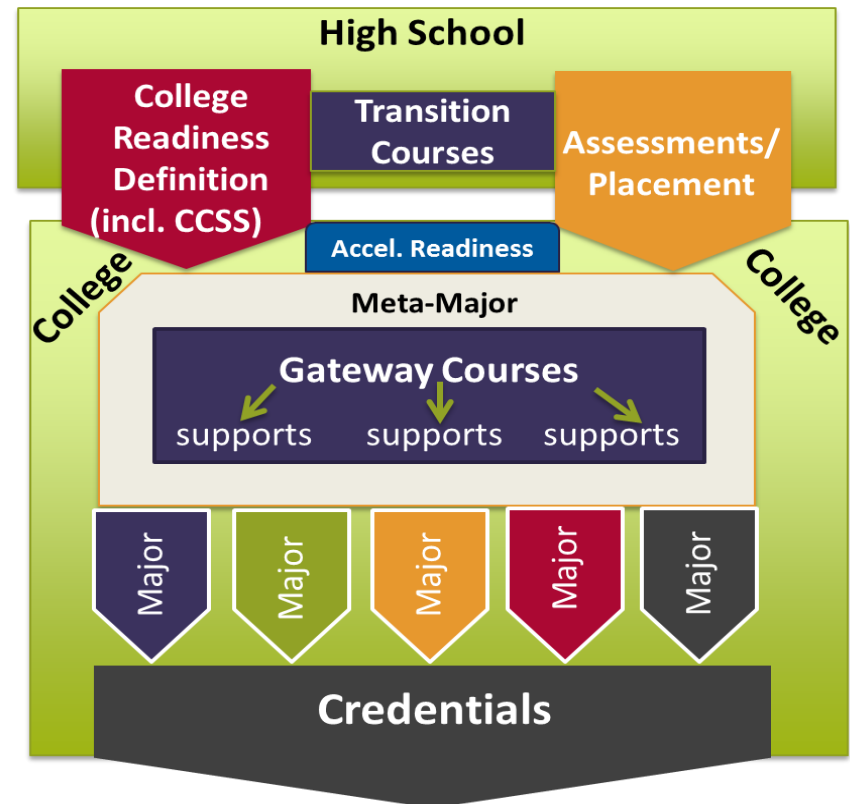


## ACTION PLANNING TEMPLATE

This action planning template will help you think about, develop and plan processes and actions related to the six strategies highlighted in the Conceptual Framework. These six strategies reflect an integrated approach to improving college readiness, persistence, and completion:

- 1. College Readiness Definition (including the Common Core standards or similarly rigorous academic content standards):** The earlier the education system makes students ready for postsecondary learning, the better. High School must be the first focal point of an integrated strategy. Successfully implementing a strong set of college ready standards and a statewide college readiness definition jointly embraced by K-12 and higher education can go a long way toward improving student readiness at the time of high school graduation.
- 2. Assessments:** States should adopt rigorous multi-measure assessments of college readiness that are aligned to college ready standards and which can be used for both K-12 purposes and for postsecondary placement/student support decisions, along with other measures in postsecondary settings.
- 3. Transition Strategies:** For high school students who are not college ready, states should develop and implement transition strategies in high school (transition courses, offering college-level developmental courses, etc.) directed toward helping students achieve readiness before graduation. High school students who are already college ready should be given opportunities to continue to advance their knowledge through accelerated learning options that lead to earning college credit before graduation. Transitions strategies can also include improved advising and other supports for students in making informed decisions about postsecondary pursuits.
- 4. Placement Policy:** States should move away from placement policies based on a bright-line determination of “ready” or “not ready.” Research and experience show that most students can succeed when placed directly in a gateway course, if provided with appropriate



supports. Gateway course placement should be the default, and assessments should be used to determine what supports students need to succeed in the gateway course.

