communication is absolutely essential and points to the need for clear communication systems and outlets, particularly during the early stages of transition to the CCSS. Indications of how much information the ADs are trying to push out to seemingly engaged audiences include their many convenings and the launch of CCSS-related websites. WestEd recommends a clear and concerted effort around communication strategies, including a rethinking of how the PARCC and Smarter Balanced consortia information moves through the states' systems. Information comes through multiple paths, and it can become distorted as it travels through the complex agency infrastructures. Adding clarity to states' communication processes and finding points of convergence with PARCC and Smarter Balanced communications will be a substantial addition to the work scope of the ADs.

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Appendix A: Colorado: Postsecondary and Workforce Readiness Description

Postsecondary and Workforce Readiness Description

Adopted June 30, 2009

By the State Board of Education and the Colorado Commission on Higher Education

Description of PWR

“Postsecondary and workforce readiness” describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy.

To be designated as postsecondary and workforce ready, secondary students shall demonstrate that the following content knowledge and learning and behavior skills have been achieved without the need for remedial instruction or training. This demonstration includes the completion of increasingly challenging, engaging, and coherent academic work and experiences, and the achievement of proficiency shown by a body of evidence including postsecondary and workforce readiness assessments and other relevant materials that document a student’s postsecondary and workforce readiness.

I. Content Knowledge

Literacy

- Read fiction and non-fiction, understanding conclusions reached and points of view expressed
- Write clearly and coherently for a variety of purposes and audiences
- Use logic and rhetoric to analyze and critique ideas
- Access and use primary and secondary sources to explain questions being researched
- Employ standard English language properly and fluently in reading, writing, listening, and speaking

Mathematical Sciences

- Think critically, analyze evidence, read graphs, understand logical arguments, detect logical fallacies, test conjectures, evaluate risks, and appreciate the role mathematics plays in the modern world, i.e., be quantitatively literate
- Understand and apply algebraic and geometric concepts and techniques
- Use concepts and techniques of probability and statistics
- Apply knowledge of mathematics to problem solve, analyze issues, and make critical decisions that arise in everyday life

Science

- Think scientifically and apply the scientific method to complex systems and phenomena
- Use theoretical principles within a scientific field and relevant empirical evidence to make and draw conclusions
- Recognize that scientific conclusions are subject to interpretation and can be challenged
- Understand the core scientific concepts, principles, laws, and vocabulary, and how scientific knowledge is extended, refined, and revised over time

Social Studies and Social Sciences

- Identify and describe historical, social, cultural, political, geographical, and economic concepts
- Interpret sources, and evaluate evidence and competing ideas
- Build conceptual frameworks based on an understanding of themes and the overall flow of events
- Understand how government works in the United States and in other countries, the varying roles individuals may play in society, and the nature of civic responsibility
- Interpret information from a global and multicultural perspective

The Arts and Humanities

- Understand and appreciate how the arts and humanities (expressions of culture and identity through language, movement, sound, and visual representation) contribute to and shape culture and our understanding of culture
- Understand how the arts and literature are used as instruments of social and political thought
- Identify leading innovators in the arts and humanities and the contributions they have made to their respective art forms

II. Learning and Behavior Skills

Critical Thinking and Problem Solving

- Apply logical reasoning and analytical skills
- Conduct research using acceptable research methods
- Understand different research approaches
- Collect and analyze quantitative and qualitative data and research
- Evaluate the credibility and relevance of information, ideas, and arguments
- Discern bias, pose questions, marshal evidence, and present solutions

Find and Use Information/Information Technology

- Select, integrate, and apply appropriate technology to access and evaluate new information
- Understand the ethical uses of information
- Provide citations for resources

Creativity and Innovation

- Demonstrate intellectual curiosity
- Generate, evaluate, and implement new ideas and novel approaches
- Develop new connections where none previously existed

Global and Cultural Awareness

- Appreciate the arts, culture, and humanities
- Interact effectively with and respect the diversity of different individuals, groups, and cultures
- Recognize the interdependent nature of our world
- Understand how communicating in another language can improve learning in other disciplines and expand professional, personal, and social opportunities

Civic Responsibility

- Recognize the value of civic engagement and its role in a healthy democracy and civil society
- Be involved in the community and participate in its political life
- Balance personal freedom with the interests of a community

Work Ethic

- Plan and prioritize goals
- Manage time effectively
- Take initiative, and follow through
- Learn from instruction and criticism
- Take responsibility for completion of work
- Act with maturity, civility, and politeness
- Demonstrate flexibility and adaptability

Personal Responsibility

- Balance self-advocacy with the consideration of others
- Possess financial literacy and awareness of consumer economics
- Behave honestly and ethically
- Take responsibility for actions
- Understand the relevance of learning to postsecondary and workforce readiness
- Demonstrate awareness of and evaluate career options
- Attend to personal health and wellness

Communication

- Read, write, listen and speak effectively
- Construct clear, coherent, and persuasive arguments
- Communicate and interact effectively with people who have different primary languages

Collaboration

- Work effectively with others
- Acknowledge authority and take direction
- Cooperate for a common purpose
- Use teamwork and leadership skills effectively

Appendix B: North Carolina: Core to College Mission and Vision Statement

NORTH CAROLINA'S CORE TO COLLEGE GRANT

AN EFFORT TO PROMOTE GREATER POLICY ALIGNMENT ACROSS NC'S K-12 AND POSTSECONDARY EDUCATIONAL INSTITUTIONS

VISION:

North Carolina will create an effective and efficient system that prepares students for postsecondary success based on a coherent and consistent framework for what students should know and be able to do to graduate from high school ready for college and/or career success in the 21st century economy.

