

Common Core Postsecondary Collaborative

Year One Learning Lab
April 25, 2013

Sheraton Wild Horse Pass
Chandler, Arizona



NATIONAL
GOVERNORS
ASSOCIATION

NASH
NATIONAL ASSOCIATION OF SYSTEM HEADS



U.S. EDUCATION
DELIVERY INSTITUTE

At this Learning Lab, we will share and discuss...



An Overview of Common Core Postsecondary Collaboration

Taking Stock of Postsecondary Collaboration in Common Core

Policy and Decision Mapping

Communications and Engagement

Planning and Implementation

Integrating Decisions and Communications

Our agenda for this Learning Lab includes...



Day One **Session**

8:30 – 10:25	Welcome & Introductions Taking Stock, Part One
10:25 – 10:40	Break
10:40 – 1:10	Taking Stock, Part 2
11:10 – 12:15	Policy and Decision Mapping
12:15 – 1:00	Lunch
1:00 – 2:30	Communications and Engagement
2:50 – 5:30	Team Session

Day Two **Session**

8:30 – 10:00	Integrating Decisions and Communications
10:00 – 11:30	Designing a Collaborative Communications Strategy
11:30 – 12:00	Wrap-up and Closing Remarks

Common Core Postsecondary Collaborative Overview

Purpose: Create and apply *an integrated implementation framework* for postsecondary-related aspects of the Common Core State Standards and related assessments.



Managing partner; Communications lead

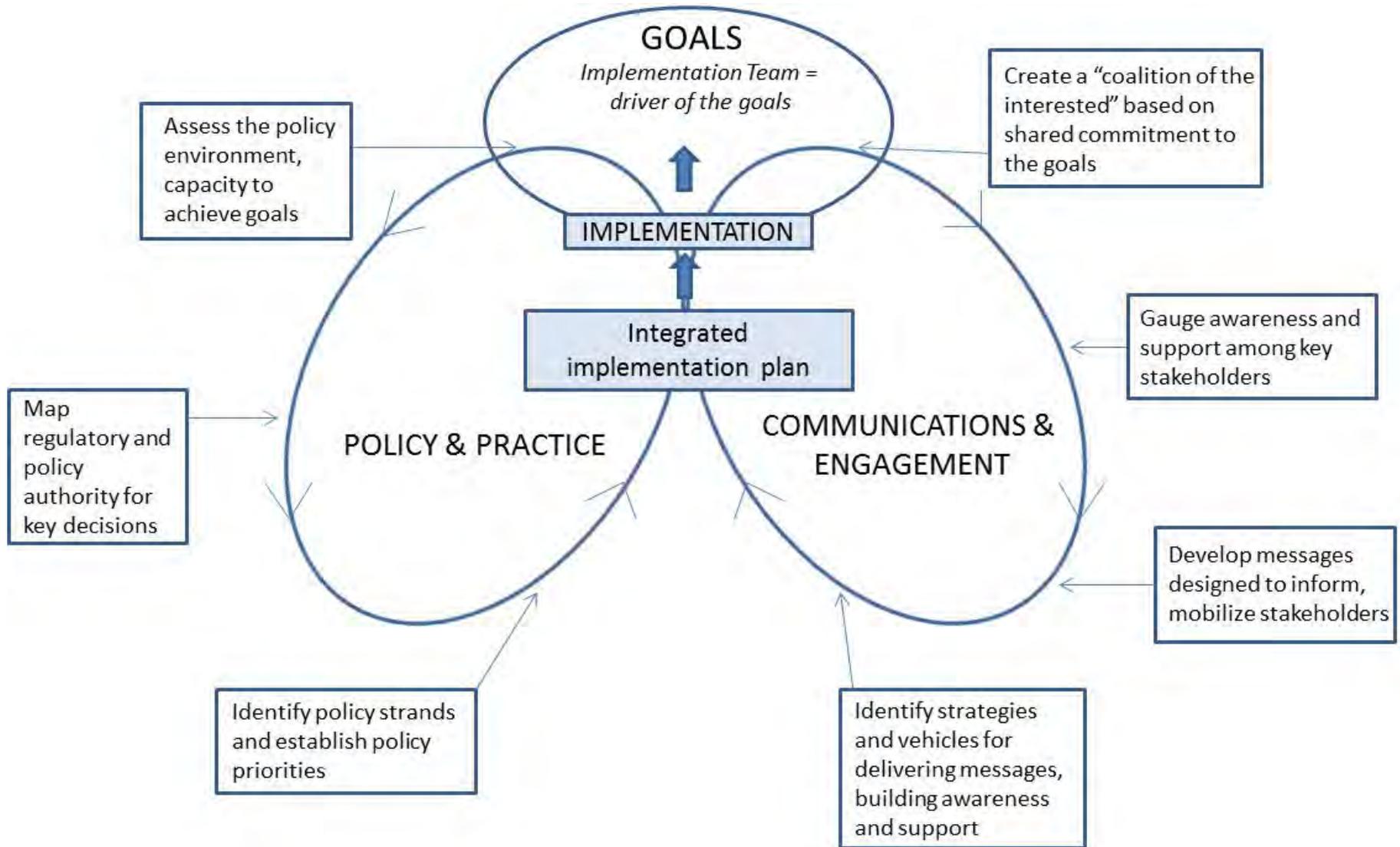


Implementation planning lead



Policy and decision-making lead

Common Core Postsecondary Collaborative Overview



Headlines

- Building real postsecondary **knowledge and ownership will take time**
- The **decision-making environment is murky**
- **Policy implementation is a bigger challenge** than policy development
- Postsecondary is focusing on the assessments (as opposed to the standards); this may be **fueling a “wait and see” approach on some key decisions**
- **Capacity to implement is thin in places**



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Postsecondary Collaboration

**Taking Stock of Postsecondary
Collaboration in Common Core**

Policy and Decision Mapping

Communications and Engagement

Planning and Implementation

Integrating Decisions and
Communications

Implementing the Common Core in Postsecondary Education

Setting up Collaboration with K-12 in various policy areas:

Define College Readiness

Coming to an agreement about the skills and competencies needed to begin college level work

Align curriculum between high school and the first years of college

Providing dual enrollment opportunities for prepared students

Facilitate the Transition between K-12 and collegiate work

Senior year bridge courses with postsecondary involvement in their development

Reform teacher training in the state

Work together to redesign pre-service programs, licensure and certification requirements and professional development for practicing teachers

Implementing the Common Core in Postsecondary Education

Where are States in Collaborative Implementation?

- Some have policy changes defining college readiness
- For some, there is no engagement of higher education partners
- For many, there is willingness to collaborate, but this has not been translated into clear goal setting
- A few have functional P-20 structures moving toward real collaboration



Implementing the Common Core in Postsecondary Education

Creating structures to facilitate collaboration and communication is the first step.

