

Attachment B: P-20 Commission Planning Session Data Handouts

The P-20 Commission Trust-Cooperation-Priority Alignment Survey

The Purpose:

The purpose of this brief survey is to collect P-20 Commission members' views on the current level of trust, cooperation, and alignment of priorities within Connecticut's education system.

The responses to the six survey questions will help the Commission begin its efforts to promote collaboration among the early childhood, K-12, higher education, and workforce systems. This collaboration is critical to ensure that students make successful transitions through an educational pipeline that prepares them for jobs in the 21st Century economy.

Definitions:

- CT Education System in the questions below refers to the K-12 and higher education systems collectively.
- Trust is the willingness to be open with another because of the presence of Integrity, Concern, Competence, and Shared Common Objectives.

Questions:

Question #1: What is the current level of trust between those stakeholders who have the most influence over the student transitions and success within the entire CT Education System?

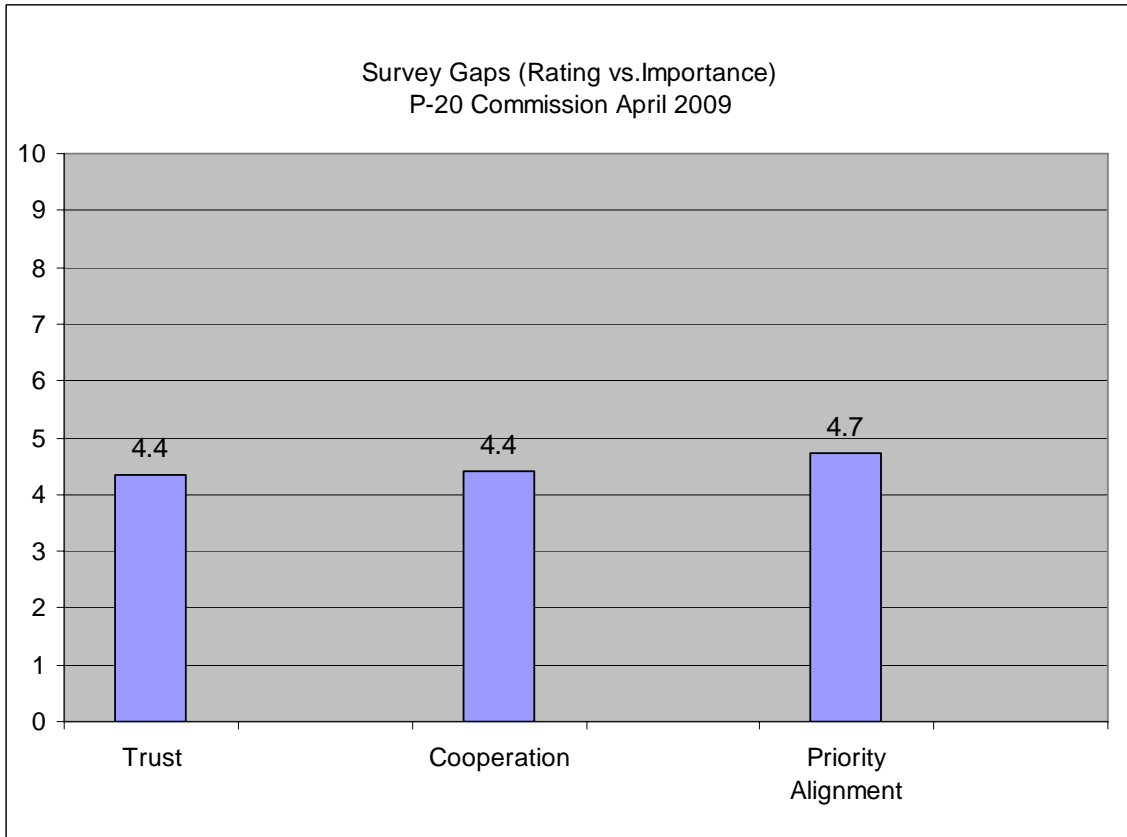
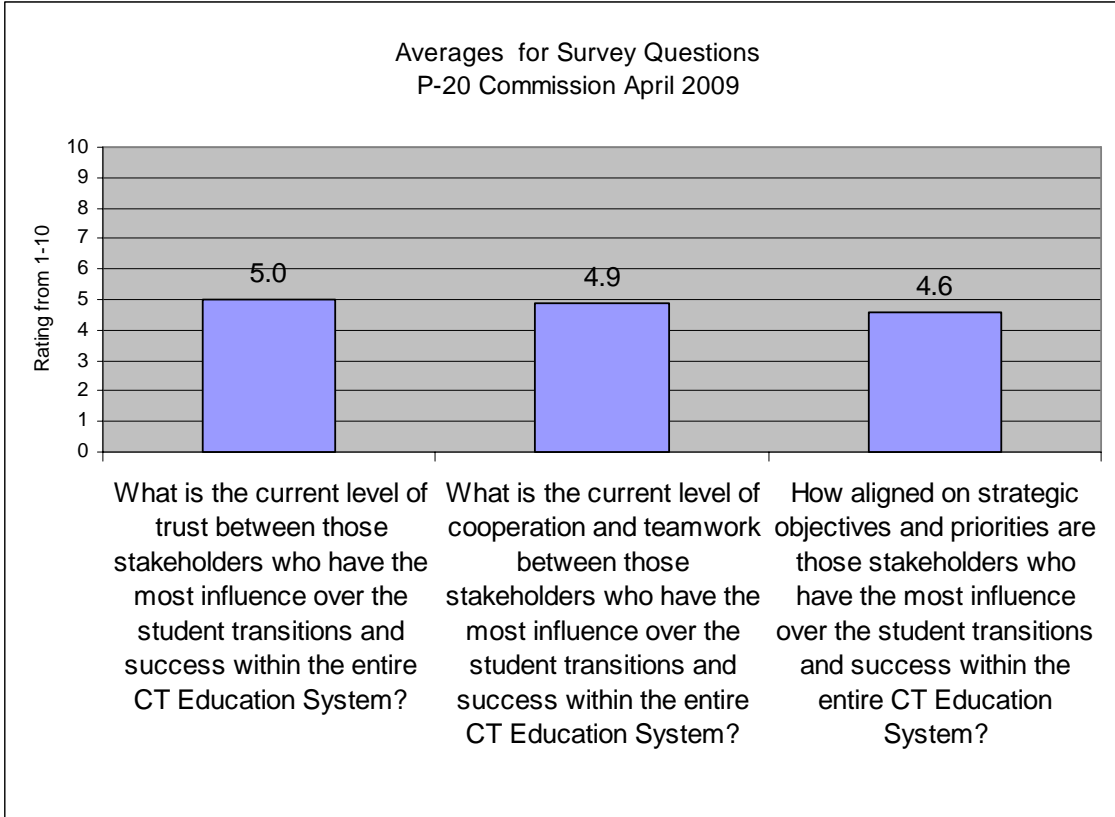
Question #1A: How important is it to have high trust between those stakeholders who have the most influence over the student transitions and success within the entire CT Education System?