MISSION:

North Carolina's Core to College Grant promotes greater policy alignment across NC's K-12 and postsecondary educational institutions.

GOALS:

1. Increase educators' (K-12 and all levels of postsecondary), parents' and others' understandings of the Common Core State Standards and how they are to be implemented and impactful on the state of North Carolina.
 2. Create meaningful alignment between K-12 and postsecondary standards, assessments and expectations for student success.
 3. Adopt a set of policy recommendations supporting a common definition of career and college readiness.
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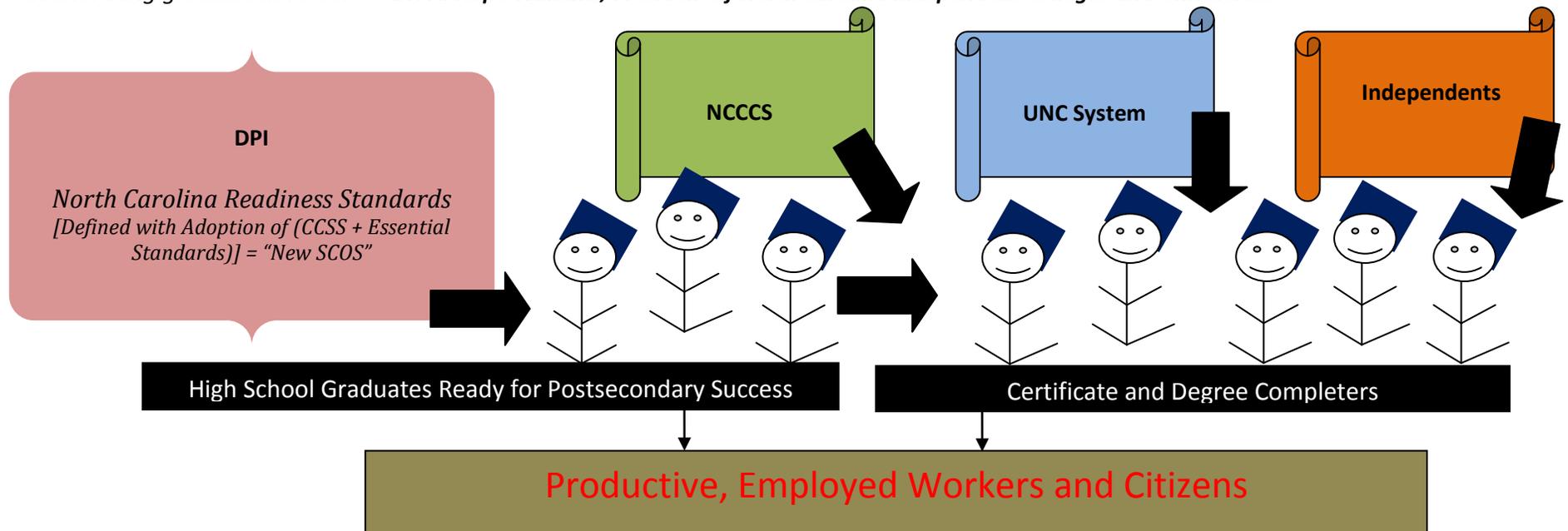
Adoption of Common Core State Standards Provides North Carolina an Opportunity to Get Students Ready for Success in the 21st Century Economy

“Defining college readiness continues to be a priority for North Carolina’s education systems. Together we are working toward improved assessments and increased student success. The Core-to-College Grant will help accelerate our work. The real winners will be our students who move successfully from high school to college.” -- Dr. Scott Ralls, President of the N.C. Community College System

“Over the past few years, we have been engaged in a groundbreaking effort to completely revise the curriculum and testing program in North Carolina. Universities and community colleges have been important partners in this work, and we look forward to using this grant as we continue to focus on building a seamless system of education that will prepare students at every level for their next step, whether it is college, job training or entering the workforce.”-- Dr. June Atkinson, State Superintendent of Public Instruction

“Student success is core to North Carolina’s future, and we are confident our work with Core-to-College will allow our state to serve as a model for others. We have a strong group of educational partners who are committed to the goal of improving student outcomes. The activities of this grant will help bolster our ability to achieve that goal.” -- Thomas W. Ross, President of the University of North Carolina

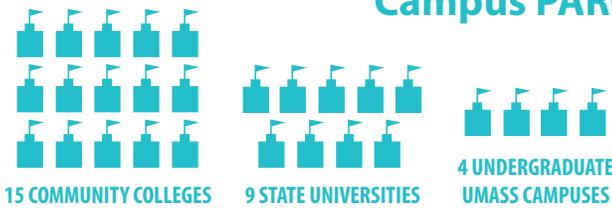
“The Core to College planning effort in North Carolina is a true partnership among all four sectors of education. With all of us working toward the goal of student success, North Carolina will benefit through lower education costs, economic growth, job development, and accelerating graduation rates.” -- Dr. A. Hope Williams, President of North Carolina Independent Colleges and Universities



Appendix C: Massachusetts: CCSS and PARCC Decision Structure

The following infrastructure has been designed to develop and implement activities pertaining to realizing the goal of the Common Core State Standards and PARCC assessments—to identify students who are college- and career-ready. From time to time, all interested Massachusetts stakeholders will also be able to participate, obtain information and contribute to PARCC work via regional meetings, webinars and online surveys, respectively.

