This document serves as a brief overview of the C4K Governance Structure and is organized as follows:

1. **Intent of Collaborating for Iowa’s Kids** (WHO)
2. **Priority Focus** (WHAT)
3. **Governance Structure** (HOW)

1. **Intent of Collaborating for Iowa’s Kids (C4K)**
   The intent of C4K is to work more effectively and efficiently as a full educational system to accomplish a few agreed upon priorities.

   C4K was conceptualized within the Area Education Agency system to more effectively work as partners with the Iowa Department of Education (DE) as well as across the AEA system. C4K was established in 2011-12, and resulted in several outcomes; four of these outcomes include:
   - (A) Collective commitment across AEAs and the DE to work as a unified system;
   - (B) Agreement that the role of the DE is to set direction and lead, and the role of the AEAs is to implement;
   - (C) Agreement that LEAs are integral, and need to be included in C4K; and
   - (D) Commitment to focus efforts and resources on selected priorities.

2. **Priority Focus**
   Our initial priority focus, collective efforts and resources are on **early literacy and closing the achievement gaps** with the **goal that every child is proficient by the end of third grade**. We selected this priority focus because of the integral role literacy proficiency plays for success in all other academic and social areas.

3. **Governance Structure**
   Our new way of thinking together requires a new structure for planning, implementing and sustaining work that can collectively accomplish our goal that every child is proficient by the end of third grade. To this end, we have developed a working Governance Structure, based on Dean Fixsen’s work in implementation science, with the intent to support more efficient use of work groups and resources. The function, or role, of each group designated within the structure is provided in a C4K Governance Structure graphic. Briefly, in any work, it is critical to establish groups of people to attend to specific functions necessary to move work forward within a system; we need:

   - (A) People who are able to lead across the system who are able to make decisions about resources and policies. We are calling this **Collaborative (C4K) Oversight**. Essentially, this is a decision-making group with membership that includes the DE Division Administrator and Associate Division Administrator, AEA Chiefs and Directors, LEA Superintendents and the Co-Chairs of Work Coordination.

   - (B) People who are able to coordinate work across the system to ensure coherency and alignment of work, programs, products and training/coaching. We are calling this **Work Coordination**. Members include system facilitators, one each from the DE, AEA and LEA, and facilitators from each of the Work Teams.

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1 The full educational system includes the Department of Education, Area Education Agencies, Local Education Agencies, Institutes of Higher Education, Early Childhood Systems and other supporting agencies such as Iowa Association of School Boards.

2 Achievement gaps include gaps across all federal and state reported subgroups.

3 Fixsen is a senior scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina; Fixsen is also co-director of the National Implementation Research Network and State Implementation and Scaling up of Evidence-based Practices (SISEP) Center for the US Office of Special Education Programs (OSEP). His research has focused on national implementation of evidence-based programs resulting in a major review of implementation literature: http://www.nationaltechcenter.org/documents/conf07/presentations/implementation_fixsen.pdf
(C) People who are experts in identified areas within the state’s priority focus to identify/develop evidence-based frameworks, practices, strategies, programs and supports. We are calling this **Work Teams**. There are four teams what have been commissioned: Standards & Curriculum, Response to Intervention, Educator Quality and School Improvement. Members include experts regardless of agency or location (e.g., personnel at universities, national organizations, schools, AEA, DE, etc.).

(D) People who are able to provide critical input and advice on major proposals and decisions for the state. We are calling this **Advisory**. Members include stakeholders within and outside of the educational system.

(E) People who are able to scale/implement across Iowa with fidelity. We are calling this **Implementation**. This group is often called C4K or The Collaborative. Members include DE, AEA and LEA personnel.

(F) People who are able to develop essential communications across audiences. We are calling this **Communication**. Members include AEA and DE communication specialists.

(G) People who are the first to apply the what (developed by the Work Teams) using the how (scaling/implementation developed and monitored by the Implementation group) to meet the goal that every child is proficient by the end of third grade. We are calling this **AEA Regions** or transformation zones. Members include all educational systems in Iowa (schools, universities, colleges, inservice programs and so on).

This new structure provides leverage in four ways: (1) Alignment of resources, including fiscal and personnel, focused on one priority (literacy) across four areas that have the greatest success across children/youth (Standards and Curriculum; Response to Intervention; Educator Quality; School Improvement); (2) Collaboration of the DE, AEA and LEAs as part of C4K; (3) Identification/development of evidence-based frameworks, strategies and programs by experts in the field regardless of affiliation or location; and (4) Intentional statewide scaling based on implementation science.