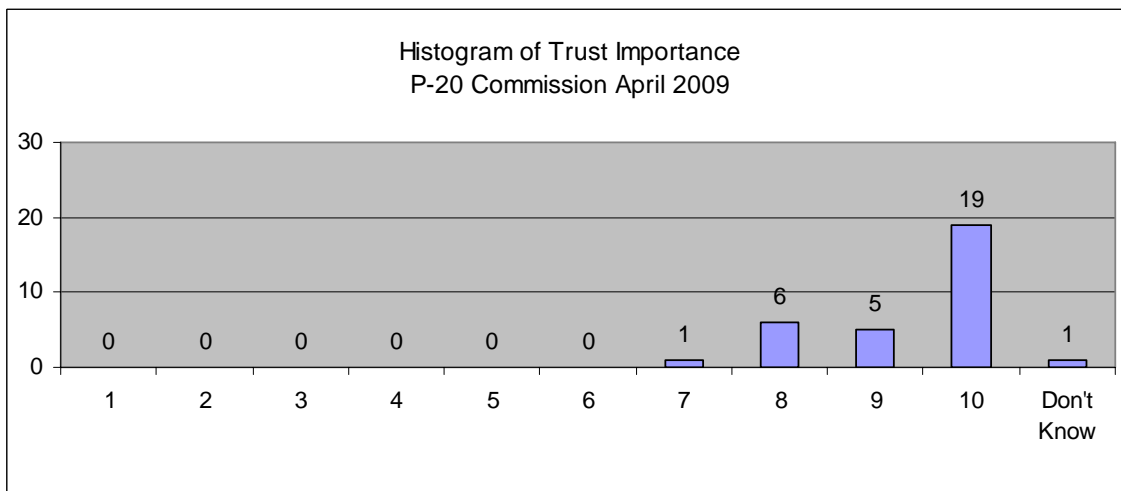
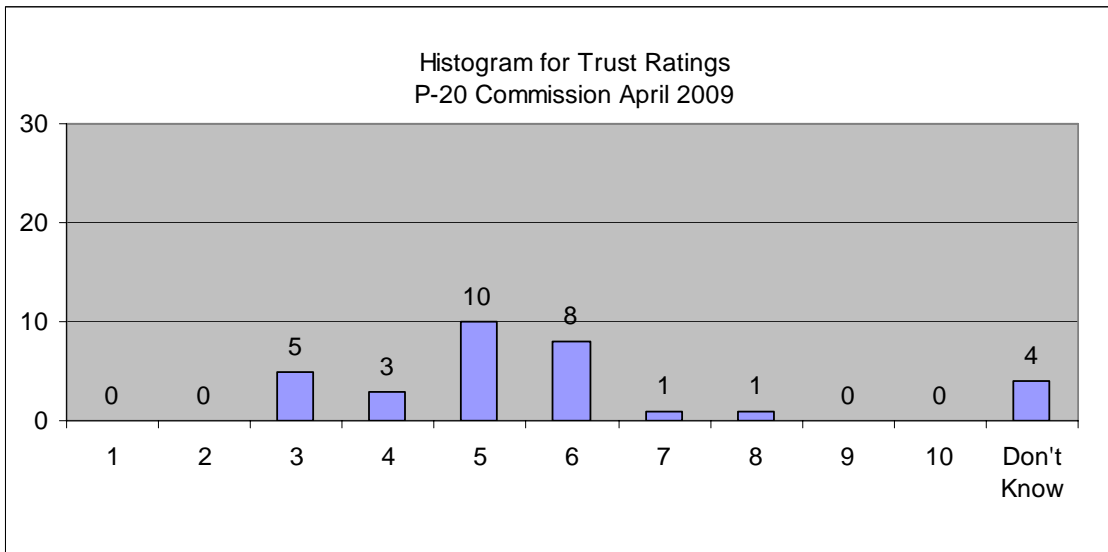
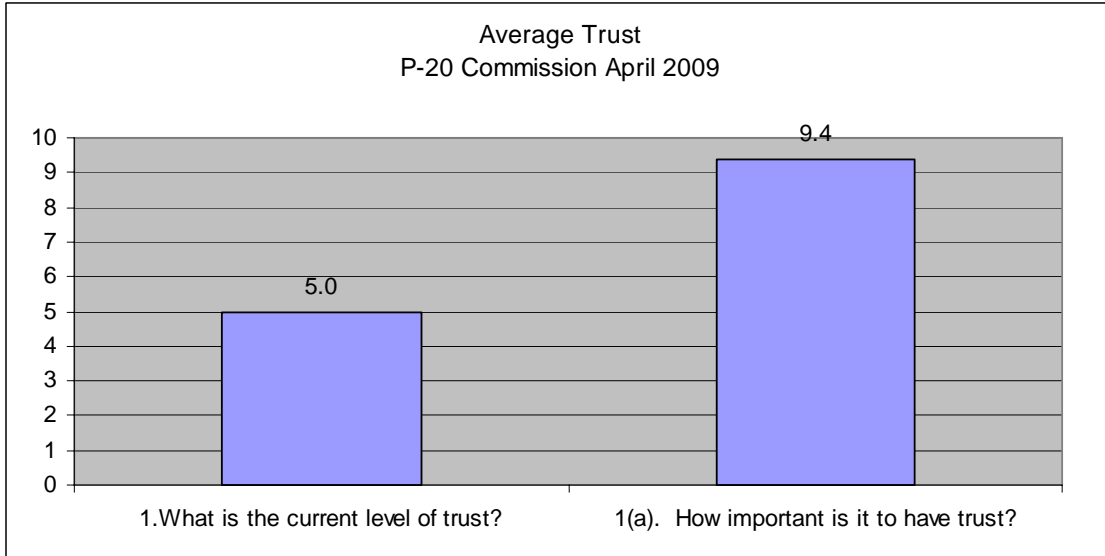
Question #2: What is the current level of cooperation and teamwork between those stakeholders who have the most influence over the student transitions and success within the entire CT Education System?