Campus PARCC Engagement Teams



Each president and chancellor is asked to appoint a Campus PARCC Engagement Team to discuss the definition of college readiness in a way that incorporates perspectives from campus and K-12 stakeholders. The composition of the team will be determined at the campus level. Suggestions are that the team include higher education and K-12 faculty in English, mathematics, arts and sciences as well as faculty from school of education where applicable. The four UMass campuses plan to coordinate their efforts under the leadership of the President's Office.

The Campus PARCC Engagement Teams will work with:

PARCC Lead Content Faculty Team



One mathematics and one English faculty member from each higher education segment will form the six-person PARCC Lead Content Faculty Team.

Regional Readiness Centers



The Commonwealth's Readiness Centers are multi-stakeholder (P-16) entities designed to serve as conduits to inform and facilitate professional development for faculty from all three education segments. Each Readiness Center is housed at a public higher education campus and will convene its region's engagement teams to discuss PARCC-related issues.

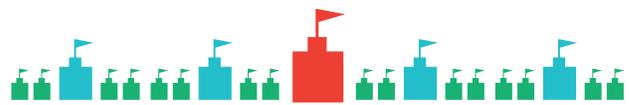
To hold discussions on the definition of college readiness, implications of the transition to the Common Core state standards, and the development and implementation of PARCC at:

The local level



Faculty disciplinary discussions between individual campuses and feeder high schools

The regional level



Higher education/K-12 discussions convened by the Regional Readiness Centers at least annually

Feedback from these discussions will then flow to the state level, beginning with:

Massachusetts PARCC Coordinating Council



The Commissioners of Higher Education and Elementary & Secondary Education and PARCC Lead Content Faculty form the Massachusetts PARCC Coordinating Council, represent the Commonwealth on PARCC national leadership teams, and work to coordinate higher education/K-12 state goals involving the transition to Common Core standards and PARCC. Representative presidents from each segment of public higher education and senior K-12 administrators will also participate on the Council.

The Council is supported by a Higher Education and a K-12 Staff Coordinator.

The Massachusetts PARCC Coordinating Council will consult with:

K-12 Education Associations

Superintendents, principals and teachers are key influencers and decision-makers for the state's locally controlled school districts. Outreach will occur regularly through conference calls, emails or meetings and will keep them informed of the progress on PARCC assessments and emerging supports and interventions.

the Vision Project College Participation Advisory Group

Members of the group are from K-12 and higher education and were appointed by the Commissioners to focus on strategies that will advance college readiness and eliminate college participation disparities among the Commonwealth's population groups. They will provide feedback to the Commissioners on policies and practices that involve alignment of K-12 and higher education.

Other Stakeholder Groups

State associations that represent business and industry, parents, and community groups will have the opportunity to review and provide feedback on the proposed shared definition of college readiness. Examples of these associations include Mass Business Alliance for Education, Mass Competitive Partnership Council, Parent Teacher Organizations (PTO), Interfaith Councils, and the Massachusetts Educational Opportunity Association.

The collective feedback from all of these groups will then flow from the Massachusetts PARCC Coordinating Council to:

State Boards of Education



The Massachusetts Board of Higher Education and Massachusetts Board of Elementary & Secondary Education will coordinate policy that focuses on the development and implementation of college readiness standards and policy related to PARCC.

Appendix D: Louisiana: 2-Year Campus Project Management Plan Template

CAMPUS PROJECT MANAGEMENT PLAN

Common Core State Standards, PARCC, & COMPASS: K-12/Postsecondary Alignment

February 1, 2012 – October 31, 2014 (Revised 3.20.12)

NAME OF TWO-YEAR COLLEGE:	
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A. Goals:

- Goal 1:** CCSS/Assessments: Successful implementation of Common Core State Standards/aligned assessments.
- Goal 2:** K-12 & Post-secondary Ownership: Shared ownership of college readiness by K-12 and post-secondary sectors.

B. Outcomes:

- Outcome #1:** Statewide definition of “college readiness”
- **Progress Indicator:** All twelve two-year and community colleges will create PARCC Campus Leadership Teams by March 1, 2012.
 - **Progress Indicator:** All two- and four-year institutions plus K-12 partners will reach consensus on a listing of competencies for a statewide definition of “college readiness” for English I and College Algebra by July 1, 2012.

Outcome #2: K-12/postsecondary alignment to Common Core State Standards in:

- Academic courses/sequences & teacher development
 - **Progress Indicator:** All two-year and community colleges plus universities will align teacher preparation course syllabi to the CCSS by June 30, 2012.
 - **Progress Indicator:** All two-year and community colleges plus universities will begin implementing the new teacher preparation course syllabi by the beginning of the fall 2012 semester.
 - **Progress Indicator:** All two-year and community colleges plus universities will align mathematics and English course syllabi and course sequences in arts/science departments to the CCSS by June 30, 2013.
 - **Progress Indicator:** All two-year and community colleges plus universities will begin implementing the realigned mathematics and English course syllabi and course sequences in arts/science departments by the beginning of the fall 2013 semester.
- Data and accountability
 - **Progress Indicator:** All two-year and community colleges plus universities with teacher preparation programs plus PK-12 partners will reach consensus on a list of types of drill down data for the PARCC assessments to be provided to teachers and teacher preparation programs to better interpret value-added results and submit the list to PARCC test developers by June 30, 2012.

