



*Bersheril Bailey (center), GLCC Michigan State Manager, was a guest panelist at the Midwest and Plains Equity Assistance Center Region III State Equity Leaders Summit on September 7, 2017. The convening included state leaders from Illinois, Indiana, Ohio, Michigan, Minnesota, Wisconsin, Iowa, and South Dakota. The summit theme was “Leveraging the Every Student Succeeds Act (ESSA) to Support Equity-Focused School Transformation.”*

## Director’s Corner

As GLCC kicks off another year, I want to acknowledge the robust network of technical assistance centers of which GLCC is a part. These centers are funded by the U.S. Department of Education (ED) to provide valuable education supports to educators at all levels. The centers often provide support to each other so that resources and expertise can be leveraged to address critical education needs.

Did you know that ED funds more than 40 technical assistance centers across the country? The Midwest and Plains Equity Assistance Center, the College and Career Readiness and Success Center (CCRS Center), the Center on Great Teachers and Leaders, the State Implementation and Scaling-up of Evidence-Based Practices Center, and many other centers bring deep expertise to our states. Across the years, GLCC has partnered with more than 30 federally funded centers, and we are excited to see many exciting opportunities and collaborations happening all the time. As an example, we are currently working with the CCRS Center to help the Indiana Department of Education (IDOE) apply the center’s Employability Skills Framework to Indiana’s Exploring College and Career Standards. Another example is a GLCC initiative designed to align, coordinate, and leverage the work of the many technical assistance providers serving the Michigan Department of Education (MDE). Fuller descriptions of both collaborations are presented in the State Work section. The success that GLCC enjoys and the impact that we’re having would diminish without the strategic support of



our colleagues from ED's strong network of technical assistance centers. We are excited to continue our work together.

## State Work

### Indiana



**FRANK DE ROSA**  
Indiana State Manager



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### Excellent Educators

**Project Lead: Tara Zuber**

**THE NEED.** Indiana, like many states, faces critical teacher recruitment and retention challenges, particularly in finding candidates to fill positions in rural areas. Ensuring that excellent educators teach in every classroom strongly depends on an integrated talent management system that directly addresses teacher needs.

**MILESTONE.** IDOE, with GLCC guidance and support, is organizing the Indiana Rural Schools Superintendents Task Force. The task force is charged by the Indiana Superintendent of Public Instruction to identify challenges, opportunities, best practices, and priorities in the areas of human capital management, resource allocation, use of technology, and parent and community engagement. In August, GLCC helped IDOE identify and invite the task force members; 11 superintendents accepted the invitation. On October 27, the task force begins a series of four, full-day workshops codesigned by GLCC and scheduled throughout the 2017–18 school year. The task force is examining Indiana teacher recruitment and retention issues in the national context, prioritizing the issues, and exploring solutions. This work will result in a final report cowritten by GLCC that includes recommendations for evidence-based strategies and actions that support teacher recruitment and retention among rural schools, as well as statewide strategies for providing leadership for the implementation of the task force recommendations.

**EXPECTED RESULT.** IDOE will have a collection of strategies, informed by up-to-date information, evidence, and the experiences of rural superintendents to share with other rural districts and small schools outside the task force to boost the recruitment and retention of highly effective educators.

### Preparing Indiana Students for the 21st Century Workplace

**Project Lead: Chris Rauscher**

**THE NEED.** IDOE wants to create a strong response to Indiana Senate Bill 198, which calls for government agencies to create and implement the Indiana Career Explorer, a middle school pilot that promotes career exploration for eighth-grade students. Students who are able to identify their

interests and assess their skills and readiness will be better able to choose the best entry-level career and technical education courses for themselves in ninth grade.

**MILESTONE.** GLCC is collaborating with the CCRS Center to provide content expertise and resources and serve as a thought partner to IDOE as the agency implements Senate Bill 198. To inform IDOE, the center developed multiple crosswalks to its Employability Skills Framework. These crosswalks compare the framework to the current Indiana standards, benchmarks, and lesson plans related to college and careers. Specifically, the CCRS Center developed a comparison crosswalk between the Employability Skills Framework and the Kuder Indiana Career Explorer Lesson Plans that constitute the middle school pilot course. This crosswalk enables IDOE to demonstrate the quality and rigor of the curriculum and highlight parts of the curriculum that need revision. In late September, a GLCC/CCRS Center team presented the comparison crosswalk to leaders from the 15 middle schools that are participating in the pilot.

