

# HANDBOOK FOR SUSTAINING STANDARDS-BASED EDUCATION IN ADULT EDUCATION

SUSAN PIMENTEL  
2014

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# HANDBOOK FOR SUSTAINING STANDARDS-BASED EDUCATION IN ADULT EDUCATION

SUSAN PIMENTEL  
2014

*Prepared by*  
RTI International  
Washington, DC

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Office of Career, Technical, and Adult Education



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The *Handbook for Sustaining Standards-Based Education in Adult Education* is available at:  
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The stages of sustainability, although adapted here for use in adult education, come largely from the research of Linda Taylor, Perry Nelson, and Howard S. Adelman (1999) and Adelman and Taylor (1997 and 2003). Complementing their work is the research of Paul Light (1998) and the National Implementation Research Network (Fixsen et al. 2005) that has served as the basis for other OCTAE projects related to implementing and sustaining innovations. Without their findings and sound advice, this handbook would not have been possible.

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<sup>1</sup> Standards-in-Action (SIA) innovations are materials and methods that support the implementation of content standards in adult education classrooms; the SIA innovations are directed at the crucial intersection where standards meet classroom instruction.

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## Introduction

In recent years, many states have adopted adult education standards to guide educators in providing meaningful instruction to students. Standards-based education reforms seeking to make instructors full and active partners in transforming their classrooms for the 21st century require large-scale systemic changes. Implementation of these reforms often begins as demonstration projects with temporary funding, limited staff, and focused attention on only a few sites. Starting small allows those involved to risk only small missteps, fully understand any unintended consequences, learn quickly from their mistakes, and make speedy course corrections. Yet when this initial phase of the work ends, too many reform efforts contract—rather than expand—unless an infrastructure exists to maintain it. Even effective reforms can fade away unless their long-term value is made clear, and improvement efforts become part of the enduring architecture of the education system. To produce real change, such reforms require implementation practices that enable a state to replicate and institutionalize them. Expanding the reach of reforms depends on the extent to which states focus—at the outset—on sustaining them.

The process of large-scale replication of reforms is called *sustainability*, *scale-up*, or *roll-out* (terms used interchangeably in this handbook). Sustainability means not merely continuing a project founded on a specially-funded or time-limited basis, but employing practices and procedures to ensure the long-term success of a project and its full integration into daily operations and planning.

“

*Expanding the reach of reforms depends on the extent to which states focus—at the outset—on sustaining them.”*

**MYTH:**

*NEW INITIATIVES  
BENEFIT FROM A  
DARWINIAN STRUGGLE.*

**FACT:**

*Healthy debate and a  
measure of skepticism  
are good but adopting an  
attitude of total skepticism  
and exposing new ideas to  
withering critique undermines  
an initiative that is struggling  
to begin.*

– Light 1998, pp. 47–49

This is not to say that all reform initiatives should become permanent—those that are badly timed, poorly designed, or not the right fix deserve to fade quickly. But it is one thing to abandon an idea early on, when the investment is small, and quite another to abandon an idea that has survived the arduous journey through implementation at demonstration sites. Worthwhile ideas should not perish because long-term sustainability was neglected, especially when the challenges to such initiatives are foreseeable and can be addressed before they turn into insurmountable obstacles (e.g., anticipating staff changes or finding dedicated funding past the first year).

Education agencies face natural barriers. They often have hierarchal organization structures and scarce resources that can create a tough environment for new initiatives. As with any promising new initiative, some individuals will see its immediate worth, but others—driven by fear, inertia, or investment in the status quo—will be politely reluctant or outwardly resistant to changes.

The purpose of this Sustainability handbook is to help state leaders improve the odds of generating sustained organizational support for standards-based reforms, so that leaders can develop long-lasting roots for promising reforms and propagate them system-wide. The handbook presents a strategic framework, based on significant research, to assist with the full implementation of effective reforms in adult education programs that may otherwise be resistant to instructional and curricular transformations.

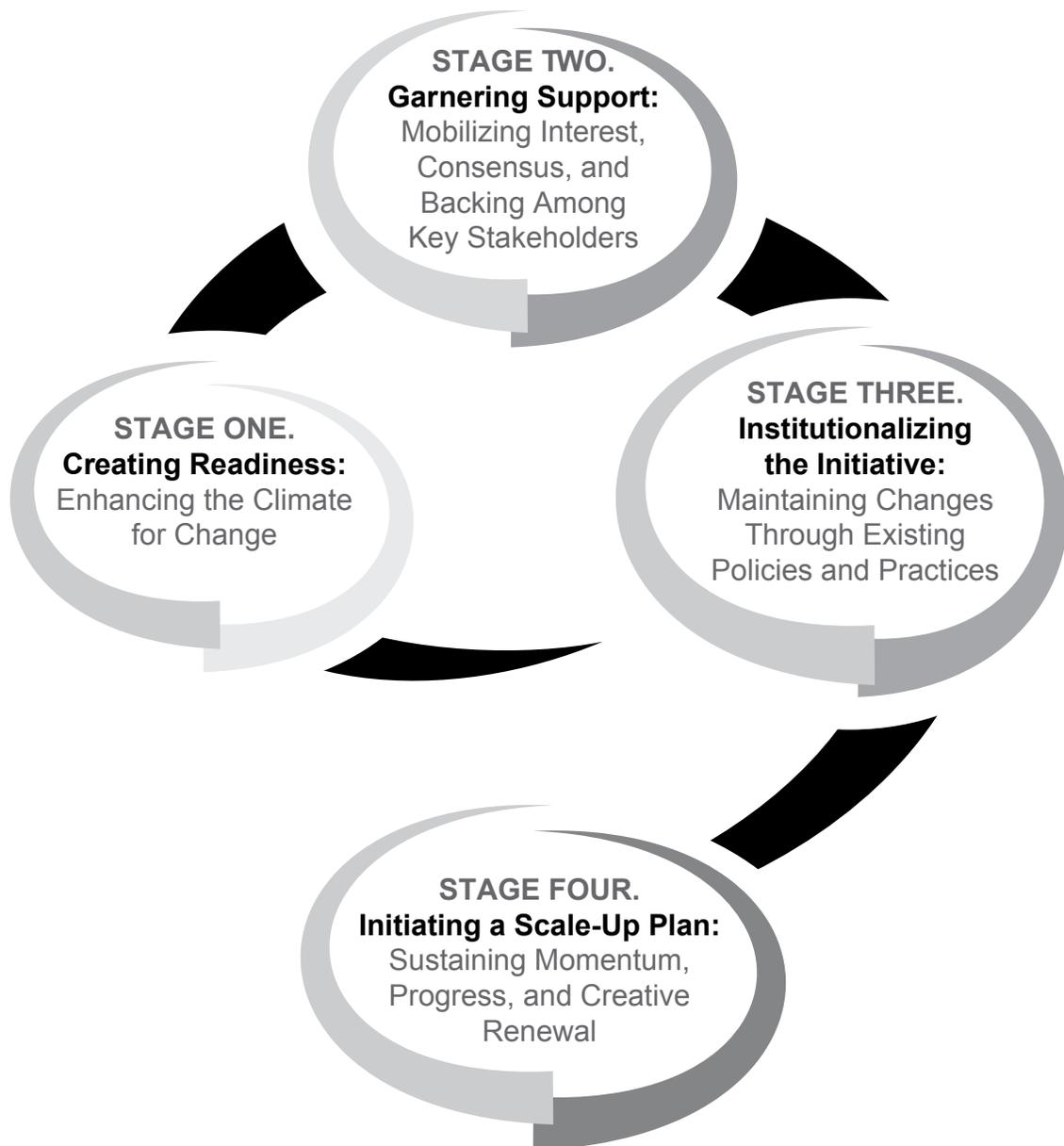
The framework identifies four overlapping and interconnected stages for innovation advocates to move through to achieve long-term sustainability for their standards-based reform.<sup>2</sup>

- Stage One.  
**Creating Readiness: Enhancing the Climate for Change**  
The work of this stage is to enhance the climate and receptivity for the reform initiative. This includes building a dedicated implementation team to pilot the reforms and secure funding for their work. It also includes developing a strong argument for how sustaining the reform initiative will address the state's adult education mission and priorities.
- Stage Two.  
**Garnering Support: Mobilizing Interest, Consensus, and Backing Among Key Stakeholders**  
Essential to this stage is developing a clear plan about just who in the state to recruit as advocates for the reform initiative and ways to involve various individuals to mobilize interest, consensus, and support as the pilot proceeds. Sustainability depends on developing a critical mass of influential, well-informed advocates.
- Stage Three.  
**Institutionalizing the Initiative: Maintaining Changes Through Existing Policies and Practices**  
The work of this stage includes identifying specific ways that reforms can become part of the larger state and program agenda. The likelihood of sustaining any new approach increases when it is integrated into the existing infrastructure dedicated to system development efforts, such as other professional development, programs, and policies.
- Stage Four.  
**Initiating a Scale-Up Plan: Sustaining Momentum, Progress, and Creative Renewal**  
Once arguments supporting the initiative have been developed and determinations made about how they relate clearly to current priorities and programs, it is time to define the parameters of sustainability and develop a set of immediate action steps to replicate the reforms statewide.

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<sup>2</sup> The stages of sustainability, although adapted here for use in adult education, come largely from the research of Linda Taylor, Perry Nelson, and Howard S. Adelman (1999) and Adelman and Taylor (1997 and 2003). Complementing their work is the research of Paul Light (1998) and the National Implementation Research Network (Fixsen et al. 2005) that has served as the basis for other OCTAE projects related to implementing and sustaining innovations.

## How the Four Sustainability Stages Fit Together



The handbook is organized around the four stages of the framework. Each stage is presented in the same fashion:

**Purpose.** Presents the rationale for each stage.

**Suggested Timeframe.** Suggests when it is best for you to begin the work for each stage.

**Directions for Implementation.** Provides guidelines and details the key steps to implement at each stage.

**Are You Ready to Move to the Next Stage?**<sup>3</sup> Frames questions for you to reflect on and consider your progress toward meeting the goals of each stage.

**Appendices.** Includes resource materials for developing a sustainability strategy for any new standards initiative you may undertake. Fillable templates and worksheets are included for easy use. Samples of completed worksheets also are included from two states—Kentucky and Montana—so you can follow their progress toward sustainability from Stage One through Stage Four.

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<sup>3</sup>Because Stage Four is a culmination of work in Stages One through Three, this section is entitled Reflections: Thinking Back and Looking Forward.

