

## COMMISSION FOR HIGHER EDUCATION

Friday, February 10, 2012

### **DECISION ITEM D: Approval of Core to College Grant Coordination Agreement**

#### **Staff Recommendation**

That the Commission for Higher Education authorize staff to enter a contract agreement with the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis.

#### **Background**

The Core to College grant initiative is intended to support the implementation and use of the Common Core State Standards (CCSS) and assessments. Desired outcomes include a statewide definition of college readiness, postsecondary use of common assessments for college placement decisions, and academic alignment across the K-12 and higher education sectors.

To coordinate Indiana's grant efforts, Trish Wlodarczyk with the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis has been named the state's Core to College Alignment Director. In this role, Wlodarczyk will be responsible for overseeing Indiana's alignment plan and coordinating related activities. Prior to joining CELL as coordinator of Indiana's New Tech High School Network, Wlodarczyk oversaw the implementation of the Indiana Department of Education's high school End-of-Course Assessments.

Indiana joins nine other states, including Colorado, Florida, Hawaii, Kentucky, Louisiana, Massachusetts, North Carolina, Oregon and Washington, that will each receive \$200,000 per year for three years from Rockefeller Philanthropy Advisors. Grantee states were selected based on geographic diversity, assessment consortia membership, and demonstrated capacity to undertake this work, including existing collaborations and project plans aligned with the goals of Core to College.

Funding for Core to College is provided by the Lumina Foundation, the William and Flora Hewlett Foundation and the Bill & Melinda Gates Foundation. The partners developed Core to College with the assistance of Education First Consulting, which will provide continuing project management. Rockefeller Philanthropy Advisors, the program's fiscal sponsor, is responsible for grant decisions and all aspects of ongoing grant administration.

#### **Supporting Documents**

*Core to College Grant Agreement*

**AGREEMENT FOR UNIVERSITY OF INDIANAPOLIS  
K-12/POSTSECONDARY ALIGNMENT DIRECTOR SUPPORT**  
*(funding source: Core to College Grant)*

This Agreement is made by and between the Indiana Commission for Higher Education (the "Commission"), an instrumentality and agency of the State of Indiana with offices at 101 West Ohio, Suite 550, Indianapolis, Indiana, and the Center of Excellence in Leadership of Learning at the University of Indianapolis ("Contractor"), with offices at 1400 East Hanna Avenue, Indianapolis, Indiana, effective as of the 9<sup>th</sup> day of January 2012.

The parties agree as follows:

1. Services. Contractor shall provide services to the Commission as described in Contractor's letter dated as of the 1 day of January 2012, to the Commission (the "Proposal"), which is hereby incorporated into this Agreement as Attachment A. Such services to be provided by Contractor constitute the "Project." The Proposal states the dates by which certain services shall be provided by Contractor during the Project. Contractor shall submit progress reports to the Commission upon request by the Commission. The report shall be oral, unless the Commission, upon receipt of the oral report, deems it necessary to have the information in written form.

2. Supervisor. The work to be performed by Contractor will be managed by Jason Bearce, Associate Commissioner for Strategic Communications & Initiatives at the Commission for Higher Education, or another member of the Commission's staff as designated by the Commissioner for Higher Education of the State of Indiana (the "Supervisor").

3. Location. Project activities shall take place at various locations agreed upon by the Supervisor and Contractor.

4. Key Person(s). If Contractor has designated that certain individual(s) are essential to the services to be performed pursuant to this Agreement, the parties agree that if this individual(s) leave employment of Contractor during the term of this Agreement, for whatever reason, the Commission shall have the right to terminate this Agreement upon thirty (30) days.

5. Project Fee. The Contractor's fee for this Project shall not exceed \$345,920.00 and shall be paid within 35 days of receipt of an invoice from Contractor as provided in paragraph 6, below. This fee shall include any and all expense incurred by Contractor in connection with the Project. Contractor's fee may be adjusted from time to time, upward or downward, to reflect changes in the Project. Any change to Contractor's fee shall be made only by a written amendment to this Agreement signed by the parties.

6. Payment of Fees and Expenses. Contractor shall submit on a quarterly basis detailed invoices for services performed describing the services, listing the date, amount of time spent, and a summary description of the work performed, as well as the expenses actually incurred by Contractor pursuant to this Agreement. Contractor's invoices shall be reviewed and approved by the Supervisor for subsequent payment by the Commission if satisfactory to the Commission. Invoices shall be signed by an authorized officer or representative of Contractor attesting to the authenticity and validity of the fees and expenditures.