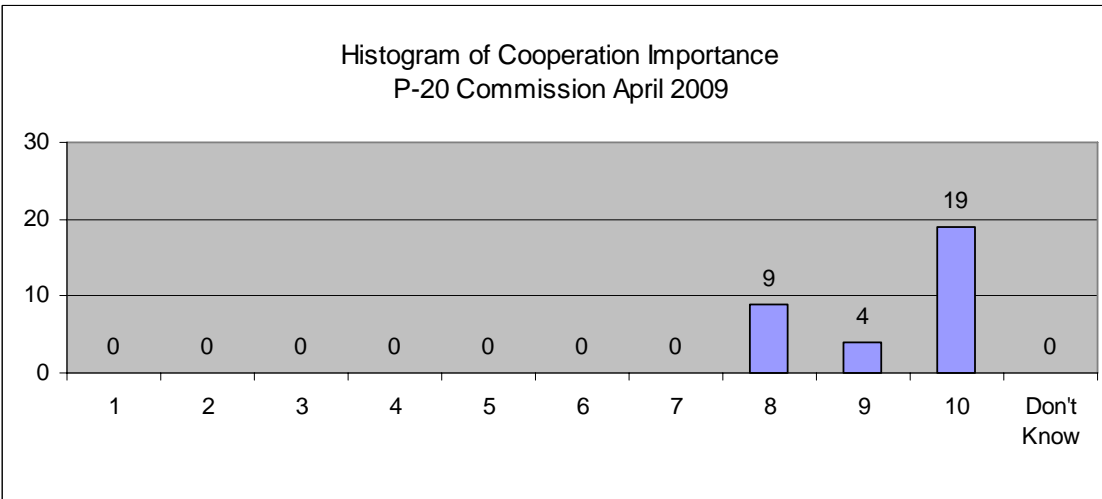
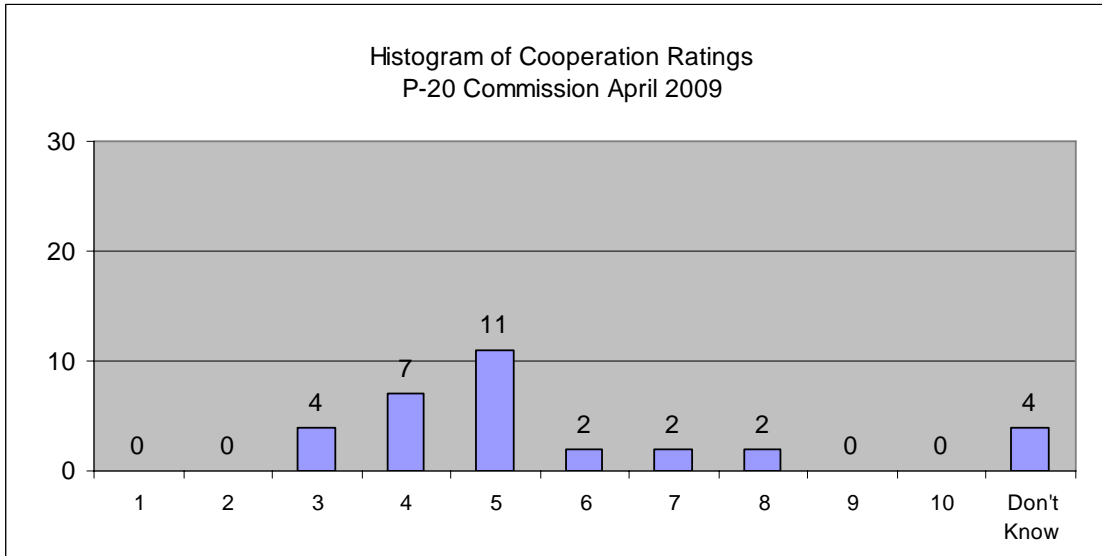
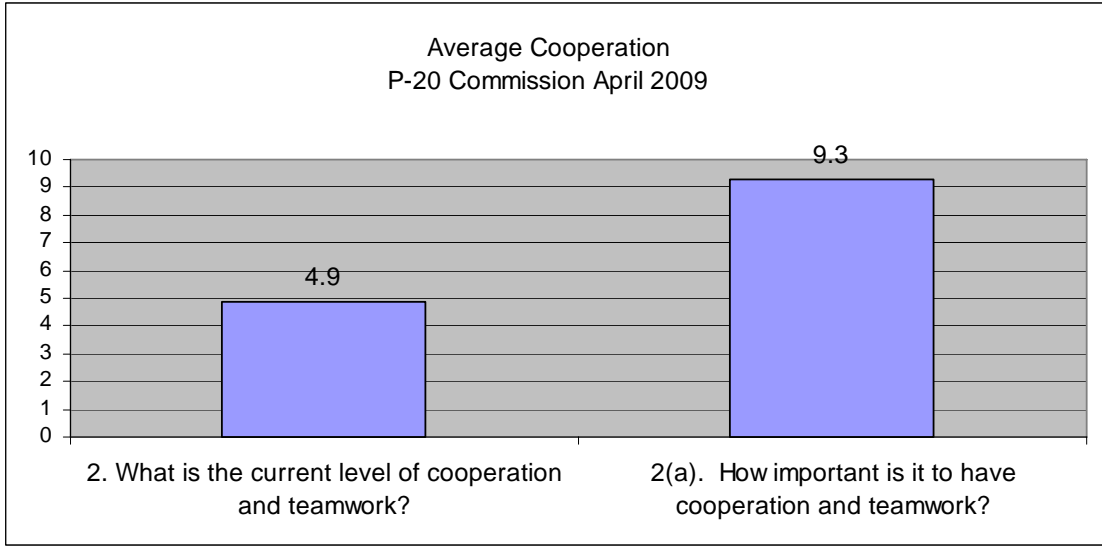
Question #2A: How important is it to have optimal cooperation between those stakeholders who have the most influence over the student transitions and success within the entire CT Education System?