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## 1

SUSTAINING STANDARDS-BASED EDUCATION

Stage One.

Creating Readiness:

Enhancing the Climate for Change

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## Stage One. Creating Readiness: Enhancing the Climate for Change

*“The process of preparing a strong argument for sustainability begins by ensuring that advocates for sustaining a project’s functions understand the larger context in which such functions play a role.”*

– Adelman and Taylor 2003, p. 7

### Purpose

Stage One prepares the way for a new initiative. The first order of business is taking the time to create a climate for genuine change. This includes tackling naysayers and negative attitudes head-on to create an environment where change occurs in substance rather than merely in form. There are proven ways to enhance the culture for change. These involve active, enthusiastic leadership that can modify governance structures to enable reform to flourish. It also means selecting a motivated group of representative “early adopters” to form an implementation team reflecting stakeholders and programs in your state. This includes suspending some of the usual rules, so the implementation team can experiment, make mistakes or even fail, communicate freely, and share leadership.

This stage also focuses on finding ways to engage likely advocates—beyond the early adopters—so that they understand the larger context in which the new initiative operates. To do so, a compelling but realistic argument



### Suggested Time Frame

*Begin at once! As soon as you decide to pilot or try a new standards-based initiative in a few key sites, you should start building your implementation team. This includes securing funding to support the pilot and creating a set of crisp talking points articulating the vision and reasons for supporting the new initiative. These concrete steps will launch the reform on a good footing.*

must be articulated linking the new initiative clearly to the state’s adult education mission and top priorities.

## Directions for Implementation

### ACTION STEP 1:

#### **VEST AUTHORITY IN A MOTIVATED IMPLEMENTATION TEAM.**

.....

Your implementation team will be charged with guiding the new initiative from exploration to full implementation. Thus, it is important to staff the new initiative with willing change agents representing a diverse cross-section of experience and geography within your adult education community. To the extent possible, select partners with the following core competencies:

- Willing to learn the innovation very well;
- Able to understand the process of implementation very well; and
- Able to maintain ideals while embracing practical solutions to problems emerging while piloting the new initiative.

Create regular high-quality opportunities for team members to meet and share ideas, exchange information, build friendships, and form partnerships. Meetings can be both in person and virtual, but be sure to allow time for both casual social gatherings and business-focused sessions. Equally important to the *esprit de corps* will be giving team members the freedom to imagine, innovate, and make mistakes. Preparing participants in advance to expect some conflict and stress as they try new educational strategies will help team members face inevitable trials with equanimity.

To create a truly collaborative approach, you must abandon top-down autocratic leadership systems and peel away layers of management. This means pushing authority down to the front lines by vesting authority in team members and making it clear to the team that state personnel will serve as their peers. Democratizing and creating a more participatory governance system between state and local program personnel will allow the initiative to take root.

Before you get under way, create a set of operational values and expectations to hold yourself and the team accountable. Communicate to team members what the initiative will demand in terms of changes in practices and skills, and let them know that changes will need time to mature. Be sure to set clear but realistic timelines to allow team members to gain necessary training and facility, but also to achieve demonstration project goals by a certain time.

## ACTION STEP 2:

### **DEDICATE RESOURCES TO THE INITIATIVE.**

.....

It is important for you to put real dollars at risk—either by redeploying existing resources or leveraging new funds—so the initiative can move from the sketchbook phase to a genuine demonstration project. Calculate the resources you need in terms of people, time, space, and equipment—and funds to secure these resources—to make sustainability possible. Identify and define possible sources of funds to support your plans. If you have to seek funds from others, think through how you will make the case for the expenditures. Gather evidence that is relevant and timely:



*To create a truly collaborative approach, you must abandon top-down autocratic leadership systems and peel away layers of management.”*

- Have more facts and figures than you think you will need.
- Make sure your data are specific, thorough, and up-to-date.
- Emphasize factual and powerful examples of expected benefits.
- Use multiple sources of evidence for what you need and why.

Assigning a sufficient budget to the initiative will signal to others that you are invested in its success.

**ACTION STEP 3:  
CREATE A SET OF CRISP TALKING POINTS.**

.....

With your team, translate the new initiative into an inspiring vision and rationale that you can share with others—without creating unrealistic expectations, overpromising outcomes, or minimizing potential complications or costs. Outline specifically how the new standards initiative supports and connects with your overall adult education philosophy and why implementation should be a high priority. Identify outcome expectations for the new initiative, and name potential losses if it is not implemented. It takes planning and practice to deliver talking points clearly, quickly, and expertly, so be sure to build in rehearsal time as well. For guidance on creating a set of compelling talking points, consult the Stage One Appendices for a template adapted from the *Harvard Business School Elevator Pitch Builder* (Presidents and Fellows of Harvard College 2007). For additional guidance and ideas, talking points used in Montana and Kentucky also are included.

## Are You Ready to Move to the Next Stage?

After completing the action steps in Stage One with your state team, reflect on and discuss what you have learned. Plan any additional actions needed to create a hospitable climate for innovation and to engage stakeholders.

Below are questions to determine whether you are ready to move to Stage Two:

- Have you organized a committed team to pilot the new initiative?
- Have you developed an environment conducive to innovation?
- Have you dedicated enough time and financial resources to this project and to deepening educators' understanding of it?
- When someone asks you why you are piloting this initiative, do you have a clear, compelling answer?

Once you have a strong team and a clear argument in support of the new initiative, you are ready for Stage Two. In this stage, you will mobilize a broader group of stakeholders, in addition to your immediate team, to advocate for the new initiative.

## Stage One Appendices

Stage One Appendices include:

- Template for Creating Talking Points
- Kentucky Talking Points
- Montana Talking Points

### **MYTH:**

*NEW INITIATIVES SURVIVE BECAUSE THEY ARE THE PRODUCT OF PERFECTION.*

### **FACT:**

*Forgiving small mistakes and making initial failures acceptable emboldens individuals to innovate.*

– Light 1998, pp. 45–46

## Template for Creating Talking Points

Use the following template, adapted from the *Harvard Business School Elevator Pitch Builder* (Presidents and Fellows of Harvard College 2007), to guide development of your talking points about why your reform initiative is important and will lead to improvements in your programs. Answer the brainstorming questions and then synthesize your responses to develop a set of crisp talking points. *Instructions for Fillable Templates* (p. 89).

### 1. Describe who you are. Keep it short.

*What would you most want the listener to remember about you?*

### 2. Describe what you are doing. Organize your thoughts.

*What do you want the listener to understand about the initiative and how it will add value?*

### 3. Describe why you are doing it. Explain the unique benefits.

*What do you want the listener to understand about why this new initiative is a high priority and how it will have a long-term institutional payoff?*

### 4. Describe your immediate goals. They should be concrete, well-defined, and realistic and include a time frame.

*Be clear with listeners about your goals and what you would like from them.*

## Kentucky Talking Points

### 1. Describe who you are. Keep it short.

*What would you most want the listener to remember about you?*

*[Kentucky representatives would introduce themselves, giving the audience their titles, roles and responsibilities, and connection to the project. In addition, they would adjust the introduction to address the particular needs and interest of the audience.]*

### 2. Describe what you are doing. Organize your thoughts.

*What do you want the listener to understand about the initiative and how it will add value?*

We are embarking on an initiative called *Standards-in-Action* (SIA), a proven model for establishing standards-based instruction. Implemented appropriately, these innovations will help ensure that instructors:

- Understand and teach to the cognitive level necessary for mastery of a concept.
- Align instructional materials and resources to the standards.
- Know a range of strategies for implementing the standards.
- Understand how to work together to examine and improve instructional units.
- Can identify potential gaps between what students *are* learning and doing and what they *need* to learn and do to meet the standards.

The innovations also will equip program administrators to assess classroom instruction through observation to target areas for improvement.

### 3. Describe why you are doing it. Explain the unique benefits.

*What do you want the listener to understand about why this new initiative is a high priority and how it will have a long-term institutional payoff?*

The SIA innovations provide us with the opportunity to train our instructors so that they align their instruction to the standards needed for increased attainment of the General Educational Development (GED) test credential and college and career readiness. Without SIA, Kentucky will continue to have pockets of effective instruction, but no statewide initiative aimed at reaching the goals of the Senate Bill 1 mandate.

The standards currently are posted on our website, but instructors aren't necessarily using them as a basis for instruction. Because only some of our instructors have degrees in education, programs look to Kentucky Adult Education (KYAE) to provide the professional development needed to produce effective teachers.

Instructors need training to understand fully what the standards require students to know and be able to do. They also need to learn to plan and deliver effective instruction. Kentucky cannot meet the state's larger agenda of graduating more citizens from college by only enrolling recent high school graduates; we must succeed in preparing our adult population for college. The Common Core State Standards (CCSS) can guide this initiative, but only if KYAE can implement them effectively will we attain our goal. SIA is the means to do that.

**4. Describe your immediate goals. They should be concrete, well-defined, and realistic and include a time frame.**

*Be clear with listeners about your goals and what you would like from them.*

Our primary goal is to have all local programs in Kentucky base their instruction on the standards by fiscal year 2014–15 (or earlier). Right now, we are encouraging programs to move toward a managed class model, which requires the use of syllabi, lesson plans, and standards-based units using the CCSS standards that have been modified for adult education programs.

In the process of moving to a standards-based model, we would expect to see a correlation between the numbers of local programs implementing standards-based education and the numbers of students obtaining a GED credential and successfully transitioning to postsecondary institutions. Ultimately, we would like instructors to develop standards-based curricula using authentic materials based on real-life expectations.

*[Tailor your “ask” to the audience. Do you want them to dedicate staff, time, or resources to the effort? Do you want them to advocate for the project, vote for an initiative or policy that supports the project, or some combination of these?]*

## Montana Talking Points

### 1. Describe who you are. Keep it short.

*What would you most want the listener to remember about you?*

*[Montana representatives would introduce themselves, giving the audience their titles, roles and responsibilities, and connection to the project. In addition, they would adjust the introduction to address the particular needs and interest of the audience.]*

### 2. Describe what you are doing. Organize your thoughts.

*What do you want the listener to understand about the initiative and how it will add value?*

We are embarking on an initiative called *Standards-in-Action* (SIA), a proven model for establishing standards-based instruction. We feel the changes SIA will make to classroom instruction will offer us the perfect lever to use in implementing the state initiatives we deem most essential in adult education:

- Understanding and using data for program improvement.
- Ensuring performance outcomes.
- Motivating students to use distance-learning opportunities.
- Helping students exit the program with a career plan.