7. Subcontractors. Contractor shall first obtain written approval of the Commission before subcontracting all or any portion of this Agreement, if the subcontractor was not identified in Attachment A. This requirement shall not apply, however, to the purchase of standard commercial supplies or raw materials. Contractor shall be responsible for all performance, compliance with the terms and conditions of this Agreement, and the requirements of the laws and regulations of the State of Indiana and the United States in any subcontract, if subcontracts are used. Upon request by the Commission, Contractor shall provide a copy of any subcontract used for the Project.

8. Review by State Board of Accounts. The Indiana State Board of Accounts shall have access to and be permitted to review the financial and other records of Contractor related to the Project.

9. Term. The term of this Agreement shall be from January 9, 2012 through January 9, 2015.

10. Termination.

(a) This Agreement may be terminated in whole or in part, by the Commission whenever, for any reason, the Commission determines that such termination is in the best interests of the Commission and/or the State of Indiana. Termination of this Agreement pursuant to this subparagraph shall be effective by delivery to Contractor of a written termination notice at least thirty (30) days prior to the termination effective date;

(b) This Agreement shall terminate immediately in the event that the Director of the Indiana State Budget Agency makes a written determination that funds are not appropriated or otherwise available to support continuation of this Agreement.

Contractor shall be compensated for services properly rendered and expenses properly incurred prior to the effective date of termination of this Agreement. The Commission and the State of Indiana shall not be liable for services performed or expenses incurred by Contractor, its agents, employees, representatives or contractors after the effective date of termination of this Agreement. Upon termination of this Agreement for whatever reason, Contractor shall complete the certification attached hereto as Attachment B stating the extent to which services have been performed pursuant to this Agreement listing the final amount of fees for services rendered and expenses incurred paid by the Commission.

In the event this Agreement is terminated pursuant to this paragraph 10, Contractor shall immediately cease its activities and shall submit vouchers/invoices to the Commission for fees and expenses incurred through and including the day of termination of the Agreement.

11. Force Majeure. In the event that either party is unable to perform any of its obligations pursuant to this Agreement because of a natural disaster, acts of God, war or civil unrest, actions or decrees of governmental body not the fault of the affected party (hereinafter referred to as a "Force Majeure Event"), the party who has been so affected shall immediately give written notice to the other party and shall do everything possible to resume performance upon the termination of the Force Majeure Event. Upon such notice, all obligations under this Agreement shall be immediately suspended. If the period of nonperformance exceeds thirty (30) days from the receipt of notice of the Force Majeure Event, the party whose ability to perform has not been so affected may, by giving written notice to the other party, terminate this Agreement.

12. Penalties/Interest/Attorneys Fees. The Commission will in good faith perform its required obligations hereunder and does not agree to pay any penalties, liquidated damages, interest or attorneys fees, except as required by Indiana law, in part, I.C. 5-17-5-1, et seq., I.C. 34-2-22-1, et seq., and I.C. 34-4-16-1.1 et seq.

13. Notice. Notice shall be deemed to have been given if by a writing hand delivered to the address in this paragraph; sent via overnight mail, with receipt confirmed in writing or electronically; sent via certified U. S. Mail, return receipt requested.

For notice to the Commission:

Indiana Commission for Higher Education  
101 W. Ohio Street, Suite 550  
Indianapolis, IN 46204  
Attn: Jason Dudich  
Email: jasond@che.in.gov

For notice to Contractor:

University of Indianapolis  
1400 E. Hanna Ave.  
Esch Hall 134  
Indianapolis, IN 46227  
Attn: Michael Braughton  
Email: mbraughton@uindy.edu

14. Amendments. This Agreement may be amended in writing with the prior written consent of both parties. Any amendment so approved shall become part of this Agreement.

15. Governing Law. This Agreement shall be construed in accordance with and governed by the laws of the State of Indiana, and suit, if any, must be brought in the State of Indiana.

16. Work Product. The parties agree that any and all work products or deliverables developed by any person pursuant to this Agreement are the property of the State of Indiana. However, this provision shall not apply to materials developed previously by Contractor for commercial use, and which are subsequently made available to the Commission or its associates in the course of this Project.

17. Independent Contractor. Both parties hereto, in the performance of this Agreement, will be acting in an individual capacity and not as agents, employees, partners, joint ventures or associates of one another. The employees or agents of one party shall not be deemed or construed to be the employees or agents of the other party for any purpose whatsoever. Contractor shall be responsible for providing all necessary unemployment and worker's compensation insurance for Contractor's employees. Contractor shall be solely and absolutely responsible for all costs, expenses and liability in connection with performing its duties under this Agreement.