Outcome #3: Postsecondary institutions use CCSS assessment to determine readiness for credit bearing course enrollment (2015 or later)

- **Progress Indicator:** All two- and four- year institutions will have a minimum of one faculty member who will be involved in PARCC research activities by June 30, 2014 to develop and/or validate the new PARCC assessments.
- **Progress Indicator:** The State will articulate the relationship between the PARCC assessment and existing college ready assessments (e.g., ACT, PSAT, SAT, etc.) by June 30, 2014. (If research data are not available, this timeline will need to be extended to a date when the data are available.)

C. Project Description

Deep collaboration already exists in the state as K-12 and higher education have worked together to create articulation and transfer arrangements that impact all parts of the state. Louisiana is one of the Governing States for the Partnership for Assessment of Readiness for College and Careers (PARCC) and has made a commitment to be involved in the development and implementation of the new assessments. A decision has been made by the Louisiana Board of Regents and Louisiana Department of Education to jointly involve PK-12 educators, arts/science faculty, education faculty, other education leaders, and local communities in the PARCC alignment/assessment work since two-year and community colleges plus universities are recipients of college ready high school students and also produce the teachers who prepare students to be college ready.

The State has already convened university chancellors/presidents from four-year institutions to deepen their understanding of the Common Core State Standards and PARCC assessments and to discuss their roles/responsibilities. However, needs exist to involve all two-year and community colleges in the work and involve more faculty and K-12 teachers in alignment/assessment activities. This initiative will assist Louisiana in addressing those needs while building upon an infrastructure that has already been created to address articulation/transfer, the Common Core State Standards and PARCC assessments. Louisiana is also in the process of adopting new evaluation standards for teachers and educational leaders (COMPASS – Teacher Evaluation) and aligning the PK-12 curriculum to the new Common Core State Standards (CCSS). A need now exists for all teacher preparation programs to integrate COMPASS – Teacher Evaluation, PARCC, and CCSS into the university curriculum.

The Project Management Plan will help to address these needs.

D. Deliverables

1.	List of Communication Activities Regarding PARCC and Common Core State Standards
2.	List of Core Competencies and Evidence for College Algebra
3.	List of Core Competencies and Evidence for English Composition I
4.	List of Opportunities for Common Core State Standards, PARCC, and COMPASS – Teacher Evaluation Faculty Development
5.	College of Education CCSS, PARCC, and COMPASS – Teacher Evaluation Alignment of Syllabi and Implementation Documentation
6.	College of Arts/Science CCSS/PARCC Alignment of Syllabi and Implementation Documentation
7.	List of Professional Development Needs and Resources
8.	List of Faculty Participating in Research
9.	Four-Year Contracts for Grant Funds

E. Challenge(s)

Initiative Challenge		Strategies to Address the Challenge
1.	This initiative is dependent upon the active engagement of the PARCC Campus Leadership teams and other faculty within the two- and four-year institutions.	Direct communication will occur between the Louisiana Board of Regents, campus chief academic officers and team members pertaining to the implementation of the activities.
2.	The success of this initiative is dependent upon complete implementation of the details of the plan.	A contact person on each campus will report to the chief academic officer and be accountable for the completion of the activities within the campus plans.

F. Barrier(s)

Initiative Barrier		Strategy to Address the Barrier
1.	Two-year college faculty do not currently possess a thorough understanding of the shifts that need to occur to effectively address the Common Core State Standards and COMPASS - Teacher Evaluation when preparing new teachers.	Each campus will be provided additional state funds from February 1, 2012 to June 30, 2012 for the specific purpose of providing professional development regarding the Common Core State Standards and COMPASS – Teacher Evaluation for university faculty.

G. Project Organization

Role	Description	Staff Assigned
Authorized Agency Official	Has ultimate authority over and is responsible for a project and/or a program, its scope and deliverables.	
PARCC Campus Leadership Team Coordinator	Develops and maintains project plan and project schedules, executes project reviews, tracks and disposes of issues and change requests, manages the budget, and is responsible for overall quality of the deliverables.	
PARCC Campus Leadership Team	Is responsible for performing the activities necessary for implementation of the project.	
Key Partners	Is responsible for implementing activities.	
Experts	Provides expert understanding of their organizations and represents area for which the project is intended to support/serve.	