Promising Examples



California

- EAP high school exit
- College readiness



Kentucky

- Governance structure of education
- Collaboration among leaders
- Partnerships between campuses and school districts



Maryland

- Effective P-20 structure

Implementing the Common Core in Postsecondary Education

Common Risks and Distractions



- Policy Deficits
- Lack of clarity about the locus of decision making
- Lack of clear goal setting
- Organizational inertia – inconsistent implementation

Implementing the Common Core in Postsecondary Education



What should postsecondary education focus on now?

- ✓ Identify clear goals
- ✓ Create a team accountable for the success of goals
- ✓ Select measures to track success
- ✓ Develop a comprehensive implementation plan

Feedback and Reflections from Year One

Allison Combs

Nevada System of Higher Education



Rusty Monhollon

Missouri Department of Higher Education



Nancy Shapiro

University System of Maryland



Exercise: Current Capacity in CCPC Framework Areas

What

- Use the CCPC self-assessment rubric to assess your state's implementation planning in four key area:
 - Goals
 - Policy & practice agenda
 - Communications and engagement strategy
 - Integrated implementation plan

- Use the flipchart and dots to make judgments

- Discuss your judgments and rationales with your teammates

Materials

- Self-assessment rubric
- Dots
- Flipcharts

Time

- 45

Common Core Postsecondary Collaborative: Self-Assessment

Category	Questions to consider	Weak (Red)	Strong (Green)
Goals	<ul style="list-style-type: none"> ■ Has the state established clear, specific goals with respect to the postsecondary implications of the CCSS? ■ Are the goals shared among key state leaders, including those from the K-12 system, public higher education system(s), private higher education system(s), policymakers, and governor? ■ Has the state identified a "coalition of the interested" to support the work and leveraged the support of this group in order to maximize the benefits to the world? 	<ul style="list-style-type: none"> ■ The state's postsecondary collaboration goals are vague or lack ambition ■ There are numerous, uncoherent, or even contradictory goals at the higher education system level, K-12, policymaking or gubernatorial level ■ State leaders have not done a thorough analysis of supportive stakeholders nor identified a "coalition of the interested" to support the work if a coalition exists, members are not leveraged 	<ul style="list-style-type: none"> ■ Goal is well-defined and ambitious, achievement will require significant, but possible, improvement in performance ■ There is a single overarching goal/priorities at the higher education system, K-12, policy, and gubernatorial level if relevant ■ The state has identified a small group of influential leaders who support the goal and can speak out on behalf of the goal throughout the state
Policy and practice agenda	<ul style="list-style-type: none"> ■ Has the state considered and undertaken efforts on the five policy strands – defining college and career readiness, redefining postsecondary education, aligning curriculum, creating learning opportunities, and refining teacher preparation? ■ Does the state understand what policies exist and need revision? ■ Is it clear where the locus of decision making is and who needs to be involved? 	<ul style="list-style-type: none"> ■ There is little understanding of current policy or practice within the five policy strands ■ There is no service to the field but no clear priority for action ■ There is no statewide understanding of the existing policies or the changes needed for CCSS implementation ■ The appropriate locus for decision making around state or cross-system policies is not clear 	<ul style="list-style-type: none"> ■ There have been discussions and collaborations about the strands of policy and practice impact in CCSS implementation ■ Decision-making authority is clearly understood, practice stems from coherent statewide policy ■ There is a clear understanding of the locus of decision making and the practice for creating or revising statewide or cross-system policy
Communications and engagement strategy	<ul style="list-style-type: none"> ■ Does the state understand the level of awareness and support of the goals by key stakeholders? ■ Has the state developed messages to inform and mobilize stakeholders? ■ Has the state identified strategies and vehicles to deliver messages and build awareness and support? 	<ul style="list-style-type: none"> ■ Relevant stakeholders are neither intentionally identified or understood ■ State leaders have not established core messages around Common Core collaboration ■ Communications are not targeted to different stakeholder groups or ■ Outreach is to only a subset of stakeholders ■ Communication plans are vague and do not include attention to modes of delivery or anticipated response for a plan/strategy 	<ul style="list-style-type: none"> ■ The full range of relevant stakeholders are identified and their perspectives are understood ■ The state has developed a set of core messages to explain the importance of this work, has messages that begin to be shared to specific audiences ■ Strategies and vehicles to deliver messages to key stakeholders and build awareness and support have been clearly designed and are being effectively implemented
Integrated implementation plan	<ul style="list-style-type: none"> ■ Has the state created an integrated implementation plan for each goal? Are the plan grounded in past experiences? Do they include clear strategies, timelines, responsible leaders, resources required, and potential risks? ■ Is there a team that is responsible for implementation of plans to achieve the state's goals? ■ Has the state established regular routines for monitoring the progress of implementation and problem-solving when off-track? 	<ul style="list-style-type: none"> ■ There is no integrated plan for implementation, or various groups (e.g., higher education, K-12, policymakers, and government officials) operate according to different plans ■ Existing plans are not grounded in past performance or state and/or do not outline clear strategies, timelines, responsibility, resources required, or potential risks ■ There is no clear person or group of people to ensure that implementation is successful ■ Decision-makers are infrequently updated on progress and potential problems and/or they are presented with insufficient information to make decisions (e.g., outdated data, superficial analysis) 	<ul style="list-style-type: none"> ■ The state has a clear plan for achieving collaborative goals, nearly all key stakeholders work together to implement the plan ■ Plan clearly outlines the strategies expected to impact the goal, who is responsible for those strategies, timelines and milestones, potential risks, and necessary resources to drive the work ■ The team responsible to lead implementation has strong analytical, problem-solving, organizational, and relational skills necessary to keep the work on track ■ Routines are in place that enable timely input and decisions; people responsible are presented with near real-time data on progress, accompanying metrics to explain progress of task/energy, and potential solutions for any problems to inform decisions

Sequencing the Steps

When will the state begin work to help...

- Facilitate the Transition between K-12 and collegiate work?
- Align curriculum between high school and the first years of college?
- Reform teacher training?
- Engage institutional leadership and faculty on CCSS?