18. Indemnification. With the exception of matters that may be covered by the Indiana Tort Claim Act, Contractor agrees to indemnify, defend, and hold harmless the Commission, and the State of Indiana, including their agents, employees, contractors, representatives, and officers against any loss or expense, including reasonable attorney fees and costs, as a result of any dispute, action, claim, suit or legal proceeding brought or threatened against the Commission and the State of Indiana which is based on the acts or omissions of Contractor or its agents, employees, contractors, representatives, or officers.

19. Public Information Disclosure. Contractor acknowledges that the entire contents of this Agreement are subject to full and complete disclosure to the public, including competitors and the news media, in accord with the State of Indiana public information laws.

20. Compliance with Laws and Ethics Regulations. Contractor agrees to comply with all current and future federal, state, and local laws, rules, regulations or ordinances pertaining to this Agreement or to Contractor's status as a vendor of the State of Indiana and the Commission. Contractor specifically agrees to comply with the laws, regulations, rules and executive orders of the State of Indiana regarding ethics as they are currently in effect and as they may be amended, modified, or enacted in the future.

21. Non-Collusion. The undersigned attests, subject to the penalties for perjury, that he/she is the contracting party's agent, that he/she has not, nor anyone acting on behalf of Contractor to the best of his/her knowledge, entered into or offered to enter into any combination, collusion, or agreement to receive pay, and that he/she has not received or paid any sum of money or other consideration for the execution of the Agreement except as provided herein for the services to be rendered.

22. Assignment. The rights and obligations of the Commission pursuant to this Agreement may be assigned by the Commission to another agency or body corporate and politic of the State of Indiana with written notice to Contractor. The rights and obligations of Contractor may not be assigned without prior written consent of the Commission.

23. Severability. The invalidity in whole or in part of any provision of this Agreement shall not void or affect the validity of other provisions.

24. Waiver of Breach. No waiver of a breach or any provision of this Agreement by either party shall constitute a waiver of any other breach, or such provision. Failure of the Commission or Contractor to enforce at any time any provision of this Agreement shall not be construed as a waiver thereof. The remedies herein reserved shall be cumulative and additional to any other remedies at law or in equity.

25. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one in the same instrument.

26. Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to the subject matter herein and has not been modified during transmission. All prior agreements, representations, statements, negotiations, and undertakings, whether written or oral, are superseded hereby. The parties have read and understood the foregoing terms of the Agreement and all attachments hereto and do by their signatures agree to its terms.

**[signature page follows]**

“Commission”

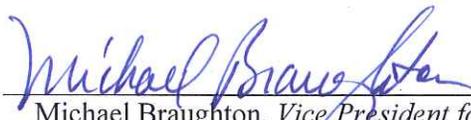
INDIANA COMMISSION FOR HIGHER EDUCATION

By:   
Teresa Lubbers, *Commissioner*

Date: 1/9/12

“Contractor”

UNIVERSITY OF INDIANAPOLIS

By:   
Michael Braughton, *Vice President for Business  
& Finance and Treasurer*

Date: 1/9/2012

# Attachment A

## Common Core State Standards and Assessments: K-12/Postsecondary Alignment Grant Proposal

### 1. COVER LETTER /SUMMARY PAGE

The collaboration between the K-12 and postsecondary education communities plays a critical role in ensuring the long-term success of the Common Core State Standards (CCSS) and the Partnership for Assessment of Readiness for College and Careers (PARCC). This state-led effort will result in assessments that indicate whether students are prepared for entry-level, credit-bearing college courses—including credit-bearing courses that lead to associate's and bachelor's degrees, technical certificates and credentials. Therefore, the commitment and partnership between both entities will play a significant role in the future of this effort.

Given that about a quarter of all Indiana public college students and more than two-thirds of community college students require remediation upon enrollment in the state's higher education system, clearly there is a disconnect between the knowledge and skills students have when they graduate from high school and what they need for success in credit-bearing college courses. With that challenge in mind, Indiana is committed, through a strong collaboration between Indiana's K-12 and higher education system, to address this disconnect through clearer delineation of the specific knowledge and skills students need to demonstrate to meet college and career-ready standards, better identification as to whether students are on track to graduate ready for college and careers, and more effective interventions for addressing knowledge and skill gaps prior to high school graduation and enrollment in postsecondary education.

