

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

**Submitted to
Lumina Foundation,
The William and Flora Hewlett Foundation, &
Bill & Melinda Gates Foundation**

**By
Louisiana Board of Regents**

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Summary Page

The Louisiana Board of Regents is submitting a proposal for \$200,000 per year for three years to the Lumina Foundation, The William and Flora Hewlett Foundation, & Bill & Melinda Gates Foundation to address the following two goals identified by the foundations:

- Successful implementation of CCSS/aligned assessments.
- Shared ownership of college readiness by K-12 and post-secondary sectors.

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 CCSS 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 following outcomes identified by the foundations have been addressed in the grant proposal and specific progress indicators have been identified for each outcome to be achieved by the end of the grant.

- **Outcome:** Statewide definition of “college readiness”
- **Outcome:** K-12/postsecondary alignment to Common Core State Standards in:
 - Academic courses/sequences
 - Data and accountability
 - Teacher Development
- **Outcome:** Postsecondary institutions use CCSS assessment to determine readiness for credit bearing course enrollment (2015 or later)

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 proposal 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.

**Common Core State Standards and Assessments:
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Project Activity Plan**

A. Current Status of PK-20 Collaboration and Alignment of Standards and Assessments

Louisiana has already initiated the process to address the goals of the grant by creating deep collaboration between K-12 and higher education to develop a statewide articulation and transfer arrangement and align the Common Core State Standards (CCSS) and PARCC assessments within PK-12 and higher education environments. The following is a brief summary of initiatives that are already being implemented

In response to ACT 464 (SB 537) of the 2008 Louisiana legislature and several previous Acts and Resolutions, Louisiana has demonstrated progress toward establishing and enhancing comprehensive articulation. A State Level Secondary to Postsecondary Steering Committee adopted and implemented a comprehensive framework and system for issuing articulated credit of Carnegie Units earned in a secondary school for college credit. The Committee cataloged existing statewide articulation agreements, conducted an annual review of the agreements, evaluated existing statewide agreements to determine if requisites necessary for a standard agreement were met, and utilized an established criteria and mechanism to determine if statewide agreements should be maintained, discontinued, or revitalized. Since 2003, the Board of Regents has made available to the public via its website, the Master Course Articulation Matrix that identifies course equivalencies among postsecondary institutions of higher education. Each year, faculties on the respective campuses review the matrix for revisions. Institutions propose changes to the matrix based on their review, and the changes are reviewed by the system management boards. Final changes to the matrix are adopted by the Louisiana Board of Regents. Thus, Louisiana has already identified the entry-level credit-bearing English I and College Algebra courses that students use when transferring into all two-year and community colleges plus four year institutions in the state.

Louisiana was one of the original states to partner with Achieve to create the Partnership for Assessment of Readiness for College and Careers (PARCC) proposal that was submitted to the U.S. Department of Education for funding. On June 10, 2010, the Commissioner of Higher Education for the Louisiana Board of Regent and all four university system presidents (i.e., Louisiana State University System, University of Louisiana System, Southern University System, and Louisiana Community and Technical College System) signed a letter indicating support for the PARCC initiative. As a result of a past history of strong PK-20 collaboration in Louisiana, a decision was made for PK-12 and higher education to work collaboratively to successfully implement the Common Core State Standards and PARCC assessments. A decision was also made to jointly involve PK-12 educators, arts/science faculty, education faculty, and other key education leaders in the process. This was based upon the understanding that arts/science faculty and education faculty within two-year and community colleges plus four year institutions are not only recipients of students who graduate from high schools ready for college, they are also the producers of new teachers who prepare the students to be college ready.