H. Deliverables and Activities

	Deliverable(s) and Activities	Responsible Person	Start Date	Projected End Date	Actual Completion Date
1.0	List of Communication Activities Regarding PARCC and Common Core State Standards				
1.1	Attain information to oversee the communication of information about the Common Core State Standards (CCSS), PARCC assessments, college readiness definitions to university, and PK-12 partners through state and campus convenings and oversee the coordination of activities.				
1.1.1	View the webinar entitled “Board of Regents Assessment CCSS/PARCC Assessment Webinar (July 25, 2011)” on the Louisiana Department of Education web site at the following URL: http://www.doe.state.la.us/topics/ccss_assessment_training.html	PARCC Campus Leadership Team	2/9/12	2/29/12	
1.1.2	Participate in a state meeting in Baton Rouge, LA with all two-year colleges to attain in-depth information about PARCC, Common Core State Standards, and LA COMPASS and develop an understanding of roles/responsibilities of PARCC Campus Leadership Teams.	PARCC Campus Leadership Team	3/23/12	3/23/12	
1.2	Provide communication to faculty about PARCC.				
1.2.1					
1.2.2					
1.2.3					
1.3	Provide Communication to faculty about Common Core State Standards and COMPASS – Teacher Evaluation.				
1.3.1					
1.3.2					
1.3.3					
2.0	List of Core Competencies and Evidence for College Algebra				
2.1	Receive a matrix from the State Lead that contains a list of common Statewide Course Descriptors for College Algebra, a list of core competencies for PARCC assessments, and examples of evidence of mastery.	Chief Academic Officer	3/13/12	3/13/12	
2.2	Review the matrix and reach consensus on a set of core competencies and evidence in mathematics reflected in the CCSS that signal that a student is on-track to be college-ready.	PARCC Campus Leadership Team	3/13/12	4/30/12	
2.2.1					
2.2.2					
2.2.3					
2.2.4					
2.4	Submit a set of core competencies and types of evidence to the State Lead.	PARCC Campus Leadership Team	4/30/12	4/30/12	
2.5	Participate in a state meeting to reach consensus on core competencies and college-readiness standards (e.g., evidence) acceptable to all college and universities within Louisiana.	PARCC State and Campus Leadership	6/01/12	6/29/12	

		Teams			
3.0	List of Core Competencies and Evidence for English Composition I				
3.1	Receive a matrix from the State Lead that contains a list of common Statewide Course Descriptors for English I, a list of core competencies for PARCC assessments, and examples of evidence of mastery.	Chief Academic Officer	3/13/12	3/13/12	
3.2	Review the matrix and reach consensus on a set of core competencies and evidence in English I reflected in the CCSS that signal that a student is on-track to be college-ready.	PARCC Campus Leadership Team	3/13/12	4/30/12	
	3.2.1				
	3.2.2				
	3.2.3				
	3.2.4				
3.3	Submit set of core competencies and types of evidence to the State Lead.	PARCC Campus Leadership Team	4/30/12	4/30/12	
3.4	Participate in a state meeting to reach consensus on core competencies and college-readiness standards (e.g., evidence) acceptable to all college and universities within Louisiana.	PARCC State and Campus Team	6/01/12	6/29/12	
4.0	List of Opportunities for Common Core State Standards, PARCC, and COMPASS – Teacher Evaluation Faculty Development				
4.1					
4.2					
4.3					
4.4					
4.5					
4.6	Finalize the list of completed professional development opportunities for faculty.	PARCC Campus Leadership Team	6/30/12	6/30/12	
5.0	College of Education CCSS/PARCC/COMPASS – Teacher Evaluation Alignment of Syllabi and Implementation Documentation				
5.1	Realign the teacher preparation curriculum to prepare pre-service teachers to teach to the new CCSS, COMPASS – Teacher Evaluation, and assessments to begin implementation during fall 2012.	PARCC Campus Leadership Team	2/09/12	10/15/12	
	5.1.1				
	5.1.2				
	5.1.3				
	5.1.4				
5.2	Submit “syllabi and implementation documentation.”		10/15/12	10/15/12	
5.3	Submit a Year Two Project Management Plan to identify the process that will be used to implement the realigned teacher preparation curriculum during spring 2013, summer 2013, and fall 2013.	Chief Academic Officer	10/15/12	10/15/12	
5.4	Submit a Year Three Project Management Plan to identify the process that will be used to implement the realigned teacher preparation curriculum during spring 2014, summer 2014, and fall 2014.	Chief Academic Officer	10/15/13	10/15/13	
6.0	College of Arts/Sciences CCSS/PARCC Alignment of Syllabi Documentation				
6.1	Meet to begin aligning arts/science courses in Mathematics and English with CCSS, PARCC, & COMPASS.	Math and English Faculty Members	7/01/12	9/30/13	
	6.1.1				