### 2. PROJECT ACTIVITIES PLAN AND USE OF FUNDS

Indiana is fully committed to the shared goal of this opportunity: to promote successful implementation of the Common Core State Standards and the aligned assessments and shared ownership of college readiness by K-12 and postsecondary sectors, including specifically through the use of the aligned assessments in the determination of a student's readiness for placement into credit-bearing courses by postsecondary institutions.

Indiana's proposed project activities are designed to leverage and enrich work that is already occurring and to expand on the existing PARCC funded efforts to meet this goal. Specific areas of focus include:

- 1) Designating the alignment director and asserting the alignment director's role in the state's organizational structure to succeed in helping to move the statewide agenda forward;
- 2) Convening secondary/postsecondary leadership cadres to support a seamless transition to the CCSS, including the development and integration of the PARCC assessments as a primary indicator of college-readiness;
- 3) Creating alternative transitional courses for high school seniors and first-time college students identified for remedial education; and
- 4) Identifying and disseminating instructional resources to support teachers in effectively implementing the CCSS.

Additional details related to each focus area are provided below.

- 1) **Designating the alignment director and asserting the alignment director's role in the state's organizational structure to succeed in helping to move the statewide agenda forward.** In past weeks, the Indiana Department of Education (IDOE) and the Indiana Commission for Higher

Education (ICHE) have engaged in conversations surrounding the role of the alignment director. It has been made clear from the IDOE that the alignment director needs to be well-versed in multiple areas of K-12 education in general and as they relate specifically to the CCSS and PARCC: curriculum, instruction and assessment. The alignment director must also have had experience with course descriptions and design, leading professional groups and familiarity with state policies in education. IDOE also sees value in the alignment director playing a role in the implementation of the CCSS in the K-12 environment. From the ICHE vantage point, it is critical that the alignment director understand the relationship between K-12 and postsecondary, including current placement practices, transitional programs, remedial programs and admissions qualifications at Indiana's colleges and universities. ICHE deems it necessary that the alignment director have program management experience; though this would not be the sole responsibility, because of the many tasks, associated timeline and budget, the alignment director needs to have a background in facilitating and managing a statewide program.

Through these conversations of competencies, IDOE and ICHE have also identified specific responsibilities of the alignment director. The core roles of the alignment director will be to:

- manage all aspects of this statewide initiative (including all planning and facilitating of the leadership cadres, development and implementation plan for the transitional courses, and delivery of support for CCSS implementation—including meeting timelines and working within the allowed budget);
- participate in calls, conferences and meetings required by the Project Partnership Team;
- provide up-to-date reports required by the Project Partnership Team;
- meet routinely with representative staff from the IDOE and ICHE to maintain collaboration and alignment between K-12 and postsecondary policy efforts; and
- meet routinely with the Executive Director of Indiana's Education Roundtable to ensure that this statewide initiative is integrated and reflected within the State's P-20 education policy environment (NOTE: Indiana's Education Roundtable is co-chaired by Indiana's governor and the Superintendent of Public Instruction; for more, please visit [in.gov/edroundtable](http://in.gov/edroundtable)).

Timeline and Responsible Partner(s): Outlined in the chart on the next page are the core activities related to the on-going work of the alignment director. As noted above, responsibilities will include managing the program overall—and asserting and assuring these outcomes are presented to the appropriate decision-makers in Indiana.

Year	Activities	Responsible Entities
1	Selecting/hiring of the alignment director; collaboration between IDOE and ICHE to prepare detailed program plan; selecting/grouping of state-level leadership cadres; outlining all CCSS and PARCC-related work for leadership cadres; presenting of broad ideas for transitional courses to appropriate decision-makers; presenting preliminary findings on definition of college- and career-ready definition to appropriate decision-makers; facilitating selection of CCSS/PARCC materials from states awarded Race to the Top funding; planning for adapting the materials; exploring use of the Secondary Literacy Framework; reviewing existing online modules to support transition to CCSS; forming professional learning communities with distinct purposes; working with pre-service focus groups to determine greatest needs	IDOE/ICHE/Alignment Director
2	Presenting transitional course outline and solid course plans to appropriate decision-makers; presenting revised definition of college- and career-ready to appropriate decision-makers; establishing agreement to use PARCC to determine student levels for placement; continuing work with Secondary Literacy Framework, online modules, professional learning communities, pre-service groups	IDOE/ICHE/Alignment Director
3	Packaging support for transitional courses for implementation; presenting definition of college- and career-ready to appropriate decision-makers (related descriptions and plans for use)	Alignment Director

Measureable Outcomes: Measurable outcomes for the Alignment Director are evidenced by the collective measurable outcomes for Indiana's proposal.