Once PARCC was awarded the grant, Louisiana promptly identified two individuals who had successfully lead reform initiatives in the past to serve as the PARCC PK-12 Lead (i.e., Dr. Scott Norton) and PARCC Higher Education Lead (i.e., Dr. Jeanne Burns). Both had been involved in early activities as the PARCC proposal was developed and were involved in other work at the state level involving the Common Core State Standards and assessments. During the past year, these two individuals and other representatives from the state (e.g., Higher Education Math Content Representative, K-12 Content Representative, Higher Education English Content Representative, K-12 English Content Representative, and PARCC Implementation Team members, etc.) participated in a series of PARCC meetings with representatives from other states to attain a deeper understanding of the CCSS/PARCC, provide input into the design of the new PARCC assessments, and develop/implement plans for Louisiana.

The Louisiana Department of Education (LDOE) has now developed a state implementation plan that identifies how the CCSS curriculum and assessments will be phased in from 2011-12 to 2014-15 in Louisiana. The LDOE has disseminated information about the plan through webinars and developed Common Core State Standards and Common Core Assessment web pages on their web site that provide links to the Common Core State Standards and resources.

State leaders have started the process to engage higher education in discussions pertaining to the CCSS and PARCC. On August 30, 2011, chancellors/presidents of all 19 public and private universities in the state were invited by Dr. James Purcell (Commissioner of Higher Education) to participate in a PARCC Leadership Summit. They were invited to attend with 3 key university leaders (e.g., chief academic officer, college of arts/science dean, & college of education dean). During the summit, Dr. Purcell and Ollie Tyler, Acting State Superintendent of Education, discussed the importance of the CCSS and PARCC. Allison Jones from Achieve provided the university teams with a comprehensive presentation about the CCSS and PARCC. During the afternoon, Dr. Norton and Dr. Burns led the teams in discussions about their roles and responsibilities during the next three years as activities are implemented on campuses. Chancellors were informed that PARCC Campus Leadership Teams had already been formed on their campuses to support the work.

During June 2011, the Louisiana Board of Regents worked collaboratively with college of education deans to create PARCC Campus Leadership Teams on all 19 campuses. This was an outgrowth of an initiative that had previously been planned during 2010-11 for college of education deans to work with state research team members on their campuses to engage faculty in the integration of the CCSS into the teacher preparation curriculum. Work could not start in 2010-11 due to the need for the Louisiana Department of Education to develop a CCSS/PARCC implementation plan. When the college of education deans and state research team members became aware of the need to involve additional arts/science faculty and K-12 educators in PARCC activities, a decision was made to create the PARCC Campus Leadership Teams.

Each PARCC Campus Leadership Team is composed of the following: college of education dean, college of arts/science/humanities math faculty member, college of arts/science/humanities English faculty member, college of education math methodology faculty member, college of education English methodology faculty member, state research team member, and two other representatives (e.g, PK-12 teacher, college of arts/science dean, etc.). Responsibilities of the

teams include dissemination of information about the CCSS and PARCC, development and/or use of the PARCC assessments, integration of the CCSS and assessments into the curriculum, etc. On July 25, 2011, the PARCC Campus Leadership Team members participated in a webinar that provided an orientation about the CCSS and PARCC. Dr. Purcell, Ollie Tyler, Dr. Burns, and Dr. Norton presented information during the webinar. On September 30, 2011, the 8-member PARCC Campus Leadership Teams met in Baton Rouge, LA at a statewide meeting to attain a deeper understanding of shifts that have occurred in the CCSS and PARCC assessments. In addition, roles and responsibilities of the teams were further clarified and guides were provided to assist teams in organizing the work on their campuses. Members of the PARCC Campus Leadership Teams were made aware of the Lumina, Hewlett, & Gates grant. They provided input regarding how the funds might be used to support their work at the campus level.