	6.1.2					
	6.1.3					
	6.1.4					
6.2	Submit a Year Two Project Management Plan to finalize plans to align arts/science courses in Mathematics and English with CCSS, PARCC, & COMPASS and begin to implement the new courses during fall 2013.		PARCC Campus Leadership Team	10/15/12	10/15/12	
6.3	Submit a Year Three Project Management Plan to implement realigned Arts/Science courses in Mathematics and English during spring 2014, summer 2014, and fall 2014.		PARCC Campus Leadership Team	10/15/13	10/15/13	
7.0	List of Professional Development Needs and Resources					
7.1	Begin to identify needs for professional development and available resources for new teachers, experienced teachers, and remedial/developmental education instructors to alter practices to address the CCSS and PARCC assessment.		PARCC Campus Leadership Team	7/01/12	9/30/12	
	7.1.1					
	7.1.2					
	7.1.3					
	7.1.4					
7.2	Continue to identify professional development needs and available resources during Year Two for new teachers, experienced teachers, and remedial/developmental education instructors to alter practices to address the CCSS and PARCC assessment and begin to implement during fall 2013.		PARCC Campus Leadership Team	10/1/12	9/30/13	
7.3	Implement professional development for new teachers, experienced teachers, and remedial/developmental education instructors during Year Three to alter practices to address the CCSS and PARCC assessment.		PARCC Campus Leadership Team	10/1/13	9/30/14	
9.0	List of Faculty Participating in Research					
8.1	Identify a minimum of one faculty member per university during Year Two to participate in research studies to create assessment items and/or validate PARCC assessment results.		PARCC Campus Leadership Team	10/1/12	9/30/13	
8.2	Identify a minimum of one faculty member per university during Year Three to participate in research studies to create assessment items and/or validate PARCC assessment results.		PARCC Campus Leadership Team	10/1/13	9/30/14	
9.0	Two-Year Contracts for Grant Funds					
9.1	Submit Year One Project Management Plans and budgets.		Chief Academic Officer	2/09/12	2/22/12	
9.2	Submit signed contracts.		Chief Academic Officer	2/09/12	2/28/12	
9.3	Submit Year One CITAL Expenditure Report.		Chief Academic Officer	7/15/12	7/15/12	
9.4	Submit Year One Project Management Plan Progress Report and Year One CTC Expenditure Report		Chief Academic Officer	10/15/12	10/15/12	
9.5	Submit Year Two Project Management Plan, Year Two CTC Budget, and Year Two CTC Budget Narrative		Chief Academic Officer	10/15/12	10/15/12	
9.6	Sign amendments to increase contract amount for second year of grant (2012/13) and attain approval.		Chief Academic Officer	11/1/12	11/30/12	
9.7	Submit Year Two Project Management Plan Progress Report and Year Two CTC Expenditure Report.		Chief Academic Officer	10/15/13	10/15/13	
9.8	Submit Year Three Project Management Plan, Year Three CTC Budget, and Year Three CTC		Chief Academic	10/15/13	10/15/13	

	Budget Narrative.	Officer			
9.9	Sign amendments to increase contract amount for third year of grant (2013/14) and attain approval.	Chief Academic Officer	11/01/13	11/30/13	
9.10	Submit Year Three Project Management Plan Progress Report and Year Three CTC Expenditure Report.	Chief Academic Officer	10/31/14	10/31/14	
9.11	Submit Final Expenditure Report (Must include all three years)	Chief Academic Officer	10/31/14	10/31/14	

Note: All items highlighted in yellow do not need to be addressed until Year Two and Year Three of the grant.

Appendix E: Louisiana: 4-Year Campus Project Management Plan Template

CAMPUS PROJECT MANAGEMENT PLAN (UNIVERSITIES)

Common Core State Standards, PARCC Assessments & COMPASS: K-12/Postsecondary Alignment

July 1, 2012 – October 31, 2014

NAME OF UNIVERSITY:	
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A. Goals:

- Goal 1:** CCSS/Assessments: Successful implementation of Common Core State Standards/aligned assessments.
- Goal 2:** K-12 & Post-secondary Ownership: Shared ownership of college readiness by K-12 and post-secondary sectors.

B. Outcomes:

- Outcome #1:** Statewide definition of “college readiness”
- **Progress Indicator:** All twelve two-year and community colleges will create PARCC Campus Leadership Teams by September 1, 2012.
 - **Progress Indicator:** All two- and four-year institutions plus K-12 partners will reach consensus on a listing of competencies for a statewide definition of “college readiness” for English I and College Algebra by December 31, 2012.

Outcome #2: K-12/postsecondary alignment to Common Core State Standards in:

- Academic courses/sequences & teacher development
 - **Progress Indicator:** All two-year and community colleges plus universities will align teacher preparation course syllabi to the CCSS by June 30, 2013.
 - **Progress Indicator:** All two-year and community colleges plus universities will begin implementing the new teacher preparation course syllabi by the beginning of the fall 2013 semester.
 - **Progress Indicator:** All two-year and community colleges plus universities will align mathematics and English course syllabi and course sequences in arts/science departments to the CCSS by June 30, 2013.
 - **Progress Indicator:** All two-year and community colleges plus universities will begin implementing the realigned mathematics and English course syllabi and course sequences in arts/science departments by the beginning of the fall 2013 semester.
- Data and accountability
 - **Progress Indicator:** All two-year and community colleges plus universities with teacher preparation programs plus PK-12 partners will reach consensus on a list of types of drill down data for the PARCC assessments to be provided to teachers and teacher preparation programs to better interpret value-added results and submit the list to PARCC test developers by June 30, 2013.

Outcome #3: Postsecondary institutions use CCSS assessment to determine readiness for credit bearing course enrollment (2015 or later)

- **Progress Indicator:** All two- and four- year institutions will have a minimum of one faculty member who will be involved in PARCC research activities by June 30, 2014 to develop and/or validate the new PARCC assessments.
- **Progress Indicator:** The State will articulate the relationship between the PARCC assessment and existing college ready assessments (e.g., ACT, PSAT, SAT, etc.) by June 30, 2014. (If research data are not available, this timeline will need to be extended to a date when the data are available.)