- 2) **Convening secondary/postsecondary leadership cadres to support a seamless transition to the Common Core State Standards, including the development and integration of the PARCC assessments as a primary indicator of college-readiness.** K-12 and postsecondary leadership cadres have taken form already in Indiana, though expansion is necessary. To date, Indiana has representatives from the K-12 and postsecondary environments in both English and mathematics who have agreed to help support the transition to the CCSS and the integration of the PARCC assessments. Although this is an encouraging beginning, Indiana recognizes the need to grow the cadres to build a broader, state-level team in English and mathematics in order to be able to take more purposeful action.

The ultimate goal of the Indiana Department of Education and the Indiana Commission for Higher Education in forming its state-level leadership cadre would be to have participation in both English and mathematics from every public and private college and university in the State—in both the core content areas and the corresponding content areas within schools of education—as well as K-12/career and technical education practitioners and administrators who reflect the demographics in our State. There will be two state-level leadership cadres: one for English and one for mathematics.

The leadership cadres will convene virtually and in-person on a regular basis to engage in discussions regarding the CCSS implementation process and the development of the PARCC assessments in English and mathematics—and to guide the long-term goal: shared definition of college and career-readiness. Though leadership cadres will assist in providing feedback on the assessment development process (item specifications, item development, etc.) and the implementation, the core roles of the cadres will be to:

- vet and ultimately articulate what it means to be college and career-ready;
- lay groundwork for use of college and career-ready assessments as valid placement measures for credit-bearing courses; and
- provide assistance in the design of subsequent courses (transitional or “bridge” courses; fourth year math options) and materials.

Indiana will use existing PARCC resources (including the content frameworks) and the overarching PARCC vision as a starting point for working with the leadership cadres. These leadership cadres would have on-going input into the CCSS implementation and PARCC-wide decision-making, which will allow for greater confidence in the process overall.

Through the work of the leadership cadres, Indiana will articulate and ultimately adopt a shared definition of college and career readiness that will naturally connect to PARCC student data (after cut scores are set in 2015) to best understand students’ levels of readiness. Building strong leadership cadres between K-12 and postsecondary will be the most critical and the most impactful task we undertake. If it does not happen, many students will continue to be underprepared for their futures. And since all students are vying for the same future, we must join hands for our students—our future.

This work will need to move with great care in order to be purposeful. To that point, much of the initial work will involve identifying our cadre partners and establishing our team. The work that follows will move toward sharing information and discussing information to build a unified understanding of the many parts related to CCSS and PARCC and the impact they have between K-12 and college and careers. Through all of these activities and discussions, the relationships between the State (IDOE and ICHE) will become stronger with the leadership cadres. The foundation will be critical as we move forward and will have lasting effects for our students.

Timeline and Responsible Partner(s): Outlined in the chart below on the next page are the core activities related to the on-going work of building and continuing to strengthen Indiana’s leadership cadres to work toward a shared definition of college and career-readiness.

Year	Activities	Responsible Entities
1	Building Leadership Cadres; relaying feedback on CCSS implementation and PARCC; focusing on what it means to be college and career-ready	IDOE/ICHE/Alignment Director/ Leadership Cadres
2	Working toward shared definitions of college and career-ready; establishing agreement to use PARCC assessments to determine student levels; framing transitional courses	IDOE/ICHE/Alignment Director/ Leadership Cadres
3	Establishing and adopting descriptions when using PARCC assessments to determine student levels; developing support for transitional courses	IDOE/ICHE/Alignment Director/ Leadership Cadres

Measureable Outcomes:

- ⇒ Proportion of higher education institutions (public & private) involved in leadership cadres.
- ⇒ Proportion of K-12 communities involved in leadership cadres.
- ⇒ Number of postsecondary representatives involved in leadership cadres.
- ⇒ Number of K-12 representatives involved in leadership cadres.
- ⇒ Proportion of higher education institutions (public & private) involved in activities around the possible use of the CCSS aligned assessment results as a determinant of a student's readiness for placement into credit-bearing courses.
- ⇒ Number of K-12 representatives involved in activities around the possible use of the CCSS aligned assessment results as a determinant of a student's readiness for placement into credit-bearing courses.
- ⇒ Proportion of postsecondary institutions that use PARCC results in placement decisions.
- ⇒ Number of postsecondary institutions that use PARCC results in placement decisions.