In response to Act 187 (HB 419) of the 2011 Louisiana legislature, a Remedial Education Commission was formed as a joint collaborative between the Board of Regents and the Louisiana Board of Elementary and Secondary Education. The charge to the Commission was to study and prepare a report for the legislature that would recommend best practices and strategies to be used by public elementary, secondary, and postsecondary education institutions to address identified areas which included the following: alignment of high school graduation requirements and course curriculum with college, clear entrance and exit standards for all remedial courses and transfer of credit for such courses to all public postsecondary education institutions, strategies and data for reducing the need for remediation of high school graduates, offering more dual credit opportunities for high school students, role of distance learning and other innovative alternatives to traditional instruction, etc. During the first two meetings, the Commission examined admission standards, policies and practices for developmental education, high school and college delivery strategies, CCSS & PARCC assessments, senior year transition courses and opportunities, and placement and exist measures for remedial education. During the most recent meeting, they drafted a recommendation that indicated that the effectiveness of developmental interventions (e.g., growth in learning) need to be consistently assessed and revised as needed for optimum results. They recommended that all colleges offering developmental education courses use a nationally-normed post-assessment correlated to placement measures to help identify best practices. The Commission will submit its recommendations to the House Committee on Education and the Senate Committee on Education not later than 60 days prior to the 2012 Regular Session of the Legislature.

Recent legislation has shifted the responsibility of developmental education in Louisiana to the Louisiana Community and Technical College System (LCTCS). In fall 2012, all developmental education will be offered through the two-year and community colleges. Louisiana is currently working with Jobs for the Future to increase the number of low-income youth and adults who attain postsecondary credentials. As part of this initiative, the LCTCS has developed a draft plan to reform developmental education across all LCTCS campuses. Once the plan is finalized, the LCTCS plans to implement the reforms at scale across all of the colleges in the system. The draft plan addresses the following major areas: (1) College and career readiness; (2) Assessment and placement; (3) Systems and structures; (4) Accountability; and (5) Professional development.

Last, Louisiana's PK-20 Blue Ribbon Commission for Educational Excellence will be addressing the following charge during 2011-12: To prepare students who are career and college ready as new Common Core State Standards and PARCC assessments are implemented in Louisiana. They will be addressing the following questions:

- What options should be made available to high school students who attain passing grades in Algebra I, Algebra II, and Geometry but do not attain readiness scores for entry-level, credit bearing courses prior to high school graduation?
- What support should be provided to experienced teachers who lack the depth of content knowledge and depth of pedagogical knowledge/skills to prepare students to successfully address the Common Core State Standards and PARCC assessments?

The 36 member Blue Ribbon Commission was created in 1999-2000 to address issues that impact the effectiveness of teachers and educational leaders within PK-12 schools and higher education. The Commission is composed of state, PK-12, postsecondary, business, and parent leaders from across the state. This Commission has had a major impact upon educational reform in the State. Each year the Commission identifies a new charge, meets a minimum of 6 times a year to hear national and state experts address issues connected to the charge, and generate recommendations that require new policies, laws, and/or procedures. The recommendations are presented to the Board of Regents and Board of Elementary and Secondary Education at a joint meeting during May of each year. The two boards direct staff to develop plans to implement the recommendations. The Blue Ribbon Commission held its first meeting on October 6, 2011 and heard Allison Jones (Achieve) discuss CCSS and PARCC from a national perspective. During future meetings, the Blue Ribbon Commission will build upon recommendations generated by the Remedial Education Commission and will identify recommendations that address the Blue Ribbon Commission charge and support elements of the LCTCS plan.

All of these different initiatives will need to converge as the state moves toward creating a common definition of college readiness and aligns all assessments with the CCSS and state definition.

B. Needed Extension and Expansion of Current Work

As noted above, momentum is already building in Louisiana to address issues pertaining to articulation/transfer, Common Core State Standards, PARCC assessments, and remedial/developmental education through PK-20 collaborative relationships. However, needs exist to extend and deepen the work in three areas:

- Louisiana's twelve two-year and community colleges need to create PARCC Campus Leadership Teams and become actively engaged in the same discussions as the four year institutions about a common statewide definition for "college readiness," alignment of curriculum with CCSS, and use of PARCC assessments to determine readiness for credit bearing courses.
- PARCC Campus Leadership Teams need to be supported as they convene a greater number of university educators, two-year and community college educators, PK-12 educators, and

community members to implement the CCSS Alignment/Assessment Activities that have been identified in this proposal.