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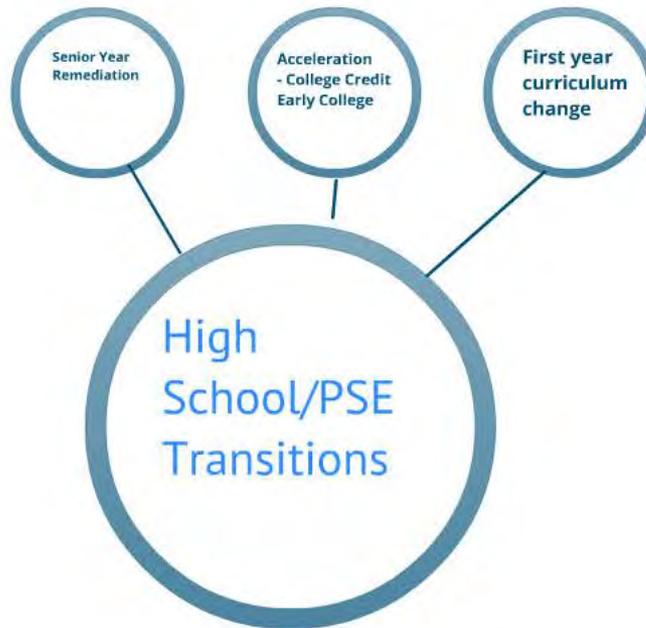
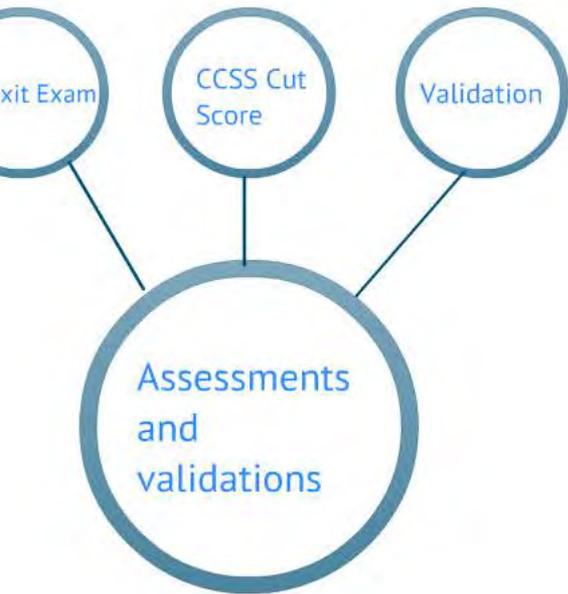
Planning and Implementation

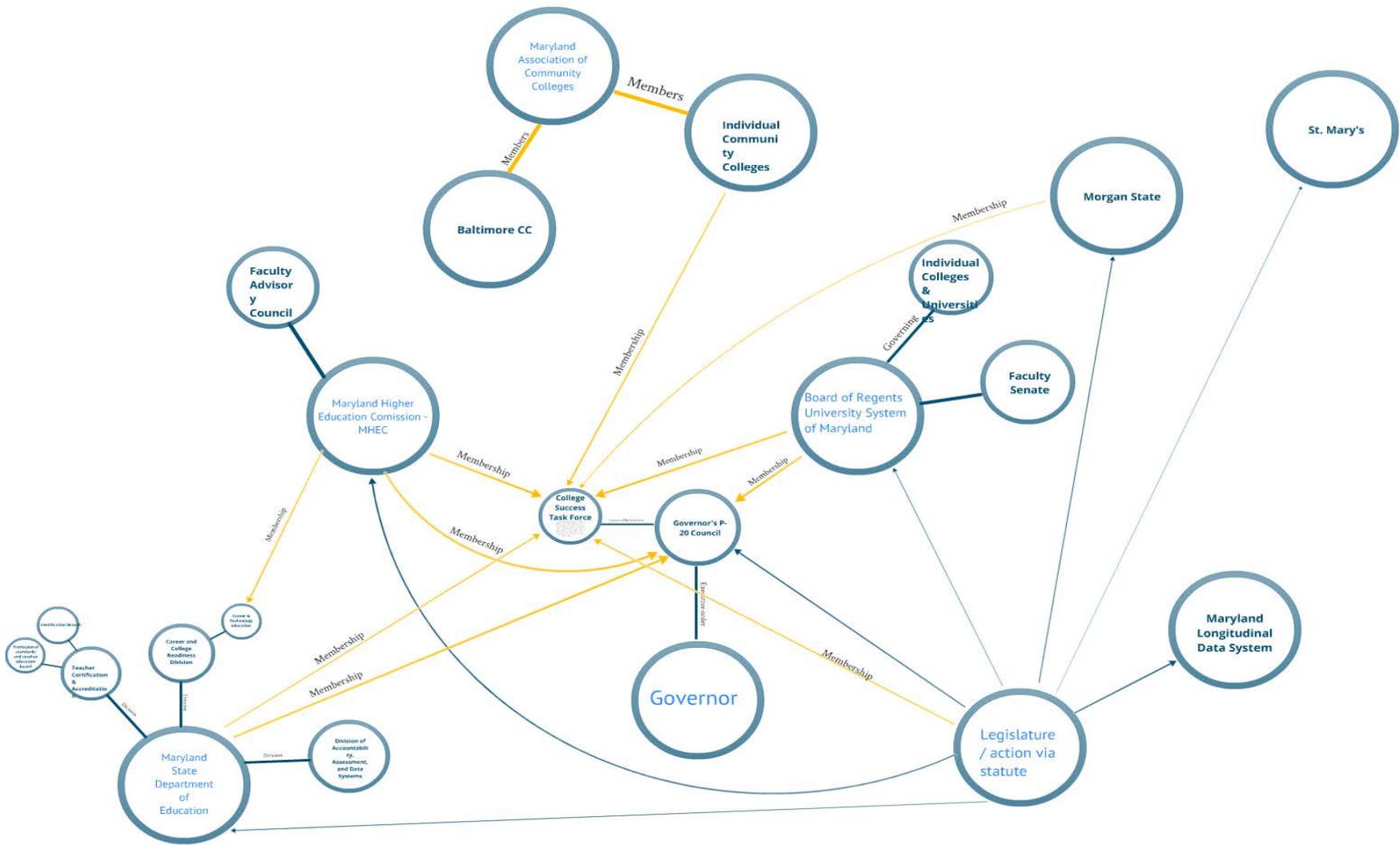
Integrating Decisions and
Communications

Policy and Decision Mapping

- Ambiguous decision-making authority
- Loose ends on assessments
- Need for 2nd and 3rd order decisions (e.g. remedial, accelerated transitions for 12th graders)
- Policy implementation, not just policy development
- Importance of teacher preparation/development/credentialing
- Resources and sequencing of decisions







Maryland Policy Map

To view as Prezi please click:

http://prezi.com/vssk5ruuu8_6/maryland-authority-structure-jane/?auth_key=db15dd66e93c718491a6f2cb3a7ba274d726eb62&kw=view-vssk5ruuu8_6&rc=ref-20798425

Assessments and validation



Relation to high school exit exams

- Timing and durability – if scores show college-readiness, expectations for additional work? “Exemptions?”

Cut scores

- Does ‘common’ mean identical for all credit-bearing classes in all disciplines? Who decides? How communicated?
- Does ‘common’ mean the same across states?
- How much variability is there now within each state by campus, discipline, system? Where is authority to decide?

Validation

- Timing, consultation, validation for first year of college as well as high school readiness?

High school/postsecondary transitions

- **Bridge strategies to address remedial needs in the senior year**
 - Need assessment for likely volume (how many more students)?
 - Are courses in place? Are instructors ready?
 - Consequences for other senior year courses/sequencing?
- **Options to accelerate college-going and credit for seniors who show readiness**
 - Early college high schools
 - College credit via assessments, AP, IB
 - Is volume ready to meet demand?
- **First year college curriculum changes**
 - What should be in place and when?
 - Relationship to ongoing efforts in core curriculum reform and outcomes-based assessment (ex: DQP efforts)?



Teacher preparation – pre-service and in-service

- **Policy commitment and authority for change?**
Is teacher education change embraced at the highest levels by postsecondary leaders?

