How to Build Buy-In and Investment in the Work

Definition
- **What:** "Buy-in" is broad-based understanding of and commitment to the importance of using an early warning system to improve college and career readiness in schools. Genuine buy-in leads to development of a vision and goals and then to investment of resources: personnel and funding.
- **Why:** Buy-in among leaders and stakeholders sustains the vision over time and turnover and leads to culture change within the organization. Investment is needed to develop an appropriate data infrastructure, to build staff capacity, and to communicate the vision to stakeholders and the community at large.
- **How:**
  - Convene a high-level discussion to gauge current understanding of, and commitment to, a college- and career-readiness focused EWS
  - Align program vision with current organizational mission and goals
  - Create a planning and implementation team that includes leaders from key departments
  - Communicate early, often, and consistently to engage staff, community, and family stakeholders' commitment and understanding

  For more detailed guidance, please consult the resources listed below.

Training Materials:
- **Essential Elements in Implementation**, John W. Gardner Center for Youth and Their Communities; Annenberg Institute for School Reform at Brown University; and UChicago Consortium on Chicago School Research, May 2014 (pages 6-8)
  This high-level, yet practical, overview includes specific strategies for developing broad district commitment to a college readiness indicator system. Although primarily focused on indicators for college readiness, the strategies identified will prove helpful for career readiness focus as well.
  https://gardnercenter.stanford.edu/sites/default/files/Essential%20Elements%20in%20Implementation.pdf
- **Four Signs Your District is Ready for an Early Warning System: A Discussion Guide**, Regional Educational Lab, September 2016 (especially pages 1-5)
  This is a helpful guide to get the conversation started, particularly in districts where EWS is a relatively new idea.
  https://ies.ed.gov/ncee/edlabs/pdf/RELPADiscussionGuide.pdf

Exemplars in Practice:

- **How High Schools and Colleges Can Team Up to Use Data and Increase Student Success**, Jobs for the Future, August 2016 (page 6)
  How municipal, school, and non-profit organizations in Providence, RI, built consensus and collaboration around improving college and career readiness, particularly for Latino youth.
  https://files.eric.ed.gov/fulltext/ED567871.pdf

- **Practice-Driven Data: Lessons from Chicago's Approach to Research, Data, and Practice in Education.** UChicago Consortium on Chicago School Research, 2018
  Thoughtful analysis of considerations and best practices used to develop a robust and effective culture of data-driven improvement in the Chicago Public Schools. Focus on ways selecting the most appropriate data and "socializing" it to make it useful to school-based educators. https://ncs.uchicago.edu/sites/ncs.uchicago.edu/files/uploads/Practice-Driven-Data-Oct2018.pdf