

Attachment C: P-20 Commission: Hoshin Results April 28, 2009

Commission members were led through a facilitated strategic planning process called the Hoshin Process. Members were asked to individually write down on post-it notes the issues they believed the Commission should address based on the following agreed-upon guiding question: “*What issues must CT resolve in order to make all transitions successful from P-Careers?*” They defined “successful” as being “fully ready to do work in the next stage as that stage defines it (effective and efficient process).” Each issue was assigned a point-value according to how the member prioritized the issue (i.e. issues of greater importance to them received more points). The issues were then collected and members arranged them into categories of similar themes.

As a group, members then worked to name the categories (see *Issue Categories* in table below). Once the categories were labeled, members were then asked as a group to identify which categories influenced each other, in a cause/effect nature. The categories were then prioritized by the number of other categories they influenced, which is the order they appear below. For example, the category “We must agree on a set of values and principles to guide these transitions” was determined to influence the success of the most categories and, therefore, appears at the top of the list, while “We must utilize technology to improve transitions” influenced fewer categories and appears further down in the list. The *Hoshin Driver* simply identifies the rank order of the categories. As was explained by the facilitator, plans that focus first on the higher ranking items (1 and 2) are more likely to be sustained as these build the container to support the work. Items 3 through 8 are the work items and may be achieved concurrently, and the final item (10) is the result.

The *Points Assigned* column represents the total number of points assigned to the individual issues originally assigned by the individual members. *Where the team would have started with the Points Assigned* ranks the categories according to the *Points Assigned*. This analysis was done to show members the issues they may have started to focus had they not gone through the process of identifying influence. Of note is that the top two issues, described above as the container to support the work, would most likely not have been the categories the group started.

<u>Issue Categories</u>	<u>Hoshin Driver</u>	<u>Points Assigned</u>	<u>Where the team would have started with the Points Assigned</u>
We must agree on a set of values and principles to guide these transitions	1	223	4
We must take action to increase collaboration across the system	2	116	9
We must advocate for a development and competency-based system for student progress	3	266	1
We must advocate for curriculum relevance and alignment P-20	4	206	5
We must develop a comprehensive P-20 information management system	5	194	6
We must create a process to engage all stakeholders	6	170	7
We must advocate a comprehensive preparation development and support system and accountability for teachers	7	229	2
We must fund education adequately	8	227	3
We must utilize technology to improve transitions	8	19	10
We must build systems to engage and motivate students	10	126	8