C. Desired Outcomes and Progress Indicators

The outcomes and progress indicators to be achieved by the end of the grant are listed below. Additional outcomes and progress indicators pertaining to the study of assessments to examine the impact of bridge/transitional activities and remedial courses can be found in Section G. Optional Activity.

- **Outcome:** Statewide definition of “college readiness”
 - **Progress Indicator:** All twelve two-year and community colleges will create PARCC Campus Leadership Teams by January 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:** 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.)

- **Outcome:** K-12/postsecondary alignment to Common Core State Standards in:
 - Academic courses/sequences
 - 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.

D. Alignment Coordinator

The Louisiana Board of Regents will serve as the fiscal agent for the grant. The agency would like to request that the current PARCC Higher Education Lead (i.e., Dr. Jeanne Burns) serve in the role of alignment coordinator and that the funds for a coordinator be used to support PARCC Campus Leadership Teams who will need to convene arts/science faculty, education faculty, PK-12 teachers, and others to implement the CCSS Alignment/Assessment Activities. This request is being made for the following reasons:

- State funds are currently being used for Dr. Jeanne Burns to have 100% release time from her position as an Associate Professor at Southeastern Louisiana University to work for the Louisiana Board of Regents and a commitment will be made to continue to attain her release through the end of the grant.
- Dr. Burns has already been assigned the responsibility of working with campuses to integrate the CCSS into the curriculum and to address issues pertaining to the PARCC assessments. Approximately 50% of her time is being directed to these activities.
- Dr. Burns is already working with campuses to use value-added assessment data from first and second year teachers to improve teacher preparation programs and the new PARCC assessments will be an integral part of the value-added assessment in the future.
- Dr. Burns has successfully led other reform initiatives in the state that have involved the arts/science faculty, education faculty, and PK-12 partners.

A need will exist to hire a graduate student to assist Dr. Burns in communicating with the campuses, gathering input from the campuses, organizing the input once gathered, creating documents, and handling logistical details for meetings. Dr. Burns' current administrative assistant, Linda Marino, will be able to provide additional support by preparing contracts for dissemination of funds to campuses, attaining contract signatures, collecting progress/expenditure reports, and overseeing issues pertaining to budgets. Other Board of Regents Associate Commissioners are already involved in work to improve remedial/developmental education on campuses, and they will work collaboratively with Dr. Burns to avoid duplication of effort.

E. Management of CCSS Alignment/Assessment Activities

As PARCC Higher Education Lead, Dr. Burns will implement all statewide activities identified in the proposal and support PARCC Campus Leadership Teams as they implement activities at a campus level. Each PARCC Campus Leadership Team will identify a PARCC Campus Lead who will work directly with Dr. Burns and the graduate student to communicate information pertaining to the CCSS Alignment/Assessment Activities. Dr. Burns will also attend all out-of-state activities planned for grant alignment coordinators from the 10 states.

Members of the PARCC Campus Leadership Teams will expand the number of arts/science faculty, education faculty, PK-12 partners, and community representatives who will be working with them to address the outcomes identified within the grant proposal. Each campus will be provided the flexibility to identify organizational structures that will help them implement the tasks they identify to address the proposal outcomes.