- 3) **Creating alternative transitional courses for high school seniors and first-time college students identified for remedial education.** Through a strong collaboration between K-12 and higher education leaders, discussions have taken place to develop transitional courses for students in their senior year of high school that address skill deficiencies and create more seamless bridges to credit-bearing, postsecondary coursework. In order to formalize these conversations and begin to create the course designs, Indiana will convene K-12 and postsecondary educators to design English and mathematics courses that could be delivered at both high schools and community college campuses.

This work would align with a related remediation redesign effort at the state's community college system that will result in a new set of consistent policies and practices for placing students in developmental education and customizing the delivery of instruction based on students' identified level of need.

Though the structure and related details of the courses would be developed by the K-12 and postsecondary representatives, the courses will likely be designed for two audiences: those students who do not demonstrate readiness and those students who do demonstrate readiness. As such, results from PARCC assessments administered in the 11<sup>th</sup> grade could be used to place students in one of the following alternative course offerings as needed during 12<sup>th</sup> grade:

- **College-Ready English 1:** For students placing below the PARCC English passing bar. Successful completion of this course would certify that students have

achieved college-ready competencies and would not require remediation upon enrollment in postsecondary education.

- **College-Ready English 2:** Alternative pathway for students placing above the PARCC English passing bar. Successful completion this course would qualify students to receive dual credit that could satisfy students' first-year college English course requirement.
- **College-Ready Math 1:** For students placing below the PARCC mathematics passing bar. Successful completion of this course would certify that students have achieved college-ready competencies and would not require remediation upon enrollment in postsecondary education.
- **College-Ready Math 2:** Alternative pathway for students placing above the PARCC mathematics passing bar. Successful completion this course would qualify students to receive dual credit that could satisfy students' first-year college mathematics course requirement.

Though the implementation of the CCSS and the development of PARCC have not yet fully materialized, work can begin on outlining these courses. It is hopeful that through the work of the leadership cadres, defining the skill and knowledge for these courses will be an easier step to make than without the cadres. Once there is agreement on what the courses will cover, work can be done to develop sample learning activities and assessments to help clarify the intent of the courses.

Timeline and Responsible Partner(s): Outlined in the chart below are the core activities related to the on-going work of building and continuing to strengthen Indiana's leadership cadres to work toward a shared definition of college and career-readiness.

Year	Activities	Responsible Entities
1	Researching transitional course options; framing broad ideas for transitional courses	IDOE/ICHE/Alignment Director
2	Outlining transitional courses; preparing solid course plans	IDOE/ICHE/Alignment Director/ Leadership Cadres
3	Developing transitional high school courses	IDOE/ICHE/Alignment Director/ Leadership Cadres

Measureable Outcomes:

- ⇒ Number of K-12 and postsecondary representatives (by number of individuals and by number of institutions involved) who contribute to the design of the courses.
- ⇒ Number of K-12 and postsecondary representatives (by number of individuals and by number of institutions involved) who contribute to developing activities and assessments for the courses.
- ⇒ Number of K-12 and postsecondary representatives who agree/plan to use the courses.
- ⇒ Number of students (ultimately in the future) who enroll in the courses.

- 4) **Identifying and disseminating resources to support teachers in effectively implementing the Common Core State Standards.** To this effort, Indiana has been working closely with PARCC by participating in the transition and implementation workshops and webinars. Indiana has outlined its timeline for implementation which can be found at:

[www.doe.in.gov/commoncore](http://www.doe.in.gov/commoncore). At this same site, information has been made available through various documents and videos to explain the rationale for new academic standards; Indiana's transition road map; and the need to realign curriculum and assessment materials to reduce instructional gaps. The online materials also suggest resources available for educators to make this transition effectively. Indiana plans to leverage CCSS/PARCC products and resources from the Race to the Top states as well to strengthen its repertoire of support for teachers. Some funds can be used to select and adapt the materials from these states that are most closely aligned with Indiana's needs.

Indiana is also in the process of developing a Secondary Literacy Framework to address instructional gaps in literacy teaching and learning in all content areas. With the adoption and implementation of CCSS for English/Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, Indiana recognized the need to provide information to make the transition easier. Though the funding for the framework itself is already available and being put to use, additional funding can be used to offer model resources for implementation.