**EXPECTED RESULT.** IDOE will develop and implement a career and technical education pilot program that will identify the most effective strategies to help students identify their strengths and career interests and better enable them to navigate the choices available to them in high school.

## Michigan



### Early Warning System Supports

**Project Lead: Mara Schanfield**

**THE NEED.** In the 2014–15 school year, the dropout rate in Michigan was 9.2%, which was higher than the national average of 6.5%. In 2014–15, the 4-year graduation rate was 67.3% for African American students, 72.1% for Hispanic students as well as English learners (ELs), 67.5% for students who are economically disadvantaged, and 57.1% for students with disabilities. Schools need evidence-based tools and resources (i.e., an early warning system) to better identify and support individual students struggling to reach on-time graduation.

**MILESTONE.** The Early Warning Intervention and Monitoring System (EWIMS) implementation guide and overview video are complete. Schools and districts that decide to implement an early warning system will use this guide and video series to train staff and guide implementation. Using feedback from 27 educators across Michigan, GLCC revised the resources to make them engaging for a broad range of stakeholders. For example, GLCC leveraged the expertise of AIR experts and a professional voice actress in creating the overview video. GLCC will use the same process and resources for the remaining videos.

**EXPECTED RESULT.** MDE will host the EWIMS implementation guide and videos online and make these resources available to schools and districts throughout the state. School teams will use these

resources to better support students and, across time, improve schools' on-time graduation rates of all students.

## Strategic Partnerships

**Project Leads:** Andrea Guiden and Bersheril Bailey

**THE NEED.** Legislative mandates and separate funding streams can result in numerous, disconnected initiatives at the state and district levels. To further complicate alignment and coherency, states and districts often rely on diverse technical assistance providers to help implement these myriad initiatives. A lack of a coherent approach to technical assistance and support of these initiatives can result in fragmentation of effort and reduced impact.

**MILESTONE.** GLCC is helping MDE coordinate, align, and better leverage the range of resources provided by technical assistance centers and other external providers. GLCC, in collaboration with MDE personnel, has developed an online technical assistance repository that details the current state of technical assistance at MDE. The site received highly positive reviews from the MDE Chief Deputy Superintendent (Sheila Alles) and other members of the MDE Executive Core team. This new electronic platform provides MDE with immediate access to information about technical assistance projects, including how the projects align with the focus areas and components of MDE's *Top 10 in 10* strategic plan.

**EXPECTED RESULT.** MDE will improve coordination and collaboration with technical assistance providers, resulting in aligned technical assistance services and leveraged resources that promote a stronger and more coherent education system better positioned to serve Michigan's local education agencies.

## Ohio



## Ohio's Competency-Based Education Pilot Program

**Project Leads:** Karen Sanders, PhD, and Mark Mitchell

**THE NEED.** The *2015 Ohio Remediation Report*, published by the Ohio Department of Education (ODE) and the Ohio Department of Higher Education, indicated that 32% of students entering Ohio colleges take remedial coursework (2015, p. 4).

**MILESTONE.** GLCC collaborated with ODE and AIR experts to design and conduct an annual performance review of the competency-based education (CBE) implementation process. The performance review included metrics associated with CBE best practices and was administered to lead staff at five CBE pilot program sites. Each site has responded to the four major sections of the performance review: CBE planning, CBE implementation, annual/end-of-year metrics, and open-ended response items. The data and information from this review will identify best practices and offer

guidance about scaling the initiative to other sites. GLCC analyzed the data and information and developed a report that was shared privately with stakeholders in early October.

**EXPECTED RESULT.** ODE has data and recommendations about the implementation of the CBE pilot that will inform the scaling of CBE to other sites. ODE views this effort as a promising approach for producing more students who are college and career ready.

## English Learners and Early Literacy

**Project Leads:** Center for Applied Linguistics and GLCC

**THE NEED.** Ohio has a growing number of ELs who arrive in Ohio as refugees, students with interrupted education backgrounds, and students who have minimal literacy skills. Approximately 50,000 identified ELs in Ohio depend on district EL specialists and other trained personnel. The existing infrastructure is not adequate to provide the necessary training and coaching for district EL staff to meet the needs of the growing EL population in Ohio.

**MILESTONE.** GLCC and ODE, together with the Center for Applied Linguistics, offered a series of four training webinars focused on vocabulary and beginning reading. Each webinar was attended by an average of 25 educators throughout Ohio who were recruited and vetted by ODE’s Lau Resource Center. Webinar participants agreed to turn-key this training with district and school staffs with whom they work. The webinars were also designed as a “learn, practice or implement, and report cycle” to encourage greater accountability for training others.

