



The Partnership for Assessment of Readiness for College and Careers' (PARCC's) top priority for the use of supplemental Race to the Top (RTTT) assessment grant funds is to help its member states make a successful transition from current state standards and assessments to the implementation of Common Core State Standards (CCSS) and PARCC assessments by the 2014–15 school year.

### Strategic Planning and Implementation Support

To support each state's transition to and implementation of both the CCSS and PARCC assessments, PARCC plans to provide venues for cross-state sharing and problem solving to help states develop and execute a strategic transition and implementation plan. The development and execution of each state's transition and implementation strategy will be led by a leadership team including a combination of state leaders, district/local leaders and other critical stakeholders. PARCC states' strategic planning work will be guided by a common framework and tested methodology that identify the essential elements of a successful implementation strategy, including tracking the flow of information and relationships and evaluating the impact of transition activities with key indicators and performance milestones.

### Technical Issue Working Groups

In addition to strategic planning, a set of PARCC technical issue working groups will be organized to bring together a small number of key state and/or local officials from across the PARCC states around focused transition and implementation challenges such as developing robust technology systems to support delivery of the new assessments, aligning state policies and practices to the CCSS and PARCC, transitioning to the new assessment system, and gauging teacher effectiveness. The lessons and products from the working groups will be shared with all PARCC states.

### Collaboration on Development of Tools

The supplemental funds provide an important opportunity to complement and significantly strengthen the tools and research plans from the main PARCC grant by developing a robust set of high-quality instructional tools that will support good teaching, help teachers develop a deeper understanding of the CCSS and their instructional implications, and provide early signals about the types of instruction and student performance demanded by the PARCC assessments. To accomplish this, PARCC will take the following steps:

- **Develop a framework that will define the priority tool set most important for improving teaching and learning and for supporting the implementation of the CCSS and PARCC assessments.** This priority tool set may include a mix of instructional, formative assessment, professional development and communication tools for use by teachers, students and administrators.
- **Rapidly create prototypes of the through-course assessments to enable PARCC states to share them with educators as quickly as possible.** PARCC's goal is to create a number of prototypes that educators can try out during the 2010–11 and 2011–12 school years through small-scale pilots.
- **Focus the development of tools on a set of robust, high-quality model instructional units that highlight the most significant advances in the CCSS and PARCC assessments.** Each instructional unit will be anchored around a PARCC assessment component and closely linked to the CCSS. Each will include a variety of components, such as explanatory materials about the CCSS; instructional materials; diagnostic activities that will allow teachers to adapt instruction in real time for individual students; professional development materials for educators; and tools to inform conversations between principals and teachers, teachers and students, and teachers and parents about the results of through-course assessments.
- **Develop college readiness tools aligned to the CCSS and PARCC.** PARCC plans to use some of the supplemental resources to develop college readiness tools aligned to the CCSS and PARCC assessments, such as model 12<sup>th</sup> grade bridge courses for students who don't score college ready on the high school assessments or online tools to help diagnose students' gaps in college-ready skills.

- **Facilitate a dialogue among the PARCC state RTTT grant winners to enable them to coordinate their investments in instructional tools to the maximum extent possible.** PARCC will support this coordination by creating common definitions, scopes of work, evaluation criteria, etc. so that tools developed by different states through state-specific procurements can be part of a coherent set.

### **Multistate Support to Build Educator Leadership Cadres**

To help each state build and expand the number of educators who understand, support and feel ownership for the successful implementation of the CCSS and PARCC assessments, PARCC will use supplemental resources to bring together K–12 educators from across the consortium states. PARCC will deeply engage a cadre of K–12 educators from each state to build expertise in the CCSS and PARCC assessments, using the tools PARCC will develop as a key vehicle for providing professional development and training. Using a “train-the-trainer” model, these educator leaders will then be equipped to go back to their states and, through existing networks, train other educators using the PARCC tools so that understanding of, support for and ownership of the implementation of the new standards and assessments will grow throughout districts and schools.

### **Technology Self-Audit and Support**

PARCC will provide additional support to states in the area of technology implementation, including vision, strategy and technology transitions. Supplemental funds will be used to conduct technology audits to identify any significant technology gaps faced by states intending to implement a fully computer-based assessment system by 2014–15. As a follow-up to the technology audits, PARCC will provide consultant support to states in developing strategies and implementing plans to close technology gaps.

### **Collaboration with Smarter Balanced Assessment Consortium (SBAC) and U.S. Department of Education**

PARCC will use supplemental funds to ensure coordination with SBAC, the other RTTT assessment consortium grantee. PARCC and SBAC have agreed to have technical representatives from each consortium meet over the course of the grant period to jointly explore strategies for achieving comparability between the two summative assessment systems. In addition, PARCC will provide support for a number of consortium states to attend U.S. Department of Education RTTT technical assistance meetings.

### **Overview of PARCC Supplemental Budget**

Through this full suite of work — from multistate strategic transition and implementation support and collaboration on the development of high-quality tools, to building cadres of educators who are deeply engaged with PARCC tools and assessments and the CCSS — PARCC will provide states with a coherent set of activities that will support their transition to the new standards and assessments and also leverage the best work already under way across states and districts. The total budget for this proposal is \$15,872,560, which includes:

- Multistate transition and implementation strategic planning (\$2,867,565);
- Multistate technical issue working groups (\$546,714);
- Meeting support for PARCC supplemental activities (\$166,842);
- Consultant support for supplemental projects (\$800,000);
- Support for Achieve, the project management partner (\$1,577,660);
- Transition, implementation and curriculum tool development (\$4,265,000);
- Multistate support to build educator leadership cadres (\$4,018,977);
- Identifying and closing technology gaps (\$500,000);
- Support for Technology Advisory Committee (TAC), including coordination with SBAC (\$952,947); and
- Travel support for PARCC states to attend RTTT technical assistance meetings (\$176,855).