I. Introduction of Learning Collaborative Leaders and Members  
Jill Kagan  
(Attachment 1: Collaborative Leaders and Members)

II. Definition and Operation of the Learning Collaborative  
Susan Summers

  Characteristics of a Learning Collaborative
  According to Cornell University’s Center for Teaching Excellence, rather than being 
  a “top-down” approach to learning, a Learning Collaborative allows participants and 
  their real-life issues create the focus of learning.
  Peer-to-peer interaction with others from the group and “doing” activities outside of 
  group discussions is of primary importance.
  Learning occurs as the group develops solutions to real-world problems.
  Some activities occur in the group in real time (such as brainstorming solutions or 
  peer-to-peer support to address an issue), and some occur over a period of time (such 
  as developing a logic model or completing a business plan) that Learning 
  Collaborative members work on independently and report progress and issues during 
  the process.
  Collaborative learning is social, supportive, and fosters civic responsibility to one 
  another, and to respite as a whole.

III. Overview of Key Topics from Survey  
Susan Summers  
(Attachment 2: Key Topics and Questions)

IV. Where We Go from Here  
Group Discussion

  - Challenges in collaborating at a distance
  - Prioritizing topics for conference calls
  - Structuring conference calls
  - Expectations for Participants before, during and after calls