### 3. Describe why you are doing it. Explain the unique benefits.

*What do you want the listener to understand about why this new initiative is a high priority and how it will have a long-term institutional payoff?*

The SIA innovations are numerous and systematic, providing us with the resources we need to implement standards-based instruction in the mathematics content area (with the aim of expanding our focus to include other content areas). That support is augmented with ongoing on-site training that brings together teachers and creates “instructional energy” around standards-based instruction.

Before our work with SIA, standards were just (at best) an ineffective checklist, instead of an instructional tool kit to guide instruction and measure student progress. Now you see teachers truly grappling with what students really need to know and do to be able to meet the standards, creating a culture of reflective—and effective—practitioners. Ultimately the value of SIA stems from the fact that it brings standards to life.

**4. Describe your immediate goals. They should be concrete, well-defined, and realistic and include a time frame.**

*Be clear with listeners about your goals and what you would like from them.*

The overarching goal is to propagate knowledge and understanding of the mathematics standards through SIA. Achieving that goal requires both supporting the regional teams and generating a commitment to this process. In turn, the regional teams will share their progress with the SIA innovations with the field. Not only will this generate interest in the field, it also will establish the regional teams as instructional leaders who will carry out implementation of the remaining standards in other disciplines.

*[Tailor your “ask” to the audience. Do you want them to dedicate staff, time, or resources to the effort? Do you want them to advocate for the project, vote for an initiative or policy that supports the project, or some combination of these?]*

## SUSTAINING STANDARDS-BASED EDUCATION

## 2

Stage Two.  
Garnering Support:  
Mobilizing Interest, Consensus, and  
Backing Among Key Stakeholders

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## Stage Two. Garnering Support: Mobilizing Interest, Consensus, and Backing Among Key Stakeholders

*“It is important to have a critical mass of influential and well-informed stakeholders who will be potent advocates for the initiative.”*

– Adelman and Taylor 2003, p. 7

### Purpose

Stage Two builds on the work of Stage One by developing a clear strategy for recruiting, mobilizing, and energizing advocates for the standards initiative. Experience tells us that a new initiative is unlikely to go to scale without the backing of administrative, political, and financial systems at state and local levels. Thus, this stage focuses on developing a critical mass of influential, well-informed advocates who will support initial implementation of the initiative. This includes marshaling the interest, consensus, and support of implementation team members to transform the initiative into a concrete reality.

Securing committed stakeholders begins with an engagement plan specifying who, when, and how to mobilize interest and support for the new initiative. Make sure you target stakeholders within the state agency and individuals from local programs and other partner organizations.



### Suggested Time Frame

*As you consider when to launch the engagement plan, think about how frequently you need to contact various groups or personnel and when during the pilot it would be best to make such contacts. You need to nurture the support garnered for the initiative at this stage and throughout the remaining sustainability stages. Outreach activities may need repeating over time with the same or different audiences to maintain buy-in and momentum.*



*Take every opportunity—formal and informal—to talk to others about the initiative and determine how best to involve them.”*

## Directions for Implementation

### ACTION STEP 1:

### **CREATE A CRITICAL MASS OF SUPPORT FOR THE NEW INITIATIVE.**

Decide who in the state would be interested in the initiative, or, given their responsibilities, would want to be informed about the initiative. Consider the following stakeholders:

- Colleagues or peers of those involved in the demonstration project;
- Providers of professional development for other adult education initiatives; and
- Other stakeholders interested in improving education achievement (e.g., state boards of education, legislators, community leaders, interest groups, business leaders, colleges, and funders).

Conduct outreach through a series of tailored sessions for small (or large) groups of stakeholders to publicize the initiative and garner buy-in from individuals and organizations across the state. Take every opportunity—formal and informal—to talk to others about the initiative and determine how best to involve them. You can use oral and written communications or in-person and virtual meetings. Don't forget to take full advantage of social media and corresponding technologies to tailor the message to different audiences across the state. Blogging, microblogging, social networks, video, forums, and outreach—there are many avenues and platforms to consider. Social media can be a useful tool because they transform more traditional one-way communications into two-way and multiple-participant conversations and collaborations.

This works best for states when well thought-out and properly planned as part of an overall communications and engagement strategy. Remember that social media are meant to be social, so being responsive, compelling, and transparent will make your effort more successful. The Reform Support Network Guide (2012) suggests that you:

- Find issues important to your audience.
- Create compelling content.
- Engage on your audience's terms.
- Ask probing questions.
- Show you are listening.

As you seek to secure time with stakeholders, take advantage of meetings and gatherings already on the calendar. Decide who on your team is the best person to reach out to each stakeholder or stakeholder group. Ask each team member to make at least one presentation or lead one question-and-answer session—even with just one or two of their peers—in support of the new initiative. Decide, too, what points to emphasize with each audience. For example, you might accentuate the expected positive effect on student achievement when presenting to a board of education, or focus on how your initiative will support other education initiatives that are part of the larger legislative agenda when presenting to policy makers.

To help you organize your efforts to create a critical mass of support for the new initiative, see the *Template for an Engagement Plan* in the Stage Two Appendices. For additional guidance and ideas, see the Highlights from seven of the State SIA Engagement Plans also detailed there.

**MYTH:**

*A NEW INITIATIVE IS  
BEST CARRIED OUT  
SINGLE HANDEDLY.*

**FACT:**

*Most innovation is a result  
of collaboration between  
individuals who are  
extraordinarily committed  
to the mission and vision  
of the new initiative.*

– Light 1998, p. 48

**ACTION STEP 2:**

**KEEP YOUR IMPLEMENTATION  
TEAM MOTIVATED.**

Make sure the views and perspectives of team members are well aligned with the goals of the initiative. Focusing on the desired outcomes of the project will help steady team members for the rigors of executing the initiative in their respective programs and tackling challenging tasks. To handle natural setbacks encountered along the way—and to foster dedication to the effort—create incentives that matter to your team. This could include ways to recognize team members for their service and leadership, opportunities for them to gain new competencies, or additional funding to compensate them for their time. Be sure to celebrate successes—even small ones.

## Are You Ready to Move to the Next Stage?

After completing the action steps in Stage Two with your state team, reflect on and discuss what you have learned. Plan any additional actions needed to continue building support and buy-in from local and state stakeholders as you move toward full implementation.

Below are questions to determine whether you are ready to move to Stage Three:

- Are you engaged in regular two-way communication about your demonstration project with other stakeholders and your peers?
- Are you taking full advantage of social media to get the word out about your initiative?

- Do the team members feel supported and appreciated in their efforts?

Once you have mobilized a critical mass of stakeholders and shored up your team's commitment to the demonstration project, you are ready to tackle Stage Three—finding ways to root the initiative so that it becomes a regular part of your adult education infrastructure.

## Stage Two Appendices

Stage Two Appendices include:

- Template for an Engagement Plan
- Highlights From State SIA Engagement Plans
- Approaches to Developing a Social Media Strategy

**Template for an Engagement Plan**

Together with your team members, fill out the following chart to determine who will be contacted by whom, how, and when, and what specific points about the initiative should be emphasized to gain their support.

*Instructions for Fillable Templates (p. 89).*

<p><b>Colleagues/peers of those involved in the demonstration project</b></p>	<p><b>Which team member(s) will make the contact?</b></p>	<p><b>How and when?</b></p>	<p><b>What points should be emphasized with this audience?</b></p>

<b>Professional development providers for other adult education initiatives</b>	<b>Which team member(s) will make the contact?</b>	<b>How and when?</b>	<b>What points should be emphasized with this audience?</b>
<b>Other stakeholders interested in improving education achievement</b>	<b>Which team member(s) will make the contact?</b>	<b>How and when?</b>	<b>What points should be emphasized with this audience?</b>

## Highlights From State SIA Engagement Plans

The following are highlights from engagement plans developed from the seven states that participated in the *National Diffusion of Standards-in-Action Innovations* project.<sup>4</sup>

### Conducted outreach to:

- Senior Associate for Program Support and regional professional coordinators to help determine the composition of the future cohort groups when rolling out SIA to the rest of the state.
- Senior Associate for Policy Development to help design future and ongoing communication about SIA with other stakeholders.
- Adult Education and Literacy (AEL) Leadership team (composed of state directors and senior leadership of AEL providers).
- Department of Education, the Education Professional Standards Board, and the Council on Postsecondary Education.
- Department of Commerce and Career and Technical Colleges; also approaching some staff to become members of an Adult Education Advisory Council.

### Took advantage of existing promotional/outreach opportunities:

- Posted efforts in a monthly publication circulated to all adult educators.
- Posted resources on the state adult education website.
- Put SIA on the agenda of monthly Director Shop Talk calls, Board meetings.
- Used emails, flyers, newsletter articles, and conference sessions to create support for and interest in SIA.
- Included SIA in a spring retreat for executive-level staff, annual Teachers Academy, Fall Adult Education Conference, or the state professional association meeting.

### Developed new promotional/outreach materials and events:

- Video statements from pilot participants to be used in promotional materials and during presentations.

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<sup>4</sup>In addition to Kentucky and Montana, other participants were Arkansas, Georgia, Kansas, Nevada, and Vermont.

- Created Flip Videos of teachers discussing what is helpful, enlightening, good, fun, and challenging about SIA and used these comments in email communications.
- Asked all programs to develop plans for conducting outreach with community leaders.
- Created a blog and used a web page to showcase SIA materials.
- Administered an SIA team survey and follow-up teleconference to poll the group on current SIA team involvement and gain recommendations on ongoing sustainability.
- Developed a standardized Teacher Orientation packet for all programs, which includes the SIA Guide, Bloom's Taxonomy, and the guidelines on becoming a master teacher.