- **Alignment with new accreditation standards**



- **Resources to support reform?**
Incentive pools from performance-based budgeting?
- **Postsecondary faculty involvement in course development and curriculum change?**
- **Is postsecondary ready to meet increased demand for in-service to meet new standards?**

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Communication/Engagement

- Standards and assessments are still predominantly seen as a K-12 issue (“why should I care?”)
- There are pockets of awareness and support but they are not widespread
- States are eager to develop communications plans, sometimes ahead of their policy/decision-making plans
- Communications capacity is a serious issue in some states



Common Core State Standards and Higher Education

Developing an Effective Communications Strategy

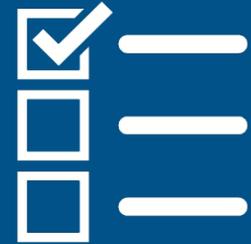


Challenges



- **Not just a k-12 issue**
- **Lack of collaboration**
- **Capacity**
- **Planning and Focus**

Elements of a Good Strategy



- **Leadership**
- **Focus**
- **Realistic**
- **Messengers and messages**
- **Dissemination and tactics**

Audience



- **Who do you need to engage?**
- **Where are these audiences?**
- **What do they care about?**
- **When do you need to engage them?**

No Need to Reinvent the Wheel



- Kentucky Chamber of Commerce
- Kentucky Department of Education
- Arizona Department of Education
- Arizona Chamber of Commerce
- Oregon Department of Education

Contact Information



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Connecting Nonprofit Organizations
to Policymakers and the Media



SUPPORT FOR COMMON CORE ACADEMIC STANDARDS

KYCHAMBERBLOG



Business support for education has always been essential for Kentucky, and employers recognize the critical link between quality schools and a well-prepared workforce. The state is once again at a critical place in its quest for educational excellence with the adoption of new, tougher standards to move student learning to a higher level.

The Kentucky Chamber Foundation, in partnership with the state Department of Education, is working to raise employer awareness of and support for these new standards and the positive impact they will have on preparing students for success in both college and the workplace.

[An Employer Information Kit](#) has been developed as part of that effort, offering communications tools that Kentucky employers can use to let their employees know about the new standards and what they mean for their communities and state. The kit, which includes such items FAQs, a sample newsletter item, an example of an e-mail message and resource information, is available [here](#). To order a hard copy, which includes electronic versions of the communications tools, contact ahiller@kychamber.com.

The Kentucky Chamber Foundation also produced an informational brochure titled [New Standards, New Tests and New Scores](#) on the new standards. Both the [kit](#) and the [brochure](#) are available for download now.

FAQs on Kentucky's New Assessment and Accountability System for Public Schools



Q: What's new with the reporting of test scores and accountability information this year?

A: This year, for the first time, Kentucky will report data for the Unbridled Learning accountability model. This new model is much different from other accountability models the state has used in the past.

Q: Why is there a new system?

A: In 2009, Kentucky's legislature passed Senate Bill 1, which affected many existing laws related to public school assessment and accountability. The bill suspended the Commonwealth Accountability Testing System (CATS), which was the means by which public schools were held accountable at the state level, and called for a new system of testing and measurement, plus new academic standards in core subjects.

Kentucky adopted the Common Core Standards in reading and math in 2010, and schools started teaching the new standards in the 2011-12 school year. Students were first tested on the new standards in the spring of 2012.

Q: What happened to KERA?

A: KERA, the Kentucky Education Reform Act, is still in force. KERA was an omnibus bill passed in 1990 that affected dozens of education laws and changed Kentucky's public school curriculum, finance and management requirements. Some of the initiatives that began with KERA include state-funded preschool, family resource/youth services centers, the Support Education Excellence in Kentucky (SEEK) school funding formula and school-based decision making.

KERA did mandate a system of assessment and accountability for public schools, and that system has undergone major revisions since it was first implemented.

Q: What about NCLB?

A: Since the passage of the federal No Child Left Behind (NCLB) Act in 2001, Kentucky provided accountability information for its public schools in two separate ways – one for state purposes, one for federal purposes. Schools and districts received two "scores" based on the requirements of NCLB and state laws and regulations.

In September 2011, President Barack Obama and the U.S. Department of Education announced that states could apply for flexibility under NCLB, meaning that states could develop and use their own accountability models, instead of reporting data based on the standard NCLB model.

Kentucky was in the midst of developing a new state-level testing and accountability system, and state leaders decided to apply for NCLB flexibility to use the new model as a single means of gauging school and district performance. The U.S. Department of Education granted this flexibility to Kentucky in February 2012.

This means that Kentucky's public schools and districts will now have one classification that will serve both federal and state purposes.



Arizona's Common Core Standards Communications Toolkit

**Arizona Public Engagement Task Force
September 5, 2012**

- Press Releases
- News Coverage
- Bottom Line
- Social Media
- Audio/Video
- Podcasts

The Common Core Advantage

January 17, 2013

Glenn Hamer

Common Core is a term you'll be seeing often this legislative session. The governor on Monday made clear her support for these rigorous academic standards during her State of the State Address and the Arizona Chamber of Commerce and Industry has made the implementation of the Common Core a top priority for 2013.

In fact, I had the pleasure on Wednesday of testifying in a special state House hearing of the Education, Higher Education and Commerce Committees. It was fantastic to get the committees that have a direct link to education and business together in the same room to talk about this important issue. Education Chair Doris Goodale, Higher Education Chair Jeff Dial and Commerce Chair Tom Forese deserve kudos for putting the hearing together and giving representatives from leading Arizona companies like SUMCO Phoenix Corp., Intel and Raytheon a chance to provide the committee members their thoughts on ensuring that Arizona's students are ready for higher education and the workplace.

Some may ask what we mean, exactly, when we talk about the Common Core. Nearly 20 years ago states started to embrace the idea of minimum standards and not just minimum course work. However, the standards for what students need to know to be qualified members of the workforce have historically not been up to par.

For multi-state companies and those who engage globally, inconsistent preparedness across states has hurt their competitiveness and ability to hire from within. This message gained steam from the American business community a decade ago and became a steady drum beat as industry after industry found that much of the labor pool was unprepared for the rigor of the modern workplace and unprepared for the training that would get them and keep them qualified.

Hearing and understanding this message, governors and state superintendents undertook the work to develop internationally benchmarked standards – well researched standards – that expressed what students need to know to survive and succeed in a complex world where change is constant and rapid. These standards don't just change what students know, but how they learn and process information.

The Council of Chief State School Officers and the National Governors Association partnered with industry and educators alike to ensure standards meant students would leave high school both work ready – prepared for entry-level employment – and college ready.

And so came to be the birth of Common Core, a set of standards that guides states and teachers in building curriculum that will prepare more of our country's students for today's jobs.

With the support of statewide business and industry, Arizona has voluntarily adopted these Common Core standards and will begin requiring their use next school year.

It's important to note that Common Core has not been handed down by the feds. While the US Department of Education did offer states some financial incentives to bring the Common Core online, Arizona's development and use of Common Core was adopted prior to the current federal administration.