5. **New Approaches to Developmental Education and Gateway Courses:** States should adopt developmental strategies that are embedded in gateway courses or intensive single semester (accelerated readiness) developmental strategies that eliminate “loss points.” Gateway courses should be aligned to program areas or meta-majors to make these courses more relevant.
6. **Program Maps and Meta-Majors:** States should promote the widespread use of program maps and meta-majors in higher education to improve student transitions and progress through to a major area of study and, ultimately, a credential. This approach creates a straight and clear path for more students to reach completion. The wider use of program maps and meta-majors requires more attention to improved student advising and other **student supports** that ensure students pick pathways that meet their needs, and ultimately persist to completion.

To address these strategies, a state may need to focus on issues of policy or practice. Policy decisions are those that are necessary to create the policy context and conditions for new strategies to be implemented successfully. Changing practice requires careful attention to designing reforms, and using high quality implementation approaches.

There are a number of steps that play a role in successful implementation, which states should keep in mind when designing action plans. These include the following:

1. **Know your baseline:** Understand what is happening in your state and system. Collect and analyze data to understand the current state.
2. **Conduct a policy audit:** Identify and address policy barriers.
3. **Take action:** Start the conversation, design the strategy, implement and benchmark progress. Key implementation elements include:
  - a. **Leadership:** Leadership can exist both at the administrative level of the organization, but also at the level of staff and faculty.
  - b. **Project Management Structures:** What structures – working groups, project teams, etc. – are needed to support successful implementation.
  - c. **Engagement and Learning (Knowledge Building):** Effectively communicate and engage faculty and staff in understanding the problem and potential solutions, and in designing and implementing reforms.
  - d. **Planning:** Create a plan to guide the work.
  - e. **Executing and Monitoring:** Create routines and strategies to ensure the work proceeds as expected and problems are solved as they arise.
  - f. **Staff support and development for implementation:** Provide appropriate training for faculty and staff to support new approaches.

This packet includes planning guides for each strategy – one focused on the policy issue and one focused on implementation. As you take part in a session related to a particular strategy, you can use these planning pages to take notes and process your ideas. This packet is intended to be used alongside your state’s self-assessment to identify and analyze opportunities for improvement and next steps. These notes and ideas can then help support your state team plan for next steps in moving developmental education forward in your state.

## Strategy Implementation Analysis

### Strategy: Changes to Transition to College/Developmental Education

Implementation Need	Where are we now?	What are we going to do?
<p><b>Know Your Baseline:</b>  <i>What data is needed to understand the problem?</i>  <i>What are the current conditions?</i></p>	<p>Political pressure to reduce developmental courses at higher ed.            Statewide articulation of math and English curriculum. Wymatic            No communication between K-12 and Higher Education.</p> <p>Pg. 8-9 of the state self-assessment</p> <p>Already have common cut scores</p> <p><b>Central</b>—both math and English—30% of the students who complete the developmental course, complete the college level gateway course in 8 semester. 70% of those students do not complete the gateway course. For Fall 2014, co-requisite for Math 1000—2 credit course to go with that (5 total credits). Meet at the same time, tutor support. Teacher follows students all the way through. In English, 1007 is a co-requisite (support for the 1010 course). 6 Meta-Majors developed and eliminated the General Studies Degree option.</p> <p><b>LCCC</b>—3 course sequence for math, 2 course sequence for English</p> <p><b>Northwest College</b>— NW has revised their advisement programming. Every student is guided discipline specific guidance, all first year students take discipline specific seminars. 3 Meta-Majors and still have general studies (which he sees will not eliminate)</p> <p><b>Western</b>—Revamping developmental courses and placement. Implementing intrusive advising and focus on part-time degree-seeking student advising. Implemented a 16 to Succeed initiative.</p>	<p>Matt--Consider a comprehensive developmental redesign process with a couple of systems. Example—Academy: Good relationships with supt, principals, college—meet together. Address the issues at the table, set a goal, bring in experts.</p> <p>Mark—shared the Central Wyoming College’s approach</p> <p>Melinda—sees that the work of the colleges needs to be more shared—Leadership and grassroots need to be involved together—having a clear and shared vision.</p> <p>Melinda--Advisement and Counseling—high schools and future story/planning needs to be done and shared with the colleges.</p> <p>Transitional Alignment Task Force</p> <p>Campus-wide effort. Comprehensive and sustainable activities</p>