### **Approaches for Developing a Social Media Strategy**

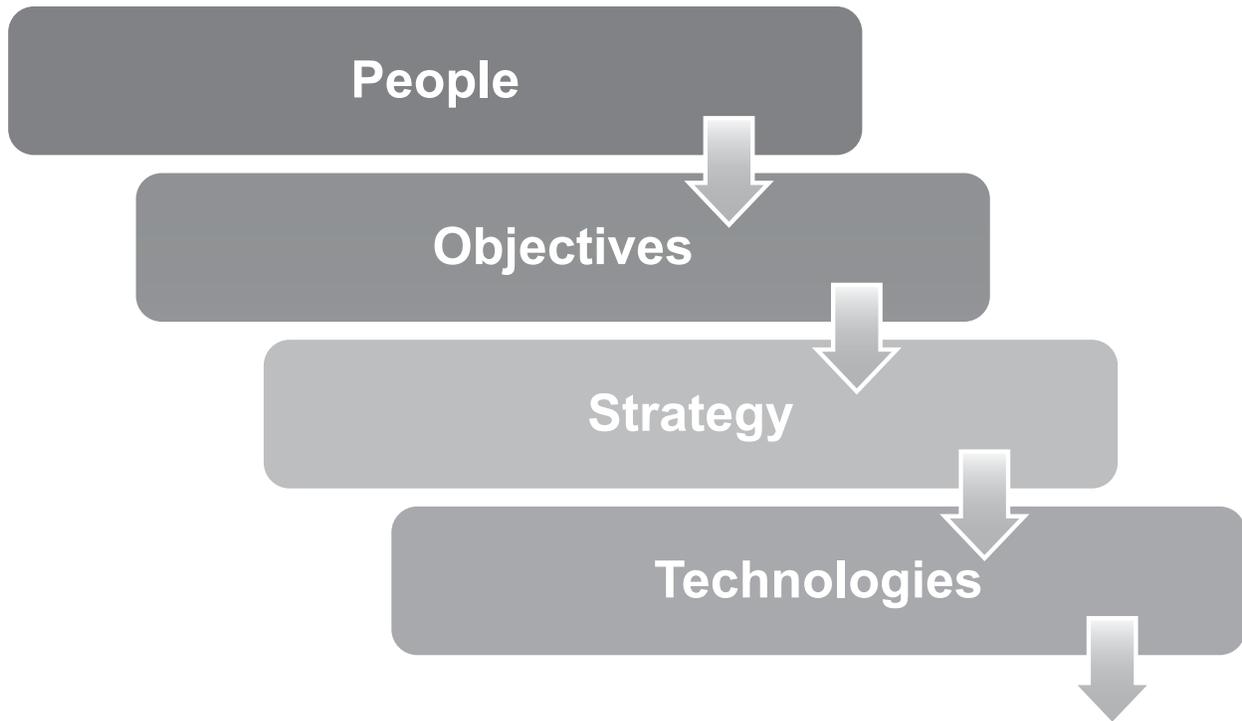
As you work to build a critical mass of support for the new initiative, consider using social media and corresponding technologies to reach (and tailor your message to) different audiences across the state. There are many avenues and platforms to consider. Following are some key questions to help you make some choices, and more generally, develop an effective social media plan.

From: *Building Enduring Race to the Top Education Reforms: Using Social Media to Engage with and Communicate to Key Stakeholders* (Reform Support Network 2012).

### **Key Discussion Questions to Consider When Developing a Social Media Plan:**

1. Who is the audience?
2. Where do they get their news; what platforms do they use?
3. What are the key messages we want to promote?
4. What do we want our key audience to do once they are engaged?
5. What content will populate our social media platforms?
6. Who will manage the site and create content, and who must approve posts?
7. How will we engage in a meaningful way with our audiences?
8. How will we prepare for managing challenges using social media sites to offer surveys and respond to issues of interest or concern raised by audiences?

Forrester Research has developed a method, referred to by the acronym POST, to set up social media carefully in an organization (Jennings, Favier, and Overby 2007).



- 1. People.** What kind of clients and prospects do you have? How do they behave online?
- 2. Objectives.** What are your goals? Are you more interested in listening to gain insights? Or do you want to enable your customers to generate more awareness?
- 3. Strategy.** How do you change your relationship with customers? What do you want to get out of these relationships? Which direction do you want to take and what is the underlying proposition?
- 4. Technologies.** What applications should you use? How much time should this take? This step reflects the choices you make in the first three steps.

## SUSTAINING STANDARDS-BASED EDUCATION

## 3

Stage Three.

Institutionalizing the Initiative:  
Maintaining Changes Through  
Existing Policies and Practices

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## Stage Three. Institutionalizing the Initiative: Maintaining Changes Through Existing Policies and Practices

*“Formulating plans that clarify specific ways the functions can become part of the larger school and community agenda . . . raises considerations related to infrastructure and daily operations.”*

– Adelman and Taylor 2003, p. 8

### Purpose

The central work of Stage Three is identifying how your new standards initiative supports and connects to other state improvement initiatives and the larger state policy or professional development agenda. The likelihood of sustaining any new approach increases dramatically when it is integrated into existing infrastructure and daily operations.

The first order of business—while ensuring fidelity to the original vision—is to reassess the initiative and then refine it as indicated by the outcomes attained so far. You should work to link the new initiative with more mature, well-funded initiatives. Consider, too, what shifts within the initiative may be needed to maintain and enhance productive changes.



#### Suggested Time Frame

*Finding ways to integrate the new initiative into the state’s adult education agenda should occur after the demonstration project is well under way and you have determined that you want to expand and replicate at other sites.*

**MYTH:**

*NEW INITIATIVES MUST ALWAYS BE NURTURED.*

**FACT:**

*It is vital to winnow purposefully, killing off those aspects of an initiative that are not tied to a program's mission, exceed its capacity, or cannot be adequately funded.*

– Light 1998, pp. 49–50

## Directions for Implementation

### ACTION STEP 1:

#### **HONE YOUR STANDARDS-BASED REFORM INITIATIVE.**

.....

Within the bounds of any commitments you have made to be part of a demonstration project, determine with the team what (if any) possible and permissible modifications you wish to make to the reform before scaling up.<sup>5</sup>

Survey implementation team members to determine their interest in remaining actively engaged and to learn how best to enlist their assistance moving forward as trainers, peer coaches, advocates, or state team members.

To jump-start this process, ask the following questions to appraise your initiative and determine which of its aspects are necessary to achieve high-value outcomes and which are expendable (if any):

- Have you compiled information on the initiative's efficacy?
- Did the initiative meet the intended goals? Has it lived up to your expectations?
- Has the new initiative positively affected instructional practice? In what ways?
- Have you clarified ways to improve the initiative?
- If you alter or skip a particular element of the initiative, will you damage the original vision or run afoul of your agreements?

<sup>5</sup> Obviously, more flexibility to revise is possible in local or state-based initiatives than in federal or national initiatives that are part of a consortium of states with conditions for participation. When in doubt about what can be altered or eliminated, consult the overall lead of the particular initiative.

- Do participants feel positively about the initiative? How would they like to see it strengthened and expanded across the state?
- What would be lost if the new initiative is not fully implemented?

## ACTION STEP 2:

### **IDENTIFY WHICH OF YOUR EXISTING STATE INITIATIVES ARE A NATURAL FIT WITH THE NEW INITIATIVE.**

.....

Inventory your state’s current reform initiatives and determine which are most closely connected to the new initiative. Consider how the new initiative can support, corroborate, or extend existing state initiatives—and vice versa. Articulate how governance mechanisms, administration, and various resources, including personnel, funds, and professional development can be tapped or redeployed to support the new initiative and leveraged for long-term sustainability. A new initiative can be combined with existing program staff to deliver services more effectively—deploying a collective vision and a set of coordinated actions—than a single initiative could achieve on its own.

To determine which of the existing initiatives most likely correspond with your new initiative, break each initiative down into its component parts and answer the “who, what, where, when, and how” for implementing each initiative in your state. Then determine whether and how the new and existing initiatives can support, corroborate, or extend one another. The Stage Three Appendices include a template that will help you inventory your state’s current



*Consider how the new initiative can support, corroborate, or extend existing state initiatives—and vice versa.”*

reform initiatives. For additional guidance and ideas, see also the appraisal of existing initiatives and analyses from Kentucky and Montana about how they proposed to integrate *Standards-in-Action* into their current operations.

## Are You Ready to Move to the Next Stage?

After completing the action steps in Stage Three with your state team, reflect on and discuss what you have learned. Plan any additional actions needed to ensure that the initiative is integrated into other state adult education priorities.

Below are questions to determine whether you are ready to move to Stage Four:

- Have you carefully defined the shape of the initiative to be scaled up?
- Are you clear on the anticipated benefits of integrating the new (and perhaps improved) initiative fully into the existing state and local infrastructure?
- Have you identified your state's other current reform initiatives with the most connections to the new initiative?
- Have you determined what level or kind of coordination between and among initiatives will be required?
- Do you have a set of clear ideas about how to ensure that the new initiative takes root as an accepted, regular practice at state and local levels?

Once you have determined the benefits of the initiative and identified strategies for incorporating it into your adult education infrastructure, you are ready for Stage Four—initiating the scale-up plan and replicating the demonstration project statewide.

## Stage Three Appendices

Stage Three Appendices include:

- Template for Appraisal of Existing Initiatives
- Kentucky's Appraisal of Its Existing Initiatives
- Kentucky's Analysis of How to Integrate Its *Standards-in-Action* Initiative into Current Operations
- Montana's Appraisal of Its Existing Initiatives
- Montana's Analysis of How to Integrate Its *Standards-in-Action* Initiative into Current Operations

### Kentucky’s Appraisal of Existing Initiatives

In the chart below, map the component parts of each initiative in your state most likely to correspond with your new initiative. Break each initiative down into its component parts and answer the “who, what, where, when, and how” for implementing each initiative in your state. Then determine how the new and existing initiatives can support, corroborate, or extend one another.

*Instructions for Fillable Templates (p. 89).*

Components	Program Improvement Initiatives			Promising Connections
	New Initiative	Existing Initiative # 1	Existing Initiative # 2	

### Template for Appraisal of Existing Initiatives

Components	Program Improvement Initiatives			Promising Connections
	New Initiative	Existing Initiative # 1	Existing Initiative # 2	
<p><b>Purpose/Goals</b> Why does our state implement this initiative?</p> <ul style="list-style-type: none"> <li>• To improve instruction and teacher quality?</li> <li>• To create new models of service delivery to learners?</li> <li>• To improve accountability?</li> <li>• Other?</li> </ul>				

**Template for Appraisal of Existing Initiatives**

Components	Program Improvement Initiatives			Promising Connections
	New Initiative	Existing Initiative # 1	Existing Initiative # 2	
<p><b>Beliefs/Values</b></p> <p>What does the initiative mean for our state?</p> <p>What values does it embody?</p>				

**Template for Appraisal of Existing Initiatives**

Components	Program Improvement Initiatives			Promising Connections
	New Initiative	Existing Initiative # 1	Existing Initiative # 2	
<b>Policies</b> What strategies, rules, or regulations are included in this initiative?				