As U.S. Secretary of Education Arne Duncan [said last year](#), "The idea that the Common Core standards are nationally-imposed is a conspiracy theory in search of a conspiracy. The Common Core academic standards were both developed and adopted by the states, and they have widespread bipartisan support. GOP leaders like Jeb Bush and governors Mitch Daniels, Chris Christie, and Bill Haslam have supported the Common Core standards because they realize states must stop dumming down academic standards and lying about the performance of children and schools." Getting our kids ready for tomorrow's economy is a truly bipartisan issue.



What do the Common Core State Standards mean for Higher Education?

Oregon is one of more than 45 states that has adopted the Common Core State Standards, or CCSS. These K-12 standards in English language arts and mathematics align instruction across our state, our country, and even internationally, and are designed to get all students college and career ready by the end of high school. The CCSS are good news for postsecondary institutions and educators!

Here's why:

- **College and career ready is the name of the game.** All students graduating from high school college and career-ready is the goal of the CCSS. These standards are designed to prepare students for success in whatever they choose to do after graduation.
- **College should not begin with remediation.** Too many students entering Oregon universities and community colleges require remedial classes in English and math. The CCSS are designed to make that a problem of the past by fully preparing students for college-level coursework.
- **They help align instruction PK-20.** The CCSS fit with Oregon's vision of education from birth to college and career. By aligning the K-12 system with the expectations of colleges and universities, Oregon will have a more seamless education pipeline from early childhood to postsecondary. And by ensuring that graduates leave high school with the skills they need for college, we set students up for success in higher education and beyond.

These new standards will make us think differently about the way we teach. The Common Core State Standards raise expectations for students, rely on strong content knowledge from teachers, and require a shift in how and when some content is taught. Transition to these new standards will raise questions and require conversations among postsecondary educators:

- How will the Common Core State Standards affect the alignment of dual credit courses?
- What impact will the CCSS curricular changes have on the conversation about minimum math requirements in CTE programs at community colleges?
- How will the CCSS affect placement testing at colleges and universities?
- How can Schools of Education help prepare new teachers for the Common Core?

To find out more about the Common Core State Standards, visit the ODE CCSS website

www.ode.state.or.us/go/commoncore



Every student. Every day – A Success!

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we believe that if you have a
goal then you
must have a **plan** to deliver...

At a minimum, a good implementation plan should answer the following questions.

A good delivery plan will...

...By answering the following questions

Articulating your Aspiration

Identifying and Analyzing Strategies

Creating an Implementation Team

Drawing and Analyzing a Delivery Chain

Establishing Routines to Monitor Implementation Progress

Anticipate and prepare for risks

Have we identified the major risks and weaknesses in the delivery chain that might throw the work off course? Do we know how we will manage them?

Describe the resources and support required

Have we identified the personnel, financial, technological, and other resources that are required for the plan's success?

Set a trajectory for implementation

Have we defined a clear measure of success – what it means to achieve the aspiration? What is our end target for this measure? Our intermediate targets? Why do we believe that our strategies will allow us to hit these targets?

First, state partners must be clear about the aspiration.

A strong aspiration has several important characteristics:

- It is **lofty and ambitious** in nature.
- It creates a **sense of urgency** among stakeholders.
- Leaders believe it is **attainable**.
- It can be **summarized into one or more metrics** that can be tracked over time.

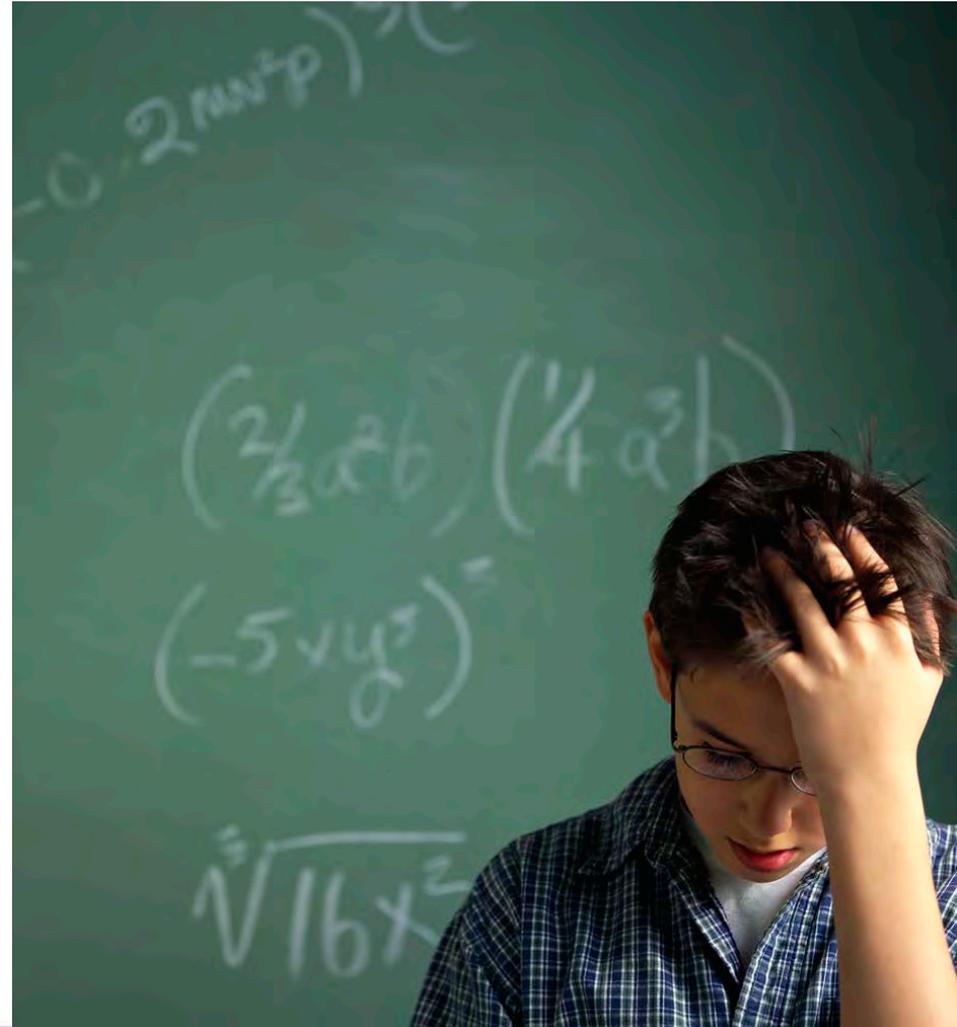


What are we trying to do?