Though these initial efforts will be helpful to both in-service and pre-service teachers, Indiana would like to expand to build online professional learning communities to provide ongoing support and additional resources and online courses or modules to support instructional strategies and content knowledge. As an example of what this might look like, through some federal funding, the IDOE developed some algebra readiness modules to support the CCSS mathematical practices. The modules outline best practices through and then show clips of teachers implementing the practices in the classroom. This is one example of the type of work Indiana can build on or replicate in more areas. It is important to note that Indiana has an online system known as the Learning Connection, which houses online data, resources and tools to support student achievement. Many of the resources and related work can be hosted on this site: [learningconnection.doe.in.gov](http://learningconnection.doe.in.gov).

While Indiana has done much work in communicating the strategies and content, we recognize the need to build greater capacity regarding actual application and implementation. Considering the relationship and alignment between K-12 and postsecondary is the primary focus of much of the work with CCSS and PARCC, it seems necessary that we support both in-service and pre-service practitioners through the transition.

Timeline and Responsible Partner(s): Outlined in the chart on the next page are the core activities related to the on-going work of identifying and disseminating instructional resources to support teachers in implementing the CCSS.

Year	Activities	Responsible Entities
1	Selecting CCSS/PARCC materials from states awarded Race to the Top funding; planning for adapting the materials; completing Secondary Literacy Framework; reviewing existing online modules to support transition to CCSS; forming professional learning communities with distinct purposes; working with pre-service focus groups to determine greatest needs; disseminating and enhancing Algebra Readiness modules	IDOE/ICHE/Alignment Director/ Leadership Cadres/Outside Consultant(s)
2	Planning for Secondary Literacy Framework implementation guidance and resources; continuing efforts described above	IDOE/ICHE/Alignment Director/ Leadership Cadres/Outside Consultant(s)
3	Continuing all efforts described above	IDOE/ICHE/Alignment Director/ Leadership Cadres/Outside Consultant(s)

Measureable Outcomes:

- ⇒ Number of K-12 and postsecondary individuals who join professional learning communities.
- ⇒ Number of K-12 and postsecondary individuals who register and participate in online modules or presentations related to the CCSS and PARCC.
- ⇒ Number of K-12 and postsecondary individuals who report a change in their own content knowledge and/or instructional practice due to the online materials.

### 3. OPTIONAL ACTIVITY

While Indiana understands the need to establish state-level leadership cadres in English and mathematics to help shape policy decisions, in order to build local support for CCSS and PARCC implementation, the State would like to also develop local-level leadership cadres. It is our hope that the opportunity of additional funding could help local-level leadership cadres of K-12 and postsecondary representatives to delve deeper into the content of the CCSS (and thus also supporting PARCC).

Indiana would like to again partner K-12 and postsecondary practioners to comprise the local-level cadres. In contrast to the make-up of the state-level cadres, which are based on institution and demographic representation (in addition to content/practice expertise), the local-level cadres would need to represent particular geographic regions and grade-levels. Indiana plans to build two local-level leadership cadres (locations are still being determined based on conversations between IDOE and ICHE).

The work of the local-level leadership cadres will be co-led by the Alignment Director and Indiana's PARCC Implementation Director (position within the IDOE is currently being designed as part of/as prescribed by Indiana's participation in PARCC) and supported by outside consultants who are knowledgeable and familiar with the content and instructional practices supported by the CCSS and PARCC. These partners will convene groups by grade-span for English and by selective and related content areas for mathematics in order to ensure attention is paid to the content/practice trajectory presented in the CCSS. Because the local-level leadership cadres will include practioners from K-12 and higher education and will be co-led by the Alignment Director and the PARCC Implementation Director, it is critical that the efforts enhance, not compete with, the steps outlined in the Common Core Implementation Workbook developed by Achieve, Inc. and the U.S. Education Delivery Institute

for all states in PARCC. The activities and tasks associated with the local-level leadership cadres will complement these efforts.

The local-level leadership cadres will convene virtually and in-person on a regular basis to engage in discussions regarding the CCSS and PARCC implementation process in English and mathematics—and to guide the long-term goal: informing and shaping a plan to support the transition between high school courses and college courses—and how the PARCC assessment data can be used to inform this transition. The core roles of the local-level cadres will be to:

- Understand all of the “parts” related to the CCSS and PARCC (though Indiana is going to leverage existing materials, resources and staff, we will want to provide an overview of the evolution of the CCSS and PARCC to the local-level leadership cadres to maintain reliability in information);
- Elaborate content definitions and expectations for learning (drawing on the content frameworks and sample units developed by PARCC and related course descriptions, syllabi and materials)
- Identify student work samples that demonstrate and validate these definitions/expectations and support effective instructional practice in the classroom; and
- Understand and articulate how to use the CCSS and PARCC to inform student transitions to higher education (there is a portion of the Common Core Implementation Workbook devoted to this topic, which can be used for guidance, but it is still being developed).