**Template for Appraisal of Existing Initiatives**

Components	Program Improvement Initiatives			Promising Connections
	New Initiative	Existing Initiative # 1	Existing Initiative # 2	
<b>Personnel</b> Who delivers it? State staff? Contractors? Other?				

**Template for Appraisal of Existing Initiatives**

Components	Program Improvement Initiatives			Promising Connections
	New Initiative	Existing Initiative # 1	Existing Initiative # 2	
<b>Structure of Delivery</b> How is it delivered?				

**Template for Appraisal of Existing Initiatives**

Components	Program Improvement Initiatives			Promising Connections
	New Initiative	Existing Initiative # 1	Existing Initiative # 2	
<p><b>Breadth of Delivery</b> Where is it delivered in the state? At a central location? At a program site?</p>				

**Template for Appraisal of Existing Initiatives**

Components	Program Improvement Initiatives			Promising Connections
	New Initiative	Existing Initiative # 1	Existing Initiative # 2	
<b>Timing</b> When is it delivered? Monthly? Weekly? Daily?				

**Template for Appraisal of Existing Initiatives**

Components	Program Improvement Initiatives			Promising Connections
	New Initiative	Existing Initiative # 1	Existing Initiative # 2	
<p><b>Time Commitment</b> How long does it take to deliver? How much instructor/program director time is needed?</p>				

**Template for Appraisal of Existing Initiatives**

Components	Program Improvement Initiatives			Promising Connections
	New Initiative	Existing Initiative # 1	Existing Initiative # 2	
<b>Resources</b> How many and what kind of resources does this initiative require? What resources are currently available?				

### Kentucky’s Appraisal of Its Existing Initiatives

Component Parts of Initiatives	Program Improvement Initiatives			
	SIA	Managed Program Pilot	PowerPath	Promising Connections
<p><b>Purpose/Goals</b> Why does our state implement this initiative?</p> <ul style="list-style-type: none"> <li>• To improve instruction and teacher quality?</li> <li>• To create new models of service delivery to learners?</li> <li>• To improve accountability?</li> <li>• Other?</li> </ul>	<ul style="list-style-type: none"> <li>• To give instructors the tools to deliver standards-based instruction.</li> <li>• To build awareness of the newly adopted Common Core Standards and develop instructors’ ability to base instruction on them.</li> <li>• To increase the ability of program directors to serve as instructional leaders for their staff.</li> <li>• To promote program staff development and unity through their experience as a learning community.</li> </ul>	<p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• To encourage programs to design a more effective model of instructional delivery.</li> <li>• To give programs a means to operate more efficiently.</li> </ul> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• To increase student learning gains, GED graduates, and transitions to postsecondary education and the workforce.</li> <li>• To increase student retention.</li> </ul>	<p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• To implement different ways of supporting adults who have learning challenges.</li> <li>• To build on research and best practices.</li> <li>• To screen students for the purpose of identifying their strengths.</li> <li>• To learn how to promote student ownership of their learning.</li> <li>• To create and model techniques for student empowerment.</li> </ul>	<p><i>A goal of KYAE is to encourage our program directors as instructional leaders; all three programs further this goal.</i></p>

## Kentucky's Appraisal of Its Existing Initiatives

Component Parts of Initiatives	Program Improvement Initiatives			
	SIA	Managed Program Pilot	PowerPath	Promising Connections
<p><b>Beliefs/Values</b></p> <p>What does the initiative mean for our state?</p> <p>What values does it embody?</p>	<ul style="list-style-type: none"> <li>• Since Kentucky adopted the Common Core Standards, all K–12 and postsecondary educators are receiving professional development on the standards. This initiative provides the means for adult educators to receive comparable professional development for implementing the same standards.</li> <li>• One goal for Kentucky is to double the number of college graduates by 2020. This initiative will teach adult educators how better to equip their students for postsecondary success.</li> <li>• KYAE believes that our standards professional development will transform the way instruction is viewed in all programs, making content standards the basis for instructional delivery.</li> </ul>	<p>As an alternative to the Open Lab model, Managed Programs are an effective means for:</p> <ul style="list-style-type: none"> <li>• Meeting the challenge of a reduced budget,</li> <li>• Increasing student achievement,</li> <li>• Promoting a deliberate approach to instruction,</li> <li>• Better preparing students for postsecondary demands, and</li> <li>• Increasing student retention.</li> </ul> <p>The values promoted by Managed Programs are:</p> <ul style="list-style-type: none"> <li>• Cooperative learning between students,</li> <li>• Community building, and</li> <li>• Individual responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPath stands for changing the way services are provided. Looking at ineffective practices and replacing them with effective ones support student learning and goals.</li> <li>• It supports the idea that students must prepare to learn.</li> <li>• Students need to be taught methods for partnering with instructors about their learning path.</li> </ul>	<p><b>SIA &amp; Managed Program:</b></p> <ul style="list-style-type: none"> <li>• <i>Encourage programs to create a new vision for daily operations.</i></li> <li>• <i>Offer new models of instructional delivery and seek improved student achievement as an outcome.</i></li> <li>• <i>Require the instructor to take a deliberate approach to planning instruction for the student.</i></li> <li>• <i>Provide tools for transitioning students to a successful postsecondary experience.</i></li> <li>• <i>Provide a means for continuous program improvement.</i></li> </ul> <p><b>SIA &amp; PowerPath:</b></p> <ul style="list-style-type: none"> <li>• <i>Encourage systemic change in program design.</i></li> <li>• <i>Encourage student involvement in decisions regarding their progress toward learning outcomes.</i></li> <li>• <i>Provide a means for continuous program improvement.</i></li> </ul>

### Kentucky’s Appraisal of Its Existing Initiatives

Component Parts of Initiatives	Program Improvement Initiatives			
	SIA	Managed Program Pilot	PowerPath	Promising Connections
<p><b>Policies</b> What strategies, rules, or regulations are part of this initiative?</p>	<p>KYAE Standards professional development (either face-to-face or online) will be required of all program directors and instructors. Any other growth opportunities will be additional.</p>	<ul style="list-style-type: none"> <li>• This initiative requires programs to implement fully managed intake and orientation, assessment, learning lab, and classroom instruction.</li> <li>• Participants are required to document their processes and analyze their program data, reporting outcomes relating to student attendance, retention, and level gains.</li> <li>• Participating programs are “held harmless” for meeting their enrollment goal while in the pilot.</li> </ul>	<p>Program directors participate with the instructor; changes in how services are provided must have support from the top.</p>	<p><i>Both initiatives encourage program directors and staff to plan and work together as a team to implement the requirements, and both require programs to approach their instructional delivery differently than in the past.</i></p> <p><i>The KYAE Standards professional development will be the first time the whole state has been placed in learning communities and encouraged to work collaboratively with other programs. We hope this will lead to positive outcomes, but it could present unforeseen challenges.</i></p>

**Kentucky’s Appraisal of Its Existing Initiatives**

Component Parts of Initiatives	Program Improvement Initiatives			
	SIA	Managed Program Pilot	PowerPath	Promising Connections
<p><b>Personnel</b> Who delivers it? State staff? Contractors? Other?</p>	<p>KYAE staff will collaborate with our professional development contractors and the coaches they hire to implement statewide training on the SIA innovations.</p>	<p>State staff deliver the information on managed programs and facilitate the quarterly meetings required of the participants.</p>	<p>The PowerPath vendor led by a state staff person.</p>	<p><i>The three initiatives are delivered by different entities; however, we do not expect that to be a significant issue. Unlike other initiatives, the KYAE Standards professional development will use coaches to monitor task postings and encourage programs virtually rather than in person. We hope this will be positive but, again, issues may arise.</i></p>

**Kentucky’s Appraisal of Its Existing Initiatives**

Component Parts of Initiatives	Program Improvement Initiatives			
	SIA	Managed Program Pilot	PowerPath	Promising Connections
<p><b>Structure of Delivery</b> How is it delivered?</p>	<ul style="list-style-type: none"> <li>•FY 2011–12 will see the implementation of SIA Unit 1 for English/Language in the fall and Mathematics in the spring. The state will be divided into no fewer than 10 Learning Communities (LC) for each content area, with two 1-day trainings for the instructors. Additionally, there will be a 1-day training for the program directors and a 2-day training for the coaches. All completed templates will be posted on the ANGEL platform.</li> <li>•Each LC will participate in an online discussion board, facilitated by its coach through ANGEL.</li> </ul>	<ul style="list-style-type: none"> <li>•This pilot was offered through an application process. The participating program directors convene quarterly to discuss the issues and progress experienced.</li> <li>•State staff make on-site visits.</li> </ul>	<p>Professional development delivered through workshops and conference calls totaling 65+ hours of training.</p>	<p><i>SIA and PowerPath are quite similar in the delivery of the training. Both require the program director to participate in the training with one or more instructors. Participants must then return to their program and carry out required assignments, reporting progress in the interim. They come together again to reflect on the results of their assignments and to learn the next phase in their training, again with new assignments to complete in their programs.</i></p> <p><i>(Continued on next page.)</i></p>

**Kentucky’s Appraisal of Its Existing Initiatives**

Component Parts of Initiatives	Program Improvement Initiatives			
	SIA	Managed Program Pilot	PowerPath	Promising Connections
<p><b>Breadth of Delivery</b> Where is it delivered in the state? At a central location? At a program site?</p>	<p>The KYAE Standard professional development will be delivered in each LC at a central location.</p>	<p>The quarterly meetings are held in one central location.</p>	<p>One central location</p>	<p><i>SIA will extend the foundation set by PowerPath beyond its program director/instructor training experience to total program professional development.</i></p> <p><i>Whereas neither PowerPath nor Managed Programs has been a requirement of programs in the past (although PowerPath met its professional development requirement), the KYAE Standards professional development will be required of everyone. This may be met with some resistance by providers.</i></p>