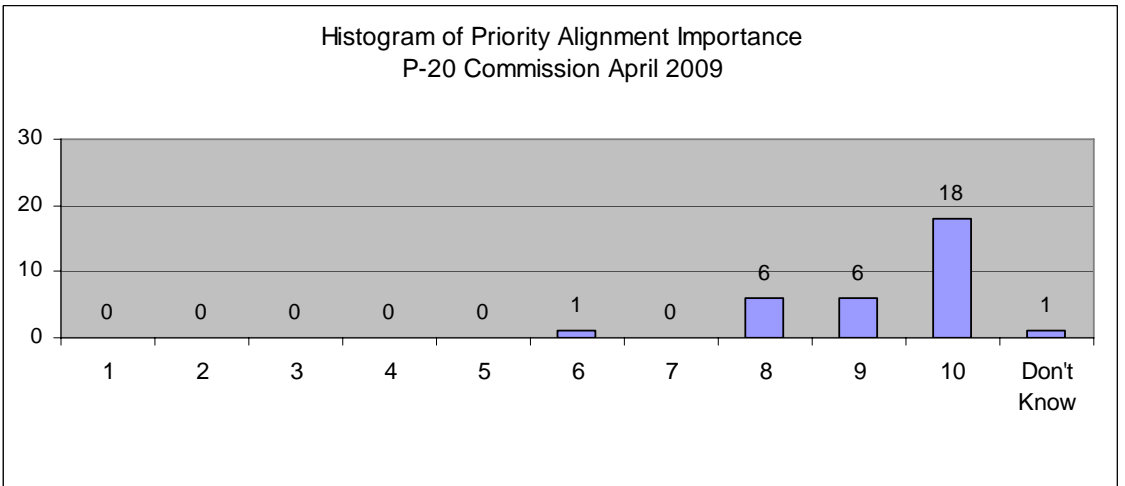
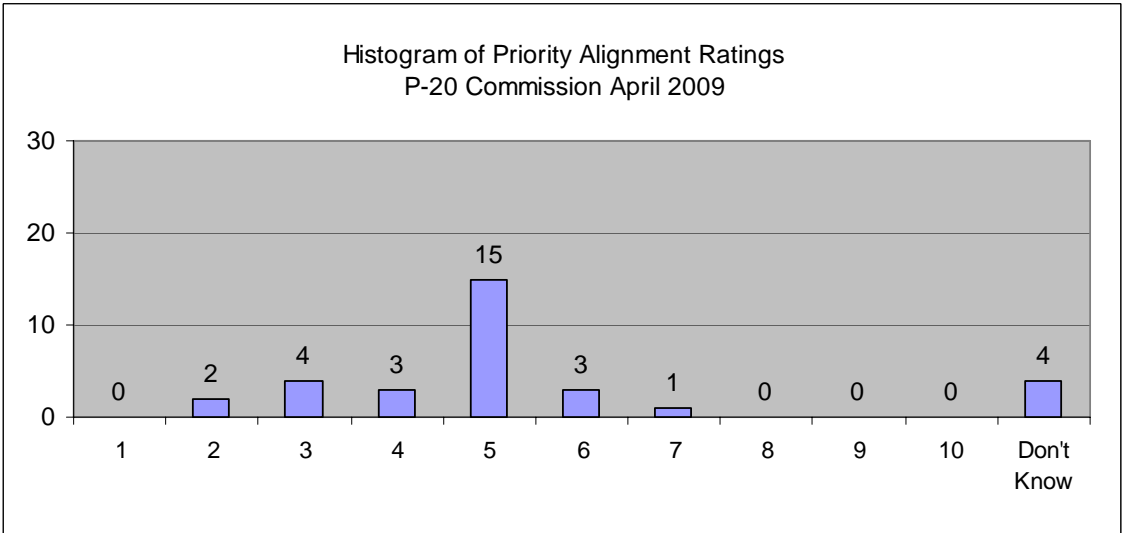
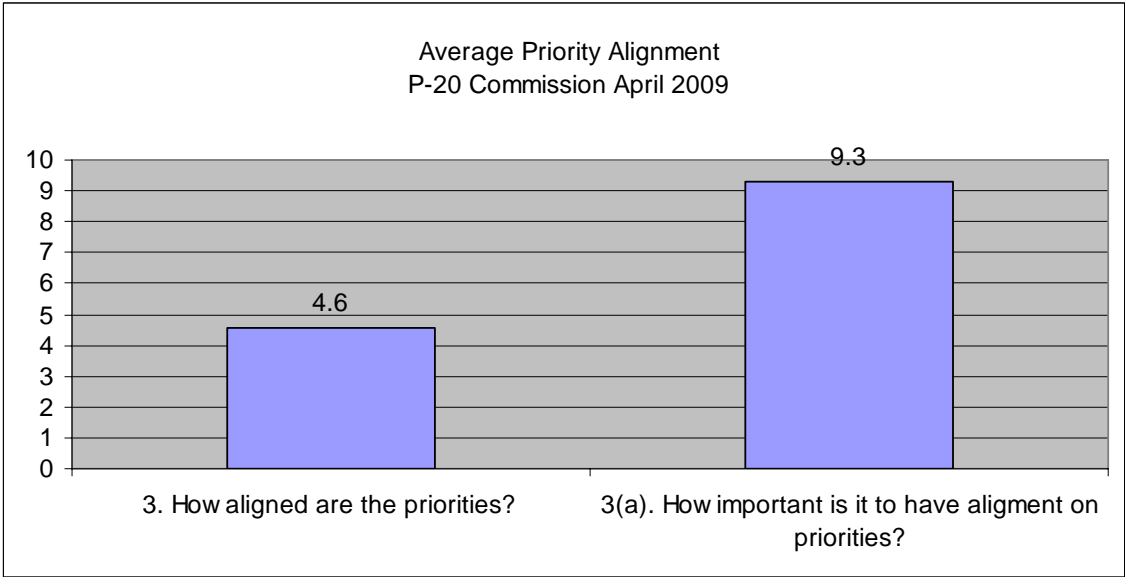
Question #3: How aligned on strategic objectives and priorities are those stakeholders who have the most influence over the student transitions and success within the entire CT Education System?