C. Project Description

Deep collaboration already exists in the state as K-12 and higher education have worked together to create articulation and transfer arrangements that impact all parts of the state. Louisiana is one of the Governing States for the Partnership for Assessment of Readiness for College and Careers (PARCC) and has made a commitment to be involved in the development and implementation of the new assessments. A decision has been made by the Louisiana Board of Regents and Louisiana Department of Education to jointly involve PK-12 educators, arts/science faculty, education faculty, other education leaders, and local communities in the PARCC alignment/assessment work since two-year and community colleges plus universities are recipients of college ready high school students and also produce the teachers who prepare students to be college ready.

The State has already convened university chancellors/presidents to deepen their understanding of the Common Core State Standards and PARCC assessments and to discuss their roles/responsibilities. However, needs exist to involve all two-year and community colleges in the work and involve more faculty and K-12 teachers in alignment/assessment activities. This initiative will assist Louisiana in addressing those needs while building upon an infrastructure that has already been created to address articulation/transfer, the Common Core State Standards and PARCC assessments. Louisiana is also in the process of adopting new evaluation standards for teachers and educational leaders (COMPASS) and aligning the PK-12 curriculum to the new Common Core State Standards (CCSS). A need now exists for all teacher preparation programs to integrate COMPASS, PARCC, and CCSS into the university curriculum.

The Project Management Plan will help to address these needs.

D. Deliverables

1.	List of Communication Activities Regarding PARCC and Common Core State Standards
2.	List of Core Competencies and Evidence for College Algebra
3.	List of Core Competencies and Evidence for English Composition I
4.	List of Opportunities for Common Core State Standards, PARCC, and COMPASS Faculty Development
5.	College of Education CCSS/Assessment Alignment of Syllabi and Implementation Documentation
6.	College of Arts/Science CCSS/Assessment Alignment of Syllabi and Implementation Documentation
7.	List of Professional Development Needs and Resources
8.	List of Drill Down Data Needs
9.	List of Faculty Participating in Research
10.	Four-Year Contracts for Grant Funds

E. Challenge(s)

Initiative Challenge		Strategies to Address the Challenge
1.	This initiative is dependent upon the active engagement of the PARCC Campus Leadership teams and other faculty within the four-year institution.	Direct communication will occur between the Louisiana Board of Regents, campus chief academic officers, and college of education deans pertaining to the implementation of the activities.
2.	The success of this initiative is dependent upon complete implementation of the details of the plan.	A contact person on each campus will report to the chief academic officer/college of education dean and be accountable for the completion of the activities within the campus plans.

F. Barrier(s)

Initiative Barrier		Strategy to Address the Barrier
1.	Two- and four-year college faculty do not currently possess a thorough understanding of the shifts that need to occur to effectively address the Common Core State Standards when preparing new teachers.	Each campus will provide opportunities for professional development regarding the Common Core State Standards and COMPASS for faculty.

G. Project Organization

Role	Description	Staff Assigned
Authorized Agency Official	Has ultimate authority over and is responsible for a project and/or a program, its scope and deliverables.	
PARCC Campus Leadership Team Coordinator	Develops and maintains project plan and project schedules, executes project reviews, tracks and disposes of issues and change requests, manages the budget, and is responsible for overall quality of the deliverables.	
Project Team	Is responsible for performing the activities necessary for implementation of the project.	
Key Partners	Is responsible for implementing activities at the campus levels and within the Louisiana Department of Education.	
Experts	Provides expert understanding of their organizations and represents area for which the project is intended to support/serve.	

H. Deliverables and Activities

	Deliverable(s) and Tasks	Responsible Person	Start Date	Projected End Date	Actual Completion Date
1.0	List of Communication Activities Regarding PARCC and Common Core State Standards				
1.1	Oversee the communication of information about the Common Core State Standards (CCSS), PARCC assessments, college readiness definitions to university, and PK-12 partners through state and campus convenings and oversee the coordination of activities.	College of Education Dean	7/1/12	10/15/14	
	1.1.1				
	1.1.2				
	1.1.3				
1.2	Provide communication about PARCC.				
	1.2.1				
	1.2.2				
	1.2.3				
1.3	Provide Communication about Common Core State Standards and COMPASS.				
	1.3.1				
	1.3.2				
	1.3.3				
2.0	List of Core Competencies and Evidence for College Algebra				
2.1	Provide input into the development of core competencies and college readiness standards acceptable to all colleges and universities in Louisiana.	College of Education Dean	7/1/12	12/31/12	
2.2					
2.3					
3.0	List of Core Competencies and Evidence for English Composition I				
3.1	Provide input into the development of core competencies and college readiness standards acceptable to all colleges and universities in Louisiana.	College of Education Dean	7/1/12	12/31/12	
3.2					
3.3					
4.0	List of Opportunities for Common Core State Standards, PARCC, and COMPASS Faculty Development				
4.1	Provide faculty with professional development opportunities pertaining to the CCSS, PARCC, and Compass.	College of Education Dean	7/1/12	6/30/13	
4.2					
4.3					
4.4					
4.5					
4.6	Finalize the list of completed professional development opportunities for faculty.	PARCC Campus	6/30/13	6/30/13	