### Kentucky’s Appraisal of Its Existing Initiatives

Component Parts of Initiatives	Program Improvement Initiatives			
	SIA	Managed Program Pilot	PowerPath	Promising Connections
<p><b>Timing</b></p> <p>When is it delivered?</p> <p>Monthly?</p> <p>Weekly?</p> <p>Daily?</p>	<p>The coaches’ training will be in July, the program directors’ training will be in August, and the two instructors’ trainings will be 4 weeks apart, for a span of 8 weeks for the training and posting of assignments. The English/Language work occurs September through November and the Mathematics work occurs from late January through April.</p> <p>Coaches will provide weekly support to their work teams.</p>	<p>Reporting is monthly and meetings are held quarterly.</p>	<p>Delivered within the time frame of one fiscal year.</p>	<p><i>Each of the SIA innovations (what we are calling our KYAE Standards professional development) will last only one semester, although we will encourage programs to continue the innovation until they return for the next innovation. Both of the other initiatives require at least a year’s participation. Some programs may find the decreased time away from students to be preferable.</i></p> <p><i>However, unlike PowerPath and Managed Programs, the effects of the Standards professional development on student achievement and persistence may not be apparent within the first year. Therefore, programs may not make the connection to the future potential of their work with the standards.</i></p>
<p><b>Time Commitment</b></p> <p>How long does it take to deliver?</p> <p>How much instructor/program director time does it take?</p>	<p>We expect the time commitment for instructors to average 45 hours and a possible 52.5 hours for program directors, depending on their level of involvement.</p>	<p>It can involve a total restructuring of how a program delivers services. The majority of time is spent in the planning phases. Implementation occurs during normal operational hours. The quarterly meetings require one day each.</p>	<p>It is time-intensive to learn the tools and screenings. The work is job-embedded and involves students.</p>	

## Kentucky's Appraisal of Its Existing Initiatives

Component Parts of Initiatives	Program Improvement Initiatives			
	SIA	Managed Program Pilot	PowerPath	Promising Connections
<p><b>Resources</b></p> <p>How many and what kind of resources does this initiative require?</p> <p>What resources are currently available?</p>	<ul style="list-style-type: none"> <li>Resources include the standards, the SIA guide, templates, PowerPoints, and ANGEL.</li> <li>Other resources are state staff, contractors, and members of our SIA pilot groups.</li> </ul>	<ul style="list-style-type: none"> <li>Resources include publications and articles citing the research surrounding the managed program model. These resources are offered as reference materials for implementing a managed program.</li> <li>State staff may be used as a resource.</li> <li>One very helpful resource has been the opportunity to discuss best practices at the quarterly meetings of the program directors.</li> </ul>	<p>The Screening Kit consists of a collection of equipment and materials along with consumable forms. Visual stress syndrome colored filters for student use are also necessary. These resources are costly. Participants in the training receive a kit from the state and a limited number of forms and filters to get started. Subsequent orders require the program to set aside funds for support.</p>	<p><i>The Kentucky legislature's emphasis in 2009's Senate Bill 1 (SB1) on college readiness for Kentuckians entering postsecondary school has led to the creation of Council of Postsecondary Education's online modules explaining the necessity of instruction focused on the Common Core Standards. Adult educators have access to this resource.</i></p> <p><i>Because of the adoption by Kentucky Department of Education (KDE) of the Common Core Standards, its professional development on the use of these standards (called the KDE Leadership Networks) has been under way this year and will continue for the next few years. These Leadership Networks offer additional resources for KYAE.</i></p>

## **Kentucky's Analysis of How to Integrate Its Standards-in-Action Initiative into Current Operations**

**1. Describe in *broad terms* what actions are needed to integrate SIA into current operations (i.e., how to make this integration a reality):**

### **How can SIA support, corroborate, or extend selected state initiatives?**

- SIA equips instructors and programs to plan effective standards-based lessons for managed classes and promotes better staff communication/cooperation, encouraging dialogue to identify students with possible learning difficulties. Because of SIA, programs will have better tools for planning curricula, designing lessons, and making assignments. This more deliberate and thoughtful approach should also help instructors identify students with learning difficulties earlier.
- SIA will extend the foundation set by the PowerPath initiative beyond its program director/instructor training experience to total program professional development.

### **How can those initiatives support, corroborate, or extend SIA?**

- The other initiatives have required programs to rethink how they deliver services to students, thereby paving the way for a change in instructional delivery.
- The managed class setting, requiring lesson planning, provides a positive setting for the SIA innovations.
- PowerPath will extend the work of SIA by encouraging a focus on the needs of each student, providing interventions and strategies when students fall behind.

### **How can results be used with stakeholders?**

- The results will be used for planning at the state level (e.g., professional development, policy).
- The results will inform KYAE's efforts for the future.

### **How can results be used for planning next steps?**

- The information received from the initial implementation of all three initiatives will frame the direction that sustaining any of the three will take. If the results are positive, these initiatives will become elements of the next grant funding proposals.

## **2. Describe in *specific terms* what actions are needed to integrate SIA into current operations (i.e., how to make this integration a reality):**

### **When do we want to scale up the SIA innovations?**

- KYAE has decided to implement Innovation #1 as the required professional development for all 120 programs during FY 2011–12, to be followed by Innovation #2 during FY 2012–13. This decision was approved by KYAE leadership and will be called the KYAE Common Core Standards professional development.

### **How similar are the SIA implementation strategies to those of the selected initiative(s)?**

- The initiatives share several commonalities, but implementation strategies are quite different. The implementation of the SIA innovations will be considered programs' professional development requirement for the year. PowerPath will no longer count for professional development credit, but rather will be offered as a Professional Growth Opportunity. The Managed Program pilot has never been offered for professional development credit.
- All three initiatives involve implementation by the whole program.
- All three initiatives require a program to examine its practices and be willing to try new ones.

### **Will SIA have shared or different personnel with the selected initiatives?**

- The personnel delivering these initiatives will be different, except where state staff are present as a resource.
- The participants will be grouped into learning communities and asked to work with others they may not know initially.

### **What resources are needed to sustain the SIA innovations?**

- The financial resources needed to implement the innovations are available as professional development funding. Sustaining the innovations will likely fall under professional development as well.
- KYAE will provide the SIA innovations as online courses developed by the National Center for Family Literacy, one of KYAE's professional development contractors.
- Face-to-face training will be delivered by KYAE's professional development contractors from state universities.

**Montana’s Appraisal of Existing Initiatives**

Component Parts of Initiatives	Program Improvement Initiatives			Promising Connections
	SIA	Performance-Based Funding	Statewide Data Quality Initiative	
<p><b>Purpose/Goals</b> Why does our state implement this initiative?</p> <ul style="list-style-type: none"> <li>• To improve instruction and teacher quality?</li> <li>• To create new models of service delivery to learners?</li> <li>• To improve accountability?</li> <li>• Other?</li> </ul>	<ul style="list-style-type: none"> <li>• Increase education gains and performance outcomes.</li> <li>• Improve instruction through ongoing professional development and access to an SIA repository.</li> <li>• Build and sustain a systemic approach to instruction.</li> <li>• Promote accountability and adherence to standards-based instruction.</li> <li>• Increase academic rigor.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase education gains and performance outcomes.</li> <li>• Align instruction to state priorities (education, gain, performance outcomes, and intensity of instruction).</li> <li>• Maintain a systemic approach to instructional delivery.</li> <li>• Promote accountability.</li> <li>• Reward high-performing programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase education gains and performance outcomes.</li> <li>• Improve instruction through data-driven decisions.</li> <li>• Create and sustain a learning community.</li> <li>• Develop a systemic approach to program improvement.</li> <li>• Promote accountability and showcase high performance.</li> </ul>	<p><i>It is easy to see that each initiative targets improving teaching and learning. The three initiatives are all working toward the same end goal, with each having the ability to positively impact the other. All initiatives bring state staff and local program staff together to work collaboratively.</i></p> <p><i>Performance-based funding (PBF) and the State Data Quality Initiative (DQI) align with the SIA innovations because they share many of the same purposes/goals. The goals for each initiative include the following: increase student education gains and performance outcomes, improve and support quality instruction, maintain a systemic approach for instructional delivery, and promote accountability.</i></p>

## Montana's Appraisal of Existing Initiatives

Component Parts of Initiatives	Program Improvement Initiatives			Promising Connections
	SIA	Performance-Based Funding	Statewide Data Quality Initiative	
<p><b>Beliefs/Values</b></p> <p>What does the initiative mean for our state?</p> <p>What values does it embody?</p>	<ul style="list-style-type: none"> <li>Validates Adult Basic Education (ABE)'s role in the P20 education system.</li> <li>Demonstrates the rigor and value of ABE to academic partners and stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates ABE's commitment to student outcomes and program accountability.</li> <li>Creates a common understanding of expected outcomes for providers and stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates ABE's commitment to data-driven decision-making.</li> <li>Supports the state's emphasis on accountability.</li> </ul>	<p><i>Each initiative can stand independently as a strong component of an effective ABE program, yet it is interesting to see the connectedness and relationship to the same values. The SIA Initiative was brought to the state for a variety of reasons, but one of the most important was to have documented evidence that clearly demonstrates ABE's rigor and value to the P20 education system.</i></p>
<p><b>Policies</b></p> <p>What strategies, rules, or regulations are part of this initiative?</p>	<ul style="list-style-type: none"> <li>Education agencies' emphasis on improving teaching and learning and standards-based instruction (all state education programs).</li> <li>Connects to K–12 content and performance standards.</li> </ul>	<ul style="list-style-type: none"> <li>State Five-Year Plan.</li> <li>Federal site monitoring recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>Aligned to assessment policy.</li> <li>Aligned to National Reporting System (NRS) guidelines.</li> </ul>	<p><i>Different policies guide each of the efforts. SIA will connect with state priorities, while the other two are guided by federal initiatives.</i></p>