Timeline and Responsible Partner(s): Outlined in the chart on the next page are the core activities related to the on-going work of building two local-level leadership cadres.

<b>Year</b>	<b>Activities</b>	<b>Responsible Entities</b>
1	Selecting local-level Leadership Cadres; facilitating meeting re: the parts of CCSS and PARCC; delving into the CCSS to draft content definitions and expectations for learning; possibly collecting Indiana student work samples; discussing possible uses of the CCSS and PARCC to inform the transition to higher education (possible questions to explore: How can the CCSS be integrated into postsecondary courses? How can the CCSS be used to determine the content of postsecondary courses? How can PARCC be used for student placement into credit courses or into transitional courses? How can PARCC be used to determine student readiness beyond entry courses?)	IDOE/ICHE/Alignment Director/ PARCC Implementation Director/ Leadership Cadres
2	Completing drafts of content definitions and expectations for learning; collecting Indiana student work samples and matching them to the content definitions and expectations; continuing work on plan for transition between K-12 and postsecondary	IDOE/ICHE/Alignment Director/ PARCC Implementation Director/ Leadership Cadres
3	Completing and presenting plan to inform transition for students from K-12 to postsecondary	IDOE/ICHE/Alignment Director/ PARCC Implementation Director/ Leadership Cadres

Measureable Outcomes:

- ⇒ Proportion of higher education faculty (public & private) involved in leadership cadres.
- ⇒ Proportion of K-12 representatives involved in leadership cadres.
- ⇒ Number of postsecondary representatives involved in leadership cadres.
- ⇒ Number of K-12 representatives involved in leadership cadres.
- ⇒ Proportion of higher education faculty (public & private) involved in activities around the possible use of the CCSS aligned assessment results as a determinant of a student's readiness for placement into credit-bearing courses.
- ⇒ Number of K-12 representatives involved in activities around the possible use of the CCSS aligned assessment results as a determinant of a student's readiness for placement into credit-bearing courses.

## CONTRACT BUDGET

**Common Core State Standards and Assessments:  
K-12/Postsecondary Alignment Support Project  
Contract Budget**

### Center of Excellence in Leadership of Learning

BUDGET CATEGORIES	Year 1	Year 2	Year 3	TOTAL
<b>1 Direct Project Costs</b>				
<b>1.1 Personnel Expenses</b>				
Salaries†	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 180,000.00
Benefits (list 31%)	\$ 18,600.00	\$ 18,600.00	\$ 18,600.00	\$ 55,800.00
<i>SUBTOTAL: Personnel Expenses</i>	\$ 78,600.00	\$ 78,600.00	\$ 78,600.00	\$ 235,800.00
<b>1.2 Other Direct Expenses</b>				
Travel (in-state)	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 17,250.00
Convenings	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 60,000.00
Communication	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 11,250.00
Phone Stipend	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 3,600.00
Administration*	\$ 6,020.00	\$ 6,000.00	\$ 6,000.00	\$ 18,020.00
<i>SUBTOTAL: Other Direct Expenses</i>	\$ 36,720.00	\$ 36,700.00	\$ 36,700.00	\$ 110,120.00
<b>2 GRAND TOTAL**</b>	\$ 115,320.00	\$ 115,300.00	\$ 115,300.00	\$ 345,920.00

† Salaries include the alignment director

\* Administration includes partial administrative assistant and parking

\*\* Includes Core and Option Activity Grant Budgets

## Attachment B

### Contractor Certification of Completion

University of Indianapolis, as "Contractor" pursuant to that certain Agreement between it and the Indiana Commission for Higher Education (the "Commission") dated as of the 9th day of January 2015, hereby certifies to the Commission that Contractor has performed all of the services identified in the Proposal, as such term is described in the Agreement. Furthermore, Contractor hereby certifies to the Commission that it has delivered its last invoice for services performed and expenses actually incurred by [him/her/ or it] pursuant to the Agreement. A copy of the invoice and documentation for expenses actually incurred by Contractor pursuant to this Agreement is attached hereto as Attachment B-1.

Dated the 31<sup>st</sup> day of December 2015.

"Contractor"

\_\_\_\_\_

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_