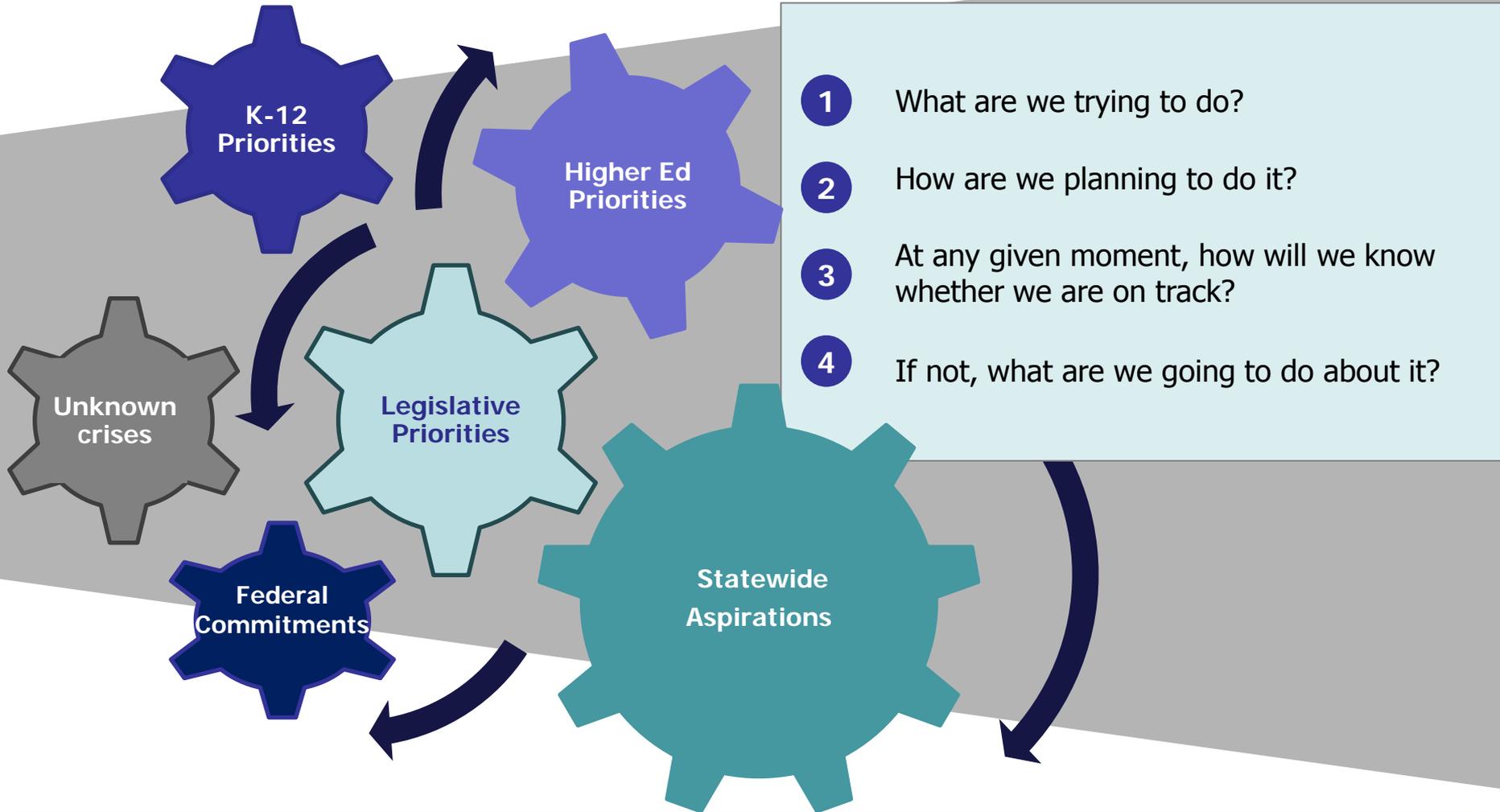
Potential Team Time Discussion: Goal-Setting

Goal-setting: Are we clear about our postsecondary collaboration focus areas?

- Defining college and career readiness
- Redefining developmental education
- Aligning curriculum
- Creating dual enrollment opportunities
- Refining teacher preparation



States also need an implementation team to drive achievement of the cross-system aspirations—no matter what



Potential Team Time Discussion: Creating an Implementation Team

Do we have a team to drive the work?

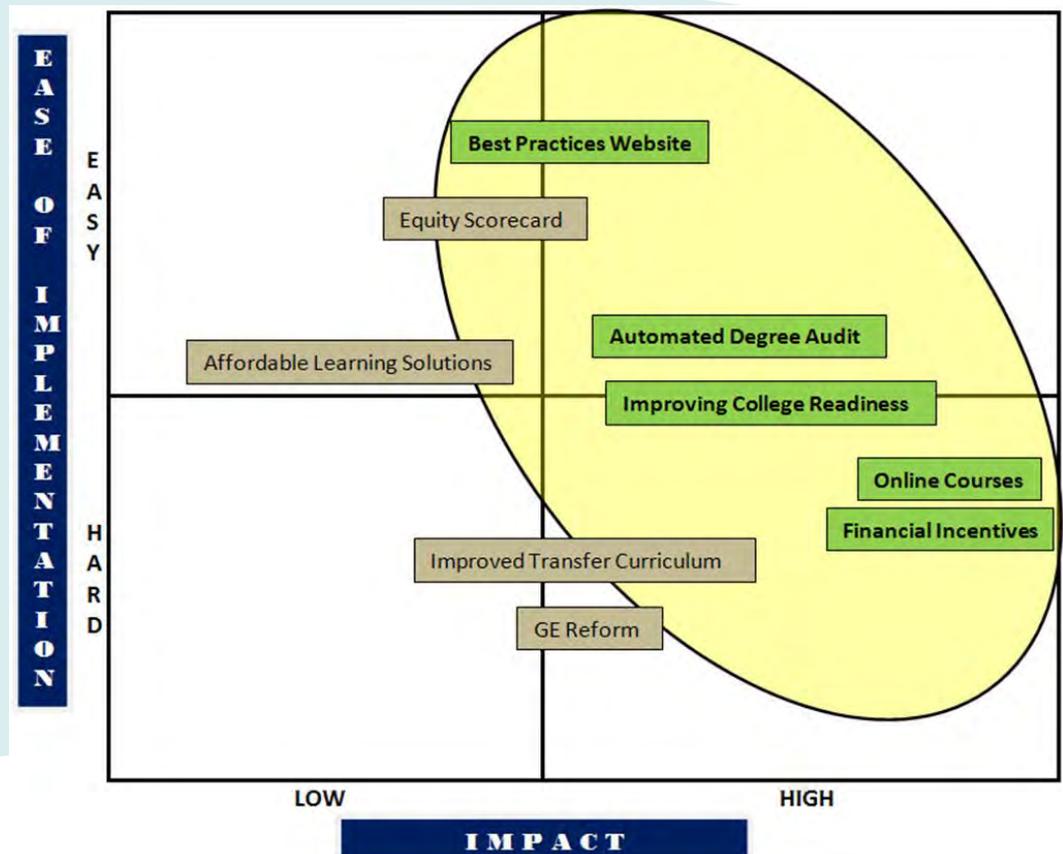
- What would be the core work?
- What role do each of our key groups play?
- Who should be on the implementation team? Why?
- Who leads the team?
- Does the team exhibit the “core competencies” of a strong implementation team?
- How should the implementation team interact with other teams and other key stakeholders?