**Montana’s Appraisal of Existing Initiatives**

Component Parts of Initiatives	Program Improvement Initiatives			Promising Connections
	SIA	Performance-Based Funding	Statewide Data Quality Initiative	
<p><b>Personnel</b> Who delivers it? State staff? Contractors? Other?</p>	<ul style="list-style-type: none"> <li>•MPR [RTI] contractors.</li> <li>•State staff and three regional instructional leaders.</li> <li>•Statewide implementation after pilot is completed</li> </ul>	<ul style="list-style-type: none"> <li>•MPR [RTI] contractors.</li> <li>•State-selected task force.</li> <li>•State implements.</li> </ul>	<ul style="list-style-type: none"> <li>•AIR facilitators initiated.</li> <li>•State staff and three instructional leaders.</li> <li>•Program implements with ongoing state-supported professional development and monitoring.</li> </ul>	<p><i>Personnel are the same, and a majority of the directors are involved in all initiatives.</i></p>
<p><b>Structure of Delivery</b> How is it delivered?</p>	<ul style="list-style-type: none"> <li>•MPR [RTI] trains regional facilitators.</li> <li>•Regional team leaders plan state face-to-face meetings, independent program work, and conference calls.</li> <li>•State blog is maintained for ongoing communication among participants.</li> </ul>	<ul style="list-style-type: none"> <li>•MPR [RTI] contractors scheduled face-to-face meetings, Webinars, and conference calls with task force.</li> <li>•Task force and contractors present model to all program directors.</li> <li>•State implements.</li> </ul>	<ul style="list-style-type: none"> <li>•AIR facilitators conduct training.</li> <li>•Follow-up conference calls and weekly updates posted on website.</li> <li>•Data Users Conference for mid-year evaluation of data plans.</li> </ul>	<p><i>SIA will augment the other initiatives. DQI and PBF will be implemented when SIA is made a statewide project.</i></p>
<p><b>Breadth of Delivery</b> Where is it delivered in the state? At a central location? At a program site?</p>	<ul style="list-style-type: none"> <li>•Face-to-face meetings.</li> <li>•Follow-up blogs and conference calls.</li> <li>•Independent program work.</li> </ul>	<ul style="list-style-type: none"> <li>•Face-to-face meetings in different regions in the state.</li> <li>•Webinars and conference calls between meetings.</li> </ul>	<ul style="list-style-type: none"> <li>•Face-to-face meetings in different regions in the state.</li> <li>•Conference calls and website updates between meetings.</li> </ul>	

## Montana's Appraisal of Existing Initiatives

Component Parts of Initiatives	Program Improvement Initiatives			Promising Connections
	SIA	Performance-Based Funding	Statewide Data Quality Initiative	
<p><b>Timing</b></p> <p>When is it delivered?</p> <p>Monthly?</p> <p>Weekly?</p> <p>Daily?</p>	<ul style="list-style-type: none"> <li>Varies according to the Innovation, but pattern is the same: team leaders prepare material for the face-to-face meetings based on their training, and follow-up activities are completed via teleconferencing and blogging.</li> <li>Blog sustains 24-hour access for communication.</li> </ul>	<ul style="list-style-type: none"> <li>Months between three face-to-face meetings to allow contractors time for integrating decisions into the funding template.</li> <li>Interim contact was maintained through emails, Webinars, and conference calls.</li> </ul>	<ul style="list-style-type: none"> <li>Biannual face-to-face meetings. Weekly website updates.</li> <li>Ongoing emails.</li> <li>Monthly shop talks.</li> </ul>	<p><i>Each initiative is taking place in the same time frame, which makes it easier to weave the activities together, and each initiative brings together state staff and the field. With all programs working on a data action plan for program improvement, they are in need of finding strategies and methodologies that will help improve their data. The SIA innovations will automatically lend themselves to anyone seeking ways to improve their data (DQI) and increase funding (PBF).</i></p>
<p><b>Time Commitment</b></p> <p>How long does it take to deliver?</p> <p>How much instructor/program director time does it take?</p>	<ul style="list-style-type: none"> <li>Team leaders: 25–30 hours per innovation.</li> <li>Pilot teams: 15–30 hours per innovation.</li> <li>Team lead in charge of technology: 50–60 hours per innovation.</li> </ul>	<ul style="list-style-type: none"> <li>Development of model took approximately 9 months (funding model was in place; this expedited the work).</li> <li>Task force: 40 hours face-to-face.</li> <li>Independent work time not documented.</li> </ul>	<ul style="list-style-type: none"> <li>Development of data action plan varies based on the depth of analysis.</li> <li>Face-to-face meetings: 24 hours. Conference calls: 6 hours.</li> </ul>	

**Montana’s Appraisal of Existing Initiatives**

Component Parts of Initiatives	Program Improvement Initiatives			
	SIA	Performance-Based Funding	Statewide Data Quality Initiative	Promising Connections
<p><b>Resources</b></p> <p>How many and what kind of resources does this initiative require?</p> <p>What resources are currently available?</p>	<ul style="list-style-type: none"> <li>•OCTAE grant (imperative).</li> <li>•Team leaders and instructors dedicating time (a limited resource).</li> <li>•State leadership dollars to support participation honorarium (\$200/instructors, \$300/team leaders).</li> <li>•State leadership dollars for meeting costs and reimbursements.</li> </ul>	<ul style="list-style-type: none"> <li>•OCTAE grant (imperative).</li> <li>•State leadership dollars to support extended grant work.</li> <li>•State leadership dollars for meetings and reimbursements.</li> </ul>	<ul style="list-style-type: none"> <li>•State leadership dollars to support state meetings, weekly Web updates, and attendance at NRS data meetings.</li> <li>•Local programs must dedicate staff time to develop and monitor data plans.</li> </ul>	<p><i>State leadership dollars will need to be budgeted to support ongoing professional development. The pilot team members will be essential in facilitating statewide implementation. Honoraria will reward them for sharing the expertise they gleaned through the Innovations.</i></p> <p><i>If local programs are able to sustain current funding, they will be able to support staff with paid time to attend training and meetings. State leadership dollars will reimburse participants for travel, meals, and lodging.</i></p>

## **Montana's Analysis of How to Integrate Its Standards-in-Action Initiative into Current Operations**

**1. Describe in *broad terms* what actions are needed to integrate SIA into current operations (i.e., how to make this integration a reality):**

### **How can SIA support, corroborate, or extend selected state initiatives?**

- Standards-based lessons (SIA model) inspire students whose improved performance will be validated by the data that support PBF.
- DQI and PBF are focused on student achievement, and the only way to increase student outcomes is through providing relevant, energizing curricula that ensure that students want to come to class until selected goals are achieved. SIA readily supports PBF and DQI.

### **How can those initiatives support, corroborate, or extend SIA?**

- PBF and DQI will extend SIA; as programs look to improve outcomes, they will seek curricula and curricular activities that ensure positive outcomes.

### **How can results be used with stakeholders?**

- Results can be shared with stakeholders at regularly scheduled meetings. Local programs can be given templates and PowerPoints to share the accountability measures and show how ABE is working diligently to improve outcomes through SIA, PBF, and DQI. Stakeholders can become our grassroots champions.

### **How can results be used for planning next steps?**

- The Analysis of Initiatives Chart will be used as an activity at an upcoming directors' meeting for directors to complete. This will provide them the opportunity to see the connection among initiatives and create their own vision for how the state and local programs can work together in implementing initiatives that support and extend each other.

**2. Describe in *specific terms* what actions are needed to integrate SIA into current operations (i.e., how to make this integration a reality).**

**When do we want to scale up the SIA innovations?**

- SIA will be scaled up at the completion of Innovation IV.

**How similar are the SIA implementation strategies to those of the selected initiative(s)?**

- SIA will augment the other initiatives. DQI and PBF will be implemented when SIA is made a statewide project.

**Will SIA have shared or different personnel with the selected initiatives?**

- Personnel are the same, and a majority of the directors are involved in all initiatives.

## SUSTAINING STANDARDS-BASED EDUCATION

## 4

Stage Four.

Initiating a Scale-Up Plan:  
Sustaining Momentum, Progress,  
and Creative Renewal

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# Contents

## **Stage Four. Initiating a Scale-Up Plan: Sustaining Momentum, Progress, and Creative Renewal**

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## Stage Four.

# Initiating a Scale-Up Plan: Sustaining Momentum, Progress, and Creative Renewal

*“At this juncture, it is time to initiate the implementation process for the necessary systemic changes . . . it is a matter of carrying out the plans made during Stage Three with full appreciation of the complex dynamics that arise whenever major systems undergo change.”*

– Adelman and Taylor 2003, p. 8

## Purpose

Stage Four is the culmination of the preparatory work of Stages One through Three and closes the loop. This stage focuses on how to promote large-scale replication while engaging in long-range planning in anticipation of stakeholder turnover. Reproducing the initiative in every applicable program and classroom means developing a plan complete with a set of immediate action steps. Building the new initiative permanently into the state’s infrastructure is a key step to sustaining the new initiative.

Because maintaining and expanding new initiatives can be as difficult as trying the new initiative in the first place, the best approach is to address these challenges through a cadre of trained coaches. Members of your original implementation team would be ideal because they know and understand the initiative, its benefits, and its challenges. These coaches can serve as scale-up teams for new sites to provide support and to ensure that new sites remain faithful to the core elements of the original initiative.



### Suggested Time Frame

*Before completion of the demonstration project, plan for large-scale replication and begin to recruit additional sites. Full implementation can take between two and four years.*

## Directions for Implementation

### ACTION STEP 1:

### **FORMULATE A LONG-RANGE STRATEGIC PLAN.**

.....

Articulate the goals, scope, and roll-out of the initiative for large-scale replication with specific one-, three-, and five-year desired outcomes. Be specific about how many sites will be involved in the scale-up immediately and for each year of your plan. Anticipate any obstacles to the expansion of the initiative and structure the roll-out to overcome these barriers and avoid these challenges. For example, funding is often a challenge, so formulate cost-savings strategies at the beginning when replicating the initiative statewide. Recruiting programs to take on something new can also be a challenge, so think through incentives to support their participation.

You also will want to frame how participation of additional sites will be structured: Will participation be voluntary or mandated? If voluntary, will any site wanting to implement the initiative be allowed to do so, or will sites have to compete for the opportunity? Answers to these questions will depend in part on the finances and other critical resources—including adequate staffing and materials—you have secured to support an expansion of the initiative.

Once you have determined the number of sites and under what conditions your scale-up will proceed, you are ready to begin to recruit additional roll-out sites. To the extent possible, have your scale-up team members coordinate with your professional development personnel to develop and provide related training to key individuals. In particular, tap

into existing leadership development efforts designed for program directors. Formulate a communications strategy specifying key partners and outreach methods, including social media, to ensure a common understanding among all parties about the schedule of implementation. You can build on what you learned and your successes securing stakeholder support during Stage Two to inform your efforts here.

To guide your efforts, several templates are included in the Stage Four Appendices. The first offers you a set of guiding questions to assist you in formulating a long-range strategic plan. A second resource is a Sample Gantt Chart that highlights a portion of a Sustainability Plan. In addition, state sustainability plans for Kentucky and Montana have been posted online for easy access:

- Kentucky: <http://lincs.ed.gov/publications/pdf/SIA-KYPlan.pdf>
- Montana: <http://lincs.ed.gov/publications/pdf/SIA-MTPlan.pdf>

## ACTION STEP 2:

### **ASSEMBLE AND DISPATCH SCALE-UP TEAMS TO ASSIST THE ROLL-OUT SITES.**



Assign experienced scale-up teams to work closely with personnel from new sites in faithfully implementing the new initiative in a manner compatible with the local context.