Each PARCC Campus Leadership Team will be provided a subgrant for \$4,000 per year for three years for the purpose of convening arts/science faculty, education faculty, and PK-12 faculty, and other educators to provide input into the CCSS Alignment/Assessment Activities. To attain the funds, the PARCC Campus Leadership Teams will be required to submit a Project Management Plan each year that will identify the tasks that will be used to implement the CCSS Alignment/Assessment Activities, the timelines to implement the tasks on their campuses, and the persons responsible for implementing the tasks. In addition, they will submit a budget and budget narrative to identify how the funds will be used. All plans and budgets will be reviewed by Board of Regents staff, and the funds will be awarded to each two-year and community college plus university once it is determined that a clear management plan has been submitted. Each PARCC Campus Leadership Team will possess evidence to indicate that they have successfully addressed the yearly Progress Indicators before new funds are allocated each year. Two-year and community colleges that do not have Associate of Science in Teaching degrees will not be required to do the teacher preparation activities.

F. CCSS Alignment/Assessment Activities

The following activities will be implemented during the next three years:

- **Years One, Two, and Three (November 14, 2011 – October 30, 2014)**
 - Oversee the communication of information about the Common Core State Standards (CCSS), PARCC assessments, college readiness definitions to university, two-year and community college, and PK-12 partners through state and campus convenings and oversee the coordination of activities. (Persons Responsible: State Lead & Campus Teams)

- **Year One (November 14, 2011 – June 30, 2012)**
 - Identify a set of core competencies in English and mathematics reflected in the CCSS by March 15, 2012 that signal that a student is on-track to be college-ready (Persons Responsible: Campus Teams)
 - Identify evidence by March 15, 2012 that would indicate on a PARCC assessment that a student is ready to enter entry-level credit-bearing courses for English and mathematics. (Persons Responsible: Campus Teams)
 - Agree on core competencies and college-readiness standards (e.g., evidence) acceptable to all college and universities within Louisiana by June 30, 2012 (Person Responsible: State and Campus Teams)
 - Realign the teacher preparation curriculum (e.g., arts/science faculty, education faculty, etc.) to prepare pre-service teachers to teach to the new CCSS and assessments by June 30, 2012 (Persons Responsible: College of Education Deans & Community College Directors of Associate of Science in Teaching Degree)

- Identify needs for professional development for new teachers, experienced teachers, and remedial/developmental education instructors to alter practices to address the CCSS and PARCC assessment (Persons Responsible: State Lead & Blue Ribbon Commission for Educational Excellence)
- Identify types of drill down data needed for new PARCC assessments to help teachers and teacher preparation programs improve practices by June 30, 2012 (Persons Responsible: State Lead and State Research Team Members)
- **Year Two (July 1, 2012 – June 30, 2013)**
 - Use pilot PARCC data to examine the relationship between the PARCC assessments and existing college ready assessments (e.g., ACT, PSAT, SAT, etc.) (Persons Responsible: State Lead & PARCC Campus Leadership Teams)
 - Identify a minimum of one faculty member per two-year and community college plus university to participate in research studies to create assessment items and/or validate PARCC assessment results (Persons Responsible: State and Campus Leads)
 - Implement teacher preparation programs aligned with the CCSS and PARCC assessments (Persons Responsible: College of Education Deans & Two-Year and Community College Directors of Associate of Science in Teaching Degree)
 - Adapt arts/science courses to address the CCSS (Persons Responsible: Math and English Faculty Members on PARCC Campus Leadership Teams)
 - Identify resources and opportunities for new teachers, experienced teachers, and remedial/developmental education instructors to alter practices to address the CCSS and PARCC assessment (Persons Responsible: College of Education Deans & Two-Year and Community College Directors of Associate of Science in Teaching Degrees)
- **Year Three (July 1, 2013 – October 30, 2014)**
 - Identify the relationship between the PARCC assessments and existing college ready assessments (e.g., ACT, PSAT, SAT, etc.) (Persons Responsible: State Lead & PARCC Campus Leadership Teams)
 - Identify a minimum of one faculty member per university to participate in research studies to create assessment items and/or validate PARCC assessment results (Persons Responsible: PARCC Campus Leadership Teams)
 - Implement teacher preparation programs aligned with CCSS and PARCC assessments (Persons Responsible: College of Education Deans & Two-Year and Community College Directors of Associate of Science in Teaching Degree)
 - Implement arts/science courses to address common core standards (Persons Responsible: College of Arts/Science Deans & Two Year and Two-Year and Two-Year and Community College Chief Academic Officers)
 - Implement professional development for new teachers, experienced teachers, and remedial/developmental education instructors to alter practices to address the CCSS and PARCC assessment (Persons Responsible: College of Education Deans & Two-Year and Community College Directors of Associate of Science in Teaching Degrees)