Teams must also identify and assess the impact of their actions in order to prioritize and sequence their work

Actions broadly include strategies and projects including:

- New actions
- Modified or refined actions
- Continued practice



Potential Team Time Discussion: Identifying and Analyzing Strategies

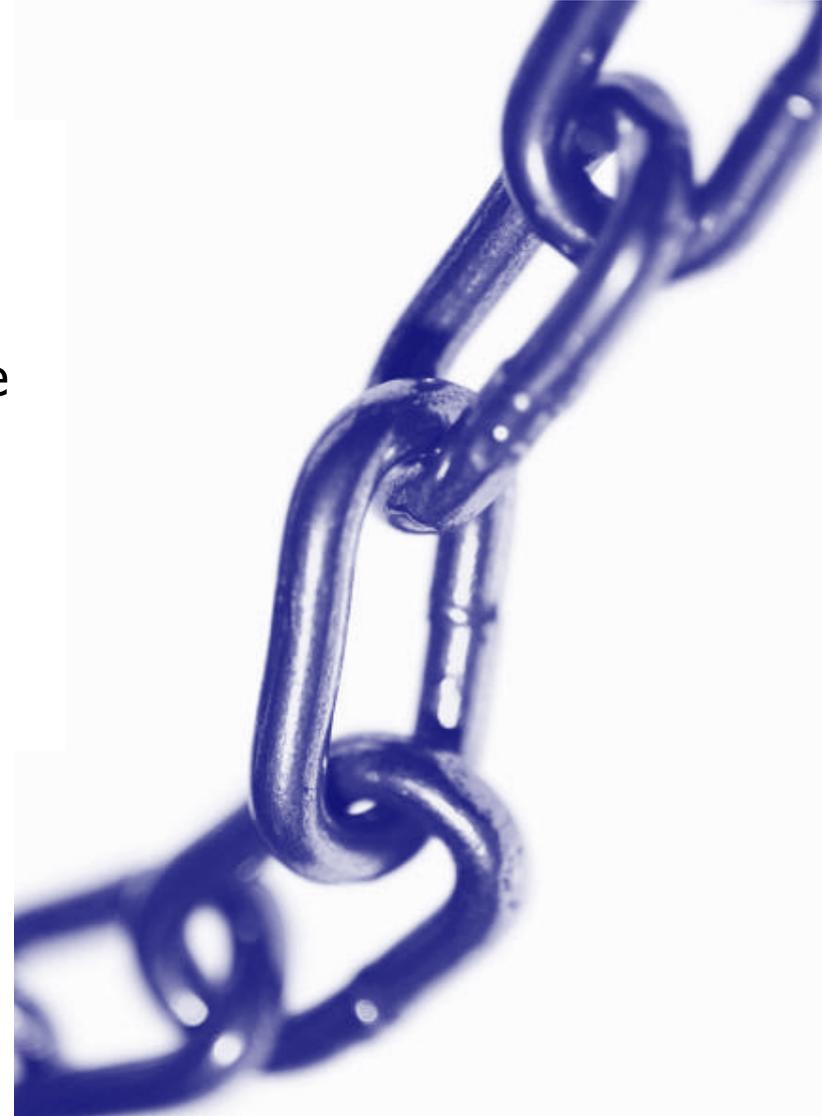
Do we have a clear set of actions to achieve our vision?

- Do we understand their impact?
- Do we understand how difficult they are to achieve—individually and collectively?
- Are they sequenced?
- Prioritized?



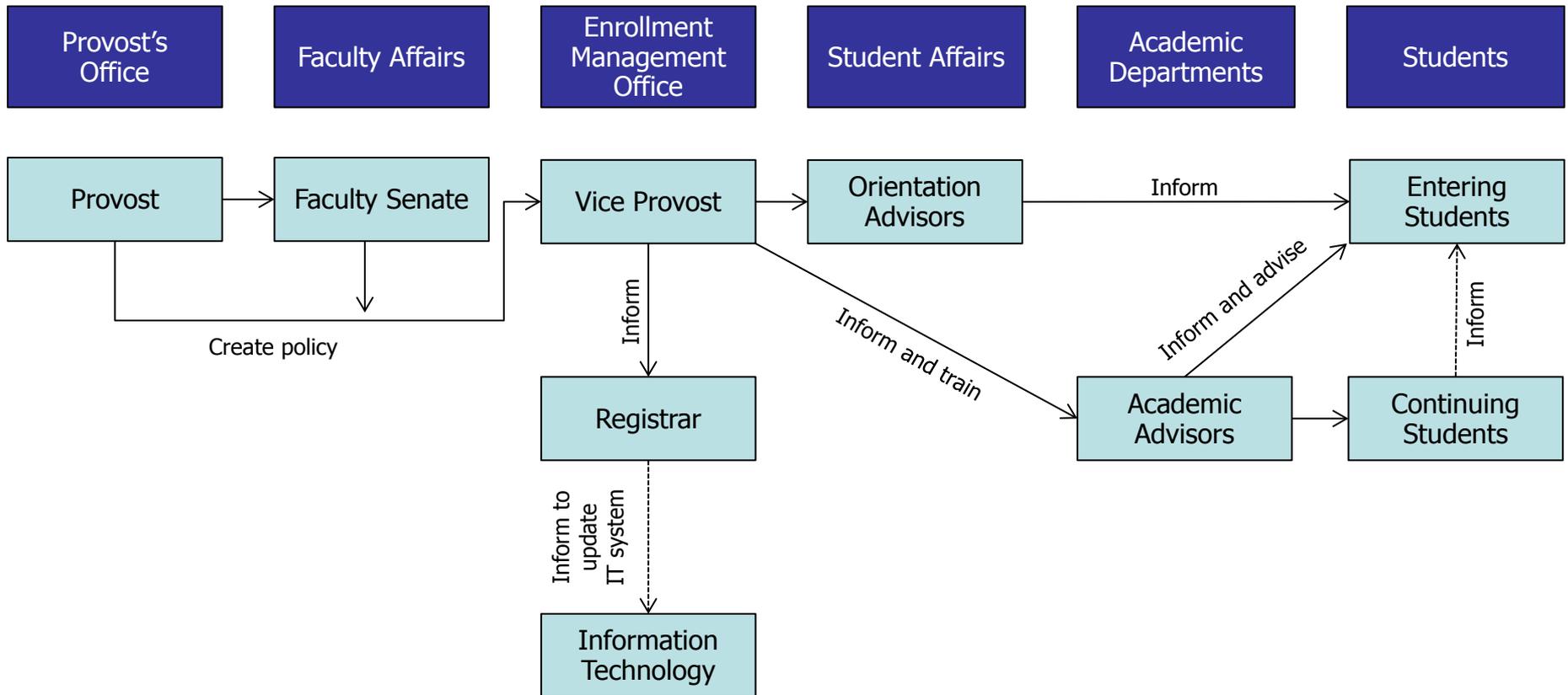
In turn, teams must understand how those strategies will be rolled out at all levels of the system

A **delivery chain** is the set of actors, and the relationships between them, through which a given system activity will be implemented.