Implementation Need	Where are we now?	What are we going to do?
	<p>Added a K/12 representative to the team</p> <p>Identify math and English leads for facilitating state-wide communication</p> <p>Implemented a sub-committee from CCW to develop a definition of college and career readiness</p> <p>Develop strategies for sharing progress on development initiatives</p> <p>Include students as appropriate</p>	
<p><b>Conduct a Policy Audit:</b> <i>Identify policy barriers exist that stand in the way of change.</i></p>	<p>Need to create a sense of what is going on in the state. Stay ahead and work to avoid the need to legislate change</p>	
<p><b>Leadership:</b> <i>Identify people who can provide the necessary leadership for the work.</i></p>	<p>CCW will guide the effort with the assistance of subcommittees of content experts in the various area.</p>	

Implementation Need	Where are we now?	What are we going to do?
<p><b>Project Management Structures:</b>  <i>Create structure – working groups, project teams, etc. – that can help carry out the work.</i></p>		
<p><b>Engagement and Learning:</b>  <i>Deliberately engage those who will be instrumental in carrying out the change. Build greater understanding of the problem, and seek input into designing solutions.</i></p>	<p>Who to have—Melinda shared research about top leadership and more grassroots</p>	
<p><b>Planning:</b>  <i>Create a plan for carrying out the work.</i></p>		
<p><b>Executing and Monitoring the Plan:</b>  <i>Create structures to collect feedback on implementation and allow for proactive problem solving.</i></p>		
<p><b>Staff Support and Development:</b></p>		

<b>Implementation Need</b>	<b>Where are we now?</b>	<b>What are we going to do?</b>
<i>Identify support and training needed by faculty and staff to ensure effective implementation.</i>		

## Create a statewide Developmental Redesign Academy of Wyoming (DRAW) for Higher Education and K12.

What are we going to do when we get home?		
Actions	Who will be responsible?	By When?
<p>Develop and disseminate the <b>Descriptive</b> Document from colleges and K-12 to:</p> <ul style="list-style-type: none"> <li>• Generate momentum</li> <li>• Share best practice</li> <li>• Provide models for change</li> </ul> <p>Include current status of Transition to College/Developmental Education, Advisement/Counseling, Career Pathways/Meta-Majors/Programs of Study (credits to complete majors), Financial Aid</p>	<p>CCW (Consider adding a K-12 representative) VP of Academic Affairs Joe McCann (Liaison)</p>	<p>Early Summer 2014</p>
<p>Develop and plan for the DRAW</p> <ul style="list-style-type: none"> <li>• Session 1 (partially planned)</li> <li>• Session 2-4</li> </ul> <p>Recruit colleges and their partnering school districts (include 1 large and 1 small district) to join the DRAW</p>	<p>CCW and Coalition of Willing</p> <p>CCW (Consider adding a K-12 representative) Mark, David, Summer, ?</p>	<p>June 3-4 Jackson Panel</p>
<p>Plan Working meetings for the DRAW schools and individuals to plan and engage in redesign (3-4 sessions)</p> <p>Session 1: Develop a list of guiding principles for developmental Education</p>	<p>CCW—lead (add a K-12 representative)</p> <p>Coalition of the Willing (folks from the Developmental Bootcamp)</p>	

<p>Reform Implementation</p> <ul style="list-style-type: none"> <li>• Characteristics/Definition of Readiness</li> <li>• Identify the Developmental Redesign Model</li> <li>• K-12 involvement planning</li> <li>• Research and Evaluation Planning</li> </ul> <p>Session 2-4: TBD</p>		
<p>Organize CAP visit/partnership with the DRAW</p>	<p>California Acceleration Project</p>	