

- **Have your boards vote to recommend the new K–12 standards, assuming they are aligned with college expectations.** During the past few years, many system and state agency boards across the country (e.g., CA, CO, KY, MA, NY, TN) passed board resolutions in support of the aligned standards that their K–12 systems developed.

LEADING THE WAY

During the adoption of the Common Core State Standards, states such as CO, HI, KY, MA, OH, OR, TN, and WA designed and executed processes that engaged higher education faculty to ensure the standards met postsecondary expectations. This included workgroups that brought together faculty from key academic disciplines at two- and four-year institutions. They met over the course of several months to a year to review grade-level content within the standards.

Scenario 2: Selected Higher Education Representatives Are Invited to Participate

The K–12 system or governor appoints a few higher education representatives to serve on the larger committee charged with reviewing the standards and making recommendations. This is the most common scenario and it can be effective if there are enough higher education representatives and the right ones involved, and if the college readiness lens is applied during the review.

In this scenario, the challenges are ensuring (1) higher education voices have meaningful impact by supporting their claims with appropriate validation tools and (2) the participation of higher education members on the review committee appropriately represents academic content areas.

What higher education can do:

- **Advocate for a sufficient number of higher education representatives on the committee.** Ideal faculty workgroups include representatives from English language arts, mathematics, and other disciplines as deemed appropriate.
- **Position the SHEEO or state system leader to appoint or recommend the committee members.** If given the opportunity, choose wisely. Ensure that the higher education members selected to be on the committees have been active participants in alignment work, are well-acquainted with the current standards, and have a deep understanding of college readiness expectations on campuses.
- **Arm higher education panelists with tools/strategies for validating college readiness.** This may include the system office or state agency conducting an internal evaluation or review of the standards with higher education faculty to ensure that the representatives have a complete understanding from the field.

Scenario 3: Higher Education Is Not Invited to Participate

The state K–12 system establishes a process to review the standards, but higher education is *not* given a role. This is the worst-case scenario and unlikely to occur, but in such cases higher education can and should still engage.

What higher education can do:

- Continue building informal connections with K-12 to ensure higher education maintains open dialogue during the standards review process.
- Convene its own analysis of the standards using a college-ready lens.
- Publish a formal report of findings from higher education. The goal is to communicate higher education's formal opinion in an organized way to the leadership of K–12.
- Launch a communications plan to ensure the findings are given to the review committee, provided to the legislative education committees, and released to the public. Make the case that the standards must reflect college-ready expectations and the process must therefore include adequate participation by higher education experts.