Question #3A: How important is it to have alignment of priorities and strategic objectives with those stakeholders who have the most influence over the student transitions and success within the entire CT Education System?









Interview Data

Context: Two questions were asked of seven participants

Question #1: When you think about the need to improve the student transitions from middle school, to high school, to college, and to the workplace, what are the major issues that come to mind that must be addressed?

Question #2: What barriers are preventing the State of CT from addressing these issues?

The Data

Student Basics:

- The proportion of students that require remedial education is very high and daunting. It extends the number of years needed to achieve educational outcomes and it is preventing productive transition to work. It prevents the colleges from delivering on their missions.
- Literacy must be seen as critical to student success. Literacy is the ability to employ the English language as a tool to solve problems. The key to the transitions is to ensure the English language can be used as a tool
- Basic literacy is a problem.
- Every poor child should get good pre-school preparation (school readiness program) if their parents choose it. This will enable children to read in 3rd grade.
- There must be an environment of motivation for students.
- The students in the middle are the ones that have problems because the bright students do well and the students with special needs are able to obtain services. The students in the middle are the ones who need the most attention for transitions. Teachers need to be trained to address the students in the middle who have difficulty being prepared for the transition.
- Motivation is the key to the students in the middle. Students need to have a clearly defined structure to achieve their individual motivation. Setting goals and having the clear structure will allow the students to self-motivate. The students need to see the purpose of their studies. They need to understand why they need to learn certain curriculum.
- The community college is spending time and money to remediate these kids. What are we doing during high school to make sure the kids are performing at grade.
- If they are performing at grade level they are still lacking in some skills regarding life long learning, knowledge to work in a team, critical thinking, interpersonal skills and to be a leader.
- We need to start sooner than 6th grade if we are to be successful

- We must get to the fundamentals of what kids for pre-school to kindergarten are critical for the transitions later. Early school success is critical to the transitions.
- We must focus on technology to make the students a success. This is a combination of using and working with technology that must be utilized. This might include staff development.
- Fundamentals are critical to be addressed. The students don't have the basic foundations of skills such as math and English. They have not mastered the fundamentals
- The lack of fundamentals prevent kids from moving forward over the series of transitions
- After school programs can help to provide additional fundamentals training. We have moved past exposure to practical application
- Students often don't see why each of the fundamentals is so important.
- We must have some way to connect school work with the real world. We must make the school work much more relevant to students.

Fragmentation and/or lack of agreement on standards:

- The Fragmentation of CT schools
- The lack of standardized of the curriculum
- A lack of consistent set of standards of curriculum is a barrier.
- The highly fragmented approach with so many schools is a barrier.
- Continuity of curriculum may be a barrier. Are the curriculum aligned with the work that is being done with students. The improvement in curriculum alignment.

Teacher Skills and expectations:

- The expectations of the students have fallen very low.
- Teacher ambitions are not fostered.
- Personnel and resistance to change by the stakeholders such as the Teacher Unions, teachers and administrators is a barrier. We need an attitudinal shift regarding willingness to change. We have a lack of enthusiasm across the board.
- There is a lot more demanded of the teachers to teach than what students may need, e.g do we really need Chinese when kids can't read English?
- The need to address academic problems the faculty is unprepared or unable to address in the classroom.
- Teacher's understanding of students' development will help us make these transitions. Better training for teachers about how children develop.

Funding:

- Funding is needed for some of these educational reforms the lack of funding is a barrier.
- Workforce has been working with Adult ED and there is not enough money in the system to address these basics even with the stimulus. Adult ED should not be a dumping ground.
- Dollars are stopping us from addressing these issues throughout the while system
- The number one barrier is the cost factor for the communities.

The Environment:

- The current design of the educational system does not match the needs of the current environment and latest technology the students are living in. How can we make the schools more connected or similar to the actual real world?
- The educational methods are not focused on problem solving. The curriculum and the teaching methods do not connect to problem solving.
- Institutions must collaborate with each other. There is no reward system to collaborate with each other e.g. how do we approach the unions regarding teachers who cannot perform? Reforms are needed and everyone must cooperate to achieve what is best for the whole and not what is just best for certain of the parts.
- Also a focus is lacking and there needs to be a commitment. The entire system needs have more of a commitment.
- There must be a major emphasis using marketing to get the word out about the work we will be doing in the Commission. The purpose of the marketing will be to create buy-in for what ever product or services the Commission creates. It is critical to involve all the stakeholders in the process.
- The total commitment from the different stakeholders or the resistance of the stakeholders may also be a barrier.
- The transition of the student in the elementary school to the middle school is one of the most important because of the social shift and the developmental shift occurring in the students at this time of their lives. The personal shifts physiologically and emotionally need to be taken into account.
- Vulnerable youth are the ones who fall far behind and have a difficult path to get back on track. Vulnerable youth are those who are not close to the reading level they need to be at. They are in high risk and poverty dominated communities. Factors that have impacted their language or cognitive development must be addressed. Those transitions for the vulnerable youth continue to be difficult. The neuroscience work that is currently being done is useful to help us address or better understand these issues.
- Infrastructure barriers. We have difficulty colleting and analyzing data on kids, teachers and outcomes to customize the decisions to address specific needs of kids. The data

collection system is not complete enough or robust enough to understand the individual needs of kids. Technology is there but the structure is not there.