Potential Team Time Discussion: Drawing and Analyzing a Delivery Chain

Example: Development and implementation of a mandatory first-year remediation policy



Teams then need routines to ensure that actions are on track and will result in successful implementation

What are routines?

- **Regularly scheduled checkpoints** to assess if **delivery** is on track
- **A source of structure and discipline** to create order in complex public sector systems

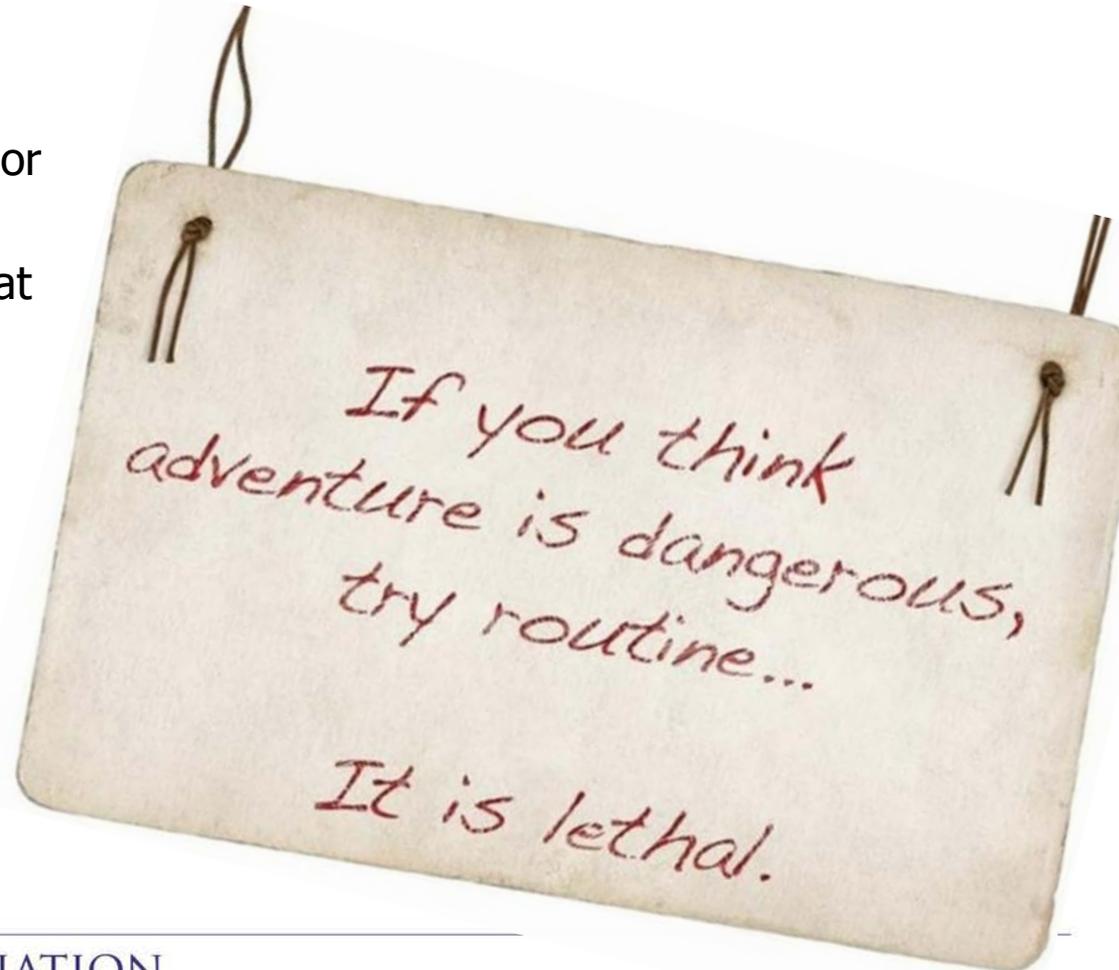
What purpose do routines serve?

- **Monitor performance:** Understand if system is on track to deliver aspirations, using predetermined assessment frameworks
- **Diagnose problems:** Surface issues that are inhibiting progress and analyze data to pinpoint causes
- **Address problems:** Provide a venue to discuss and decide how to overcome challenges

Potential Team Time Discussion: Establishing Routines to Monitor Implementation Progress

Do we have a clear set of actions to achieve our vision?

- Have we established a set of routines?
- If so, what are the strengths and challenges?
- If not, what do we need to create or adapt?
- How do we use them to ensure that we are track to deliver on our outcomes for students?



In turn, leaders can also use the plan to understand implementation progress of specific strategies

Overall Likelihood of Success

Priority Projects	March 2011	May 2011	Aug. 2011	Sept. 2011	Dec. 2011	Feb. 2012	Apr. 2012	4-Year Expected Impact**
Common Core	AR	AR	AR	AR	AR	AR	AR	N/A 14,018
Academic Support	AG	AG	AG	AG	AR	AR	AR	390 540
Early Warning Indicator System	AG	AR	AR	AG	AG	AG	AG	660 528
Connecting Activities	G	AG	AG	AG	AG	AG	AG	812 N/A
State School Counseling Model	G	AG	AG	AG	G	AG	AG	670 2,274
High School Graduation Initiative	AG	AG	AG	AG	AG	G	G	2,180 N/A

* Number of additional 5-year graduates over the course of four school years (SY11-14).

* Number of additional graduates completing Common Core over the course of four school years (SY11-14).

Source: State Department of Elementary and Secondary Education

State team time: Instructions

Work with your facilitators to consider which components(s) of planning and implementation should be the focus for your team:

- Setting Goals
- Creating an Implementation Team
- Identifying and Analyzing Strategies
- Drawing and Analyzing a Delivery Chain
- Establishing Routines to Monitor Implementation Progress

By the end of your time together, identify at least 3 concrete next steps based on your discussion and what you've heard today; record them on cards

Bring your cards back to the main room at 5:15 to debrief and close

Some reminders...

Reception tonight at 5:30 pm at the Akimel Lawn

Tomorrow's Agenda:

7:30 – 8:30	Breakfast Komatke A
8:30 – 10:00	Workshop 3: Integrating Decisions and Communications
10:00 – 11:30	Team Session: Designing a Collaborative Communications Strategy
11:30 – 12:00	Wrap-up and Closing Remarks

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Communications**

Cross-State Discussion: Integrating Decisions and Communications

- How would you rate your integration/timing in key areas of implementation?
- What's working? What's not working?
- What resources exist? What resources are needed?

We often talk about planning and communication separately, but they are intertwined.

Decisions

- Identify issue
- Explore options
- Select course of action
- Implement the strategy



Communications

- Build awareness and ownership of issue
- Build ownership and support for solution



Integration

- Identify issue & Build awareness and ownership of issue as a problem to be solved
- Explore options & Build awareness of options/support for a solution
- Select a course of action & Build ownership of implementation
- Build ownership of implementation

Because decisions and
communications are intertwined,
timing matters





Common Core Postsecondary Collaborative

Learning Lab: Closing Remarks