G. Budget Summary and Itemized List

1. Funding Overview and Itemized List of All Anticipated Direct Project Expenses: \$200,000 per year for three years. Although funds are not being requested each year for an alignment coordinator, funds will be needed for a graduate student to assist in the preparation of materials for the state level meetings and to assist with communication. The majority of the grant funds (\$124,000) will be used to provide \$4,000 subgrants for the 19 universities and 12 two-year and community colleges to convene K-12 partners, arts/science faculty, and education faculty to address all of the CCSS Alignment/Assessment Activities identified in the grant proposal. The funds will help to pay for K-12 teacher substitutes, travel, food/beverages, etc. for the meetings. The Board of Regents will issue the subgrants and will oversee the fiscal and progress reporting for the subgrants. The remaining funds for convenings will be used by the Board of Regents to conduct meetings with two-year and community college chancellors/presidents and their PARCC Campus Leadership Teams, and to present information about CCSS/PARCC at meetings/receptions that are conducted for teacher organizations and state organizations in Louisiana. Travel funds will be used to pay travel for individuals attending the meetings. The State will use Communications funds to create brochures about CCSS/PARCC that will be used by the State and the PARCC Campus Leadership Teams. Administration costs are included to cover needs for project reports, financial information, and other information to support the activities identified in the grant proposal.

a. Personnel Expenses and Fringe Benefits (\$11,180.00 per year for salary and \$855 per year for benefits)

Graduate Student

Graduate student to work 20 hours per week to assist with meetings and communication.

b. Travel

a. Grant Related Meetings (Year 1: \$9,965; Year 2: 11,814; Year 3: \$11,814)

Travel to attend meetings for Lumina/Hewlett/Gates grant with alignment coordinators from 10 states.

b. Two-Year and Community College Statewide Meetings (Year 1: \$ 5,000)

Travel for two-year and community college presidents/chancellors and key campus leaders to attend CCSS/PARCC state meeting.

c. High School/College Statewide Meetings (Year 1: \$10,000; Year 2: \$14,000; Year 3: \$14,000)

Travel to statewide meetings for PARCC Campus Leadership Teams and specialty university and PK-12 faculty teams.

c. Convenings

- a. Presentations & Receptions for Teacher Organizations & State Organizations (Year 1: \$12,000; Year 2: \$12,951; Year 3: \$12,951)

Expenses (e.g., food, beverage, room, etc.) to hold meetings/receptions with teacher organizations and state organizations about CCSS alignment/assessment.

- b. Presentations & Meetings with Two-Year and Community College Chancellors & Their Campus Leadership Teams (Year 1: \$5,000)

Expenses (e.g., food, beverage, room, etc.) to meet with chancellors/presidents and their PARCC Campus Leadership Teams to discuss the Common Core State Standards and PARCC assessments

- c. Subgrants for PK-20 Campus Convenings (Year 1: 124,000; Year 2: \$124,000; Year 3: \$124,000)

Subgrants issued to the 19 public and private universities plus 12 two-year and community colleges to support costs to convene university and PK-12 faculty to address the CCSS Alignment/Assessment Activities in the grant. Each campus will be provided \$4,000 per year.

d. Communications (Year 1: \$6,000; Year 2: \$9,200; Year 3: \$9,200)

Development and printing of brochures pertaining to the CCSS alignment/assessment for distribution across the state.