Following is a list of tasks to guide the work of your scale-up teams:

- Establish agreements for engagement and policy change commitments as needed.
- Identify and allocate financial, personnel, space, and material resources to enhance cost-efficiency.



*Formulate a communication strategy specifying key partners and outreach methods, including social media, to ensure a common understanding among all parties about the schedule of implementation.”*

**MYTH:**

*NEW INITIATIVES ARE  
SUSTAINED BY SIMPLY  
MANDATING THAT  
CHANGE OCCUR.*

**FACT:**

*Substantive change requires  
creating incentives and an  
emotional climate for change  
rather than dictating that it  
will be done.*

– Taylor et al. 1999, p. 306

- Create realistic time frames for building capacity in the roll-out sites to accomplish the desired changes.
- Identify staff leads—indigenous to roll-out sites—with relevant expertise and leadership ability.
- Teach and model crucial elements of the new initiative and support site staff in adapting to it.
- Gradually divest leadership for the initiative to the site.
- Design strategies to counter anticipated barriers and problem-solve rapidly to address unanticipated issues, including transitions in staff.

## Reflections: Thinking Back and Looking Forward

After initiating the action steps in Stage Four, with your state team, take stock of where you are. Then discuss what additional actions are needed for a full scale-up of the initiative and to ensure sustainability—remembering that full implementation can take between two and four years.

Below are questions for team members to determine your readiness for the scale-up:

- Do you have a set of immediate key action steps for launching the sustainability efforts?
- What barriers do you anticipate and what preparations have you made to handle them?
- How will you draw on the expertise and commitment of stakeholders to carry the new initiatives forward and sustain them into the future?

## Stage Four Appendices

Stage Four Appendices include:

- Template to Formulate a Long-Range Strategic Plan
- Sample Gantt Chart for a Sustainability Plan
- Template to Guide the Work of Your Scale-Up Teams

### **Template to Formulate a Long-Range Strategic Plan**

With the “why” of the initiative firmly in your grasp, your plan should lay out in specific and quantifiable terms the personnel, desired outcomes, location, time frame, and key actions needed to accomplish your sustainability goals. Monitoring the progress of each action step will help to keep the roll-out on track.

#### **Objective:**

- Key Action (How)
- Personnel (Who)
- Outcome Desired (What)
- Location (Where/Which Sites)
- Time Frame (When/How)
- Monitoring/Evaluation (Outcomes Attained)

Review the following list to flesh out your plan for sustaining standards implementation in your state.

*Instructions for Fillable Templates (p. 89).*

**1. Articulating the Goals, Scope, and Roll-Out of the Standards Initiative**

*What exactly will be implemented and sustained?*

*When will you launch the scale-up? Over what period of time?*

*How many sites will be involved each year?*

*Will you mandate participation? Make it competitive?*

*Will you pay staff who participate? Offer other incentives?*

*What are your first-, third-, and fifth-year desired outcomes?*

## **2. Mobilizing Stakeholders to Support Expansion**

*What strategies will you use to gain the support of key individuals, such as program administrators and other state personnel?*

*How will you involve program personnel currently participating in the project?*

*Which other champions might you identify in the state who will be committed to educational improvements and sustaining effective innovations? Who will contact them and when?*

*How and when will you bring advocates together to support the scale-up?*

*How will you draw on their commitment to carry the innovations forward?*

### **3. Securing Finances and Resources to Support Expansion**

*What is the current funding and breakdown of dollars for adult education in your state?*

*How does funding need to change or be reallocated to reflect the priority on standards-based education and expanding implementation of the initiative?*

*What resources can the state leverage to support its expansion?*

*Do programs in the state have the necessary resources to deliver it? For example, does each program have a professional development budget to draw from?*

*What incentives can be provided to encourage and support program participation?*

#### **4. Coordinating With the State Professional Development System**

*What is the professional development structure in your state, and what delivery methods are used?*

*Who provides the professional development? What are the roles and responsibilities of those who provide it, and can they deliver the training needed? What do they need to do so?*

*How is professional development provided (ongoing, modules, one-day sessions, online, independent study, etc.) throughout your state? Can you adapt those for use with this initiative?*

*What is the state's capacity for statewide standards implementation?*

*Do current professional development priorities align with this goal, or is modification necessary?*

*How can the state provide incentives for professional development participation? If every program in the state wanted to implement the initiative, would you have the staff and resources to implement statewide? If not, how should you adjust your parameters?*

## **5. Creating a Communications Plan to Ensure Common Understanding of the Implementation Plan**

*How can you ensure that there is a common understanding and a shared mission to implement the initiative?*

*How can news of the initiative be integrated with existing leadership development efforts for program directors?*

*What current partnerships will help you sustain the initiative? What new partnerships should you consider establishing?*

*What outreach methods did you use during this project that were effective in mobilizing support? Which ones should you tweak?*

*Are there any Internet-based social media strategies you can use to create a critical mass of support?*

## **6. Anticipating and Overcoming Obstacles to Expansion**

*What challenges have you faced with implementing previous initiatives?*

*What barriers do you anticipate and how might you handle them?*

*How might the roll-out be structured to overcome these barriers and avoid these challenges?*

### Sample Gantt Chart for a Sustainability Plan

Below is a sample of a partial long-range strategic plan making use of a Gantt Chart.

TIMELINE FOR IMPLEMENTATION OF STANDARDS-IN-ACTION IN 10 STATE PROGRAMS	
Goal: By Year 3, state standards will be fully implemented in all 10 programs to prepare students for meaningful employment and postsecondary education and training.	
OBJECTIVES AND ACTION STEPS	LEAD MONTHS
	S O N D J F M A M J J A S O N D J F M A M J J A
<b>Obj. 1: To integrate SIA into the current infrastructure.</b>	<b>Monica R.</b>
Step 1: Convene staff from "xyz" project and the SIA leads to determine how the two initiatives will support one another.	[Gantt bar: S, O, N, D]
Step 2: Determine whether there are any efficiencies to be had by linking the training of the two initiatives.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 3: Hold quarterly meetings with staff from both initiatives to review progress and refine plans.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 4: Invite staff from "xyz" program to participate in SIA trainings.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
<b>Obj. 2: To recruit three new state programs to participate in training for all four Phase 1 innovations</b>	<b>Barbara B.</b>
Step 1: Create interest in SIA through promotion and marketing.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 2: Issue SIA grant competition for local programs.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 3: Select three new programs to participate.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 4: Built multidisciplinary SIA program teams.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
<b>Obj. 3: To recruit two current SIA programs to participate in training in all four Phase 1 innovations in other content areas</b>	<b>Barbara B.</b>
Step 1: Discuss expansion of SIA with program administrators.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 2: Create incentives for programs to continue with expansion.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 3: Obtain commitment from program administrators.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
<b>Obj. 4: To prepare for training.</b>	<b>HelenC.</b>
Step 1: Select a lead trainer.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 2: Select three lead coaches from participating SIA programs to assist the three new teams.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 3: Conduct capacity-building institutes for trainers and coaches.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 4: Develop/copy materials for each training.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
<b>Obj. 5: To train five multidisciplinary program teams.</b>	<b>Leslie T.</b>
Step 1: Provide Innovation 1 training.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 2: Provide Innovation 2 training.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 3: Provide Innovation 3 training.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 4: Provide Innovation 4 training.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
<b>Obj. 6: To provide monthly coaching assistance to the programs.</b>	<b>Leslie T.</b>
Step 1: Check in with the programs by 15th of each month.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 2: Participate in bi-monthly call with other coaches or progress of teams and prep for next workshop.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step3: Conduct two site visits.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
<b>Obj. 7: To monitor and evaluate SIA trainings.</b>	<b>Monica R.</b>
Step 1: Identify evaluation staff to collect and analyze data.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 2: Collect baseline data on teacher knowledge of state standards and application to instruction	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 3: Determine whether objectives were met within timeframes.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 4: Collect data at the trainings about who benefited and how.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]
Step 5: Identify lessons learned and make adjustments for the next phase of training or next training of new cohorts.	[Gantt bar: S, O, N, D, J, F, M, A, M, J, J, A, S, O, N, D, J, F, M, A, M, J, J, A]

## Conclusion

Those seeking to improve educational outcomes for adult students must first develop a prototype of a promising initiative and then, if successful, replicate that prototype statewide. Although there are no guarantees that even the best new initiatives will be successfully implemented and sustained over the long run, experience has shown that planning goes a long way toward providing a solid foundation for initiatives to take hold.

Taking heed of a series of research-based lessons about sustaining a new initiative improves the odds considerably. These lessons include the following:

- Take sufficient time to lay the foundation needed for substantive change.
- Accentuate the positive, but do not minimize complications or costs when marketing the initiative.
- Proceed with clear policy support at the state and local levels.
- Provide ongoing capacity building for team members to ensure that they have sufficient time to learn and carry out new functions effectively.
- Sustain the energy of team members so they feel supported and not pushed beyond their capabilities, allowing them to stay focused on the desired positive outcomes.
- Provide incentives for administrators and other adult educators to implement the new initiative.
- Rapidly and effectively assimilate new staff into the initiative as they come on board.

By focusing on the mission of the initiative and offering a compelling yet nonthreatening vision of the future, you can advocate for change effectively and implement educational reform efforts. Successful implementation plans anticipate “bumps in the road” on the way toward achieving their goals and adjust by remaining focused on the essential outcomes.

## Instructions for Fillable Templates

The Handbook includes four fillable templates that contain fields you can fill in and print. To use these templates, follow the below instructions.

1. Open the document in Adobe Reader. To download the most recent version of Adobe Reader, go to <http://get.adobe.com/reader/>.
2. Scroll to a template and click inside the shaded text field.
3. Press Tab to move to the next box or Shift + Tab to move backward.
4. To print, click the Print button in the upper left of the window.

Please note: You may not be able to save your work in Adobe Reader.

To return to the fillable template, select one of the following:

**Stage 1:** *Template for Creating Talking Points, p. 16*

**Stage 2:** *Template for an Engagement Plan, p. 30*

**Stage 3:** *Template for Appraisal of Existing Initiatives, p. 44*

**Stage 4:** *Template to Formulate a Long-Range Strategic Plan, p. 80*

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