**EXPECTED RESULT.** Ohio’s focus on EL students and early literacy is designed to increase early literacy outcomes and to build greater capacity of the regional infrastructure for more coaching and training opportunities for district and school staff members. The regional infrastructure includes state support team members and regional early literacy specialists who support literacy coaching and training. ODE continues to strengthen the capacity of regional EL staff and district EL coordinators and specialists to implement evidence-based EL instruction to support improved literacy outcomes. The Lau Center also is working collaboratively with the Office of Exceptional Children to develop a more robust and coherent approach to improving literacy outcomes and reading achievement for all students.

## Regional Work

### Great Lakes and Midwest Regional Deeper Learning Initiative



The [Regional Deeper Learning Initiative](#) helps states advance policies and practices that promote students’ core content knowledge, critical thinking and problem-solving skills, and the skills they need to transfer and apply their learning to novel problems and contexts. Substantial progress has been made since the initiative began in July 2017, as summarized here.

**CROSS-STATE CONVERSATION SERIES.** Four states in the Great Lakes and Midwest regions (Illinois, Iowa, Michigan, and Ohio) are currently engaged in CBE initiatives and are at various stages of planning and implementation. The initiative supports states’ interest in CBE through a series of “cross-state conversations” on a variety of CBE-related topics. In July, representatives from all four states participated in an end-of-year reflection event. During this event, states shared highlights of their CBE

work during the past year and explored potential strategies for more fully integrating their CBE work with ongoing state initiatives. This year's series will be designed by participating states to delve more deeply into one selected CBE-related topic. In the meantime, Jen Sigrist, Director of Personalized Learning and Innovation at Van Meter Schools, Gregg Dionne, Curriculum and Instruction Supervisor at MDE, and Mary Reynolds, Director of Community Partnerships and Secondary Transformation at the Illinois State Board of Education, are currently preparing for a cross-state series panel discussion at the iNACOL (International Association for K–12 Online Learning) conference in Orlando, Florida, on October 25, 2017.

**ALIGNING STATE LISTS OF EVIDENCE-BASED PRACTICES WITH DEEPER LEARNING.** ESSA enables states to take a lead role in identifying suitable evidence-based practices for use by districts and schools. To support states in bringing a deeper learning focus to their approved or recommended evidence-based practices, the Regional Deeper Learning Initiative, in partnership with Regional Educational Laboratory Midwest, is working with the Minnesota Department of Education and the Wisconsin Department of Public Instruction to identify and review evidence for deeper learning–related practices and develop associated resource products. The first evidence-based practices resource under development is focused on student goal setting; future topics will include college and career advising and student collaboration.

**TWITTER TRANSITION.** As of October 1, the Regional Deeper Learning Initiative sunsetted its Twitter account. For additional deeper learning resources and event updates, follow the Midwest Comprehensive Center ([@MidwestCompC](#)), the CCRS Center ([@CCRSCenter](#)), and Center on Innovations in Learning ([@centerilorg](#)).

## Our Resources

### Year Six of the Great Lakes Comprehensive Center

On October 1, 2017, the Great Lakes Comprehensive Center entered the sixth year of its grant to serve education agencies in Indiana, Michigan, and Ohio. During our sixth year, we will not only continue our high-quality, high-impact work with the states but also share on our website two resources that will be of general interest beyond our states: the [GLCC Achievement Resource Center](#) and a new content-focused resource navigator.

We highlighted the [Achievement Resource Center](#) in the past as an archive of resources related to supporting the achievement of African American young men. We have revised the site, improving the filter functionality and cleaning up unused areas, and we are expanding the scope of the site to include populations beyond African American young men. Throughout the rest of Year 6, we will add useful papers, articles, infographics, videos, podcasts, guides, and websites for supporting students.

We also will release another great resource on our [website](#) to make finding content center or other organizational resources that can best help a state or district easier and more efficient. Users will be able to identify their areas of need and receive a list of matching centers and organizations. We believe this will increase cross-center collaboration and will ensure that states and districts always know where they can go for support. This resource will become available later this month and, as with

the Achievement Resource Center, we will continue strengthening its content during the course of the year.

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GLCC provides technical assistance to the state education agencies in Indiana, Michigan, and Ohio. This assistance is tailored to each state's individual needs and addresses the priorities of the U.S. Department of Education. GLCC is one of the 15 regional comprehensive centers funded by the U.S. Department of Education, and its work is administered by AIR.