		Leadership Team			
5.0	College of Education CCSS/Assessment/COMPASS Alignment of Syllabi and Implementation Documentation				
5.1	Realign the teacher preparation curriculum to prepare pre-service teachers to teach to the new CCSS, COMPASS, and assessments to begin implementation during fall 2013.	PARCC Campus Leadership Team	7/1/12	6/30/13	
	5.1.1				
	5.1.2				
	5.1.3				
	5.1.4				
5.2	Submit “syllabi and implementation documentation.”		10/15/13	10/15/13	
5.3	Submit a Year Two Project Management Plan to identify the process that will be used to implement the realigned teacher preparation curriculum during spring 2013, summer 2013, and fall 2013.	College of Education Dean	10/15/12	10/15/12	
5.4	Submit a Year Three Project Management Plan to identify the process that will be used to implement the realigned teacher preparation curriculum during spring 2014, summer 2014, and fall 2014.	College of Education Dean	10/15/13	10/15/13	
6.0	College of Arts/Sciences CCSS/Assessment Alignment of Syllabi Documentation				
6.1	Realign arts/science courses in Mathematics and English with CCSS, PARCC, & COMPASS.	Math and English Faculty Members	7/1/12	10/15/14	
	6.1.1				
	6.1.2				
	6.1.3				
	6.1.4				
6.2	Submit a Year Two Project Management Plan to finalize plans to align arts/science courses in Mathematics and English with CCSS, PARCC, & COMPASS and begin to implement the new courses during fall 2013.	PARCC Campus Leadership Team	10/15/12	10/15/12	
6.3	Submit a Year Three Project Management Plan to implement realigned Arts/Science courses in Mathematics and English during spring 2014, summer 2014, and fall 2014.	PARCC Campus Leadership Team	10/15/13	10/15/13	
7.0	List of Professional Development Needs and Resources				
7.1	Begin to identify needs for professional development and available resources for new teachers, experienced teachers, and remedial/developmental education instructors to alter practices to address the CCSS and PARCC assessment.	PARCC Campus Leadership Team	7/1/12	9/30/12	
	7.1.1				
	7.1.2				
	7.1.3				
	7.1.4				
7.2	Continue to identify professional development needs and available resources during Year Two for new teachers, experienced teachers, and remedial/developmental education instructors to alter practices to address the CCSS and PARCC assessment and begin to implement during fall 2013.	PARCC Campus Leadership Team	10/1/12	9/30/13	
7.3	Implement professional development for new teachers, experienced teachers, and remedial/developmental education instructors during Year Three to alter practices to address the CCSS and PARCC assessment.	PARCC Campus Leadership Team	10/1/13	9/30/14	
8.0	List of Drill Down Data Needs				

8.1	Participate in state meeting to identify types of drill down data needed for new PARCC assessments to help teachers and teacher preparation programs improve practices.	State Lead and State Research Team Members	7/1/12	6/30/13	
8.2	Submit list of drill down data needs to PARCC Governing Board.	State Lead	7/1/12	9/30/13	
9.0	List of Faculty Participating in Research				
9.1	Identify a minimum of one faculty member per university during Year Two to participate in research studies to create assessment items and/or validate PARCC assessment results.	PARCC Campus Leadership Team	10/1/12	9/30/13	
9.2	Identify a minimum of one faculty member per university during Year Three to participate in research studies to create assessment items and/or validate PARCC assessment results.	PARCC Campus Leadership Team	10/1/13	9/30/14	
10.0	Two- and Four-Year Contracts for Grant Funds				
10.1	Submit Year One Project Management Plans and budgets.	College of Education Dean	7/6/12	7/20/12	
10.2	Submit signed contracts.	College of Education Dean	7/6/12	7/27/12	
10.3	Submit invoices to State for Year One expenditures quarterly. (Private Universities Only)	Private Campuses	7/6/12	10/15/12	
10.5	Submit Year One Project Management Plan Progress Report and Year One CCSS Expenditure Report	College of Education Dean	10/15/12	10/15/12	
10.6	Submit Year Two Project Management Plan, Year Two CCSS Budget, and Year Two CCSS Budget Narrative	College of Education Dean	10/15/12	10/15/12	
10.7	Sign amendments to increase contract amount for second year of grant (2012/13) and attain approval.	College of Education Dean	11/1/12	11/30/12	
10.8	Submit invoices to State for Year Two expenditures quarterly. (Private Universities Only)	Private Campuses	10/01/13	9/30/13	
10.9	Submit Year Two Project Management Plan Progress Report and Year Two CCSS Expenditure Report.	College of Education Dean	10/15/13	10/15/13	
10.10	Submit Year Three Project Management Plan, Year Three CCSS Budget, and Year Three CCSS Budget Narrative.	College of Education Dean	10/15/13	10/15/13	
10.11	Sign amendments to increase contract amount for second year of grant (2012/13) and attain approval.	College of Education Dean	11/1/13	11/30/13	
10.12	Submit invoices to State for Year Three expenditures quarterly. (Private Universities Only)	Private Campuses	10/01/13	9/30/14	
10.13	Process invoices for payment quarterly.	College of Education Dean	10/01/13	9/30/14	
10.14	Submit Year Three Project Management Plan Progress Report and Year Three CCSS Expenditure Report.	College of Education Dean	10/31/14	10/31/14	
10.15	Submit Final Expenditure Report (Must include all three years)	College of Education Dean	10/31/14	10/31/14	

Note: All items highlighted in yellow do not need to be addressed until Year Two and Year Three of the grant.