- The Governance structure needs to be improved to manage the issues. E.g. the early childhood council has been eliminated. Bill SB 941 is going to be voted on in the State Legislature.
- The combination of youth violence and prisoner re-entry into the school system for urban youth is an issue that must be addressed. For example the Mayor of New Haven is very concerned about violence and how it impacts return from incarceration.
- There are political barriers preventing leadership of critical programs. This creates budgetary issues and compensation issues.
- Governance across public agencies is critical to manage results across multiple agencies.

What is the Hoshin Process

A brief overview of what this most powerful strategic planning process will do for your organization (6 Hours)

Purpose:

- Identify the vital key issues which will enable the Organization or department to create a strategy (i.e. become an effective team or optimize the organization)
- Have the management group prioritize the vital key issues and thus, know where to start.
- Align the entire management group on the next (first) steps for the Organization or department to implement the strategy (i.e. become an effective team or optimize the organization)

Process Method:

- Get each member of the management group to fully participate in the Hoshin session to:
 - (1) Ensure all vital key issues are considered;
 - (2) Develop a clear sense of ownership by each member of the management group;
 - (3) Reduce and/or eliminate the resistance to change.
- Phase 1: Establish the foundation for the Hoshin including a review of Deming's theory of management, discussion of heavy loss sources and vital gain opportunities, and how they apply to your organization.
- Phase 2: Identify the vital key enablers / issues that will allow the Organization or department to create a strategy (i.e. become an effective team or optimize the organization)
- Phase 3: The interrelationship process: **a process to determine root causes.**
- Phase 4: **Review** the results of the interrelationship process, identify the next steps and get agreement thereon.

Intended Outcomes:

- A sequenced list of all the vital key issues (the next steps) that will allow the Organization or department to create a strategy (i.e. become an effective team or optimize the organization) and the specific steps that will lead there.
- An aligned management group fully committed to working in sequence on these vital key issues revealed in the plan.

Summary of Research by International Association of Business Communicators Research Foundation

The Importance of Trust in Organizational Effectiveness and Job Satisfaction

By Pamela Shockley-Zalabak, Ph.D., Kathleen Ellis, Ph.D., Ruggero Cesaria

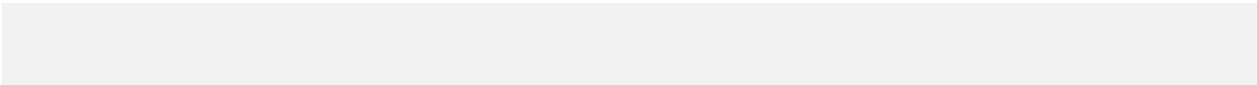
The International Association of Business Communicators Research Foundation is a not-for-profit 501© corporation that serves as the research and development arm of IABC. The foundation provides knowledge and understanding to help organizations become more effective through communication.

Trust is more than a social virtue. It is an economic and effectiveness imperative for all those organizations that need to grow and compete in the global marketplace. Given today's dynamics of change and increased competition from across the globe, high levels of predictable trust are an imperative for viable organizations.

The authors of this research **define trust as the willingness to be appropriately vulnerable with another (individual or group) based on the presence of competence, integrity, concern about others and the sharing of common objectives.**

Key Question

What issues must Connecticut resolve in order for students to make successful transitions from middle school and high school into postsecondary education and careers?



Instructions

1. Write one Post-It note for each issue:
 - Use 5 to 9 words
 - Start with the words “*We must. . .*”
 - Use a noun and a verb - i.e. “*We must provide effective leadership*”
2. Prioritize by assigning 50 points in total to your issues. Write the number of points on the bottom right corner of the post-it note. Be sure to differentiate a 9 from a 6 by underlining it. i.e. 6 or 9

Working Definitions:

In our experience it is necessary to define “we” (usually the group participating in the Hoshin) and “everyone” (usually all others or other stakeholders).

There may also be other words that need to be defined.