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The Relationship Between External Influences and State Education Policy Processes

Jessica Chrystal
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Walden University

College of Social and Behavioral Sciences

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Jessica L. Chrystal

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Walden University
2021

Abstract

The Relationship Between External Influences and State Education Policy Processes

by

Jessica L. Chrystal

MLS, Kaplan University, 2011

BS, Kaplan University, 2009

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy & Administration

Walden University

November 2021

Abstract

Political agendas and political attention often change based on media attention and business influence, ultimately impacting policies. Elementary and secondary education policies have evolved to improve academic rigor and increase global competitiveness. Common Core State Standards (CCSS) were established based on state-level elementary and secondary education student needs. The purpose of this quantitative content analysis was to explore how external factors influenced state-level policy actors during the formulation and implementation of one state's CCSS. All policies follow the policy process, which often includes various actors influencing various phases. Agenda-setting and political embeddedness are two critical components in the policy process on the state and local levels; thus, they provided the theoretical framework to explore how the media and external actors influence the policy process. The study analyzed 319 articles, hearings, meeting minutes, think tank publications, and Business Roundtable education publications. Simple random sampling ensured all documents had an equal opportunity of being included. Multiple regression analysis was used to test eight hypotheses. Findings showed a statistically significant relationship between policy actors and agenda-setting during mediation and negotiating and a statistically significant relationship between political actors and political embeddedness. The results of this study may assist policy actors in identifying positive and negative influences during the policy process to create sound public policy leading to positive social change.

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Dedication

This research is dedicated to my sons Dedrain, Da'Wayne, and Julius, who enjoyed policies and research articles as their bedtime stories. It is also dedicated to my nephew Justice, the best friend a person could have, Jordyn A'Lyeece, and my nieces. You all inspire me daily, and I hope I inspire you. This entire body of work is also dedicated to my grandparents, Hugh and Claudatrice Ratcliff, who told me to keep reading at the age of 4. As Malcom X said, "Read absolutely everything you get your hands on because you'll never know where you'll get your idea from." This is also dedicated to my grandparents Jesse and Gladys who are not here to share in this achievement. Thanks to my mother for always making sure I had books to read, which increased my quest for knowledge from an early age. To my father, I hope your namesake made you proud. To the 6-year-old me who dreamed of being a legal scholar and always believed she could do anything, you did it.

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Chapter 1: Introduction to the Study

The U.S. economy's success depends on many factors, such as implementing sound education policies. Education improves the labor force's skills, increases human capital, transmits knowledge, and enhances innovation (Hanushek & Wobmann, 2010). Educational changes are the result of intergovernmental collaboration between various policy actors throughout the policy process. It is the role of state policymakers to create and implement effective policies (Nielsen, 2014; Perna et al., 2014).

As part of education policy, primary and secondary educational assessments are considered sustainable education tools (Warner & Elser, 2014). Sustainable education tools, such as common core standards (CCS), are designed to create knowledge and skills among primary and secondary students that can be applied and integrated across various disciplines (Sustainable Jersey for Schools, 2019). Common Core State Standards (CCSS) were developed in 2007 by the Council of Chief State School Officers to establish college and career readiness aligned education for elementary and secondary education students (CCSS Initiatives, 2018). Numerous states began formulating and implementing CCS of education. The overall objective was to establish quality education among all students (Mahfouz et al., 2017).

Education policies often experience influences during the policy formulation and implementation process, making it essential to understand the role of external influences on policy actors during the policy process. The policy process is policymaking activities carried out by a series of actors (Supovitz & McGuinn, 2017). Policy actors in education consist of the federal government, state government, local government, the general

public, and non-governmental organizations (Bell & Lewis, 2014). Thus, policy decision making is a public issue (Moses & Saenz, 2012), and the policy process consists of several key phases. The policy process consists of problem identification, agenda-setting, policy formulation, adoption, implementation, and evaluation (Anderson, 2011). Policy formulation and implementation are often used synonymously and are considered complex processes (Hupe Hill, & Nangia, 2014). Despite including several phases, the critical phases for analysis are policy formulation, policy implementation, and agenda-setting. Agenda-setting is a competition to gain attention and influence the perception of the media agenda, public agenda, and policy agenda (Dearing & Rogers, 1996). Attention, comprehension, opinion, and problem solving are the standard links between political participation and agenda-setting (Moon, 2011). Agenda-setting involves the salient cues received by the public via the media, which influence their perception of the given issue (Le, 2015). Thus, policy development and influence are linked to agenda-setting (McLuhan & Fiore, 2001).

In addition to the traditional steps of the policy process, political embeddedness is also an element intertwined in the policy process, which is often related to agenda-setting. Political embeddedness establishes various political objectives by influencing political decisions (Prechel & Morris, 2010). Businesses embed themselves in the policy process by creating political action committees (PACs; Mullery et al., 1995). This phase in the policy process allows external actors, such as think tanks, PACs, and other external actors to enter and provide input. Think tanks influence policymaking because of their available resources (Lubienski et al., 2016). Various policy networks create ways to

influence policy actors. Think tanks, PACs, businesses, and the media generate political support through their vast policy networks by creating the “appearance” of support (Lubienski et al., 2016).

This chapter includes the background of the research topic, followed by the problem statement and the purpose of the study. In addition, this chapter covers the research questions, hypotheses, theoretical and conceptual frameworks, nature of the study, and definitions. This chapter concludes with the study’s significance, then the summary transitioning to Chapter 2 literature review.

Background of the Study

Childhood education is an essential component of the local, state, and national economy (Macewan, 2015). However, as times have changed in the Midwest United States, industries left, the housing market failed, and education hit its lowest point. In 2010, a study conducted by the Fordham Institute classified Michigan education’s English language arts and mathematics inferior, giving it a D rating (Carmichael et al., 2010). Detroit Regional Workforce Funds (2011) also estimated that 47% of adults in Detroit were functionally illiterate and lacked primary education and job skills.

State policies can close educational attainment gaps across various demographics (Perna et al., 2014). The Michigan legislature passed House Concurrent Resolution 0011 (2013) to address education deficits, which established Michigan CCS (MCCS). MCCS is an education standard derived from the nationally established CCSS. MCCS is one of many policies formulated and implemented by state-level policy actors, and it is essential to understanding what influences policy formulation and implementation on the state

level. The premise of CCSS was to increase academic rigor among elementary and secondary education students (Russell, 2017), though some have classified them as politicized attempts to improve educational standards (VanTassel-Baska, 2015). Economic changes have caused an evolution of elementary and secondary education educational needs (National Governor's Association, 2017). The intrinsically interconnected nature of education and economics aligns with the state's implementation of CCSS.

Education policies serve to teach children basic education skills and prepare a future workforce. Due to the complex network of actors in the policy process, education policies influences can occur in various ways. External political actors serve in various capacities during the education policy process. Power and influence are tools used to shape education policies (Apple, 2011); corporations fund major education initiatives, and foundations guide school reorganization (Watkins, 2011). For instance, No Child Left Behind streamlined public school students to private and charter schools that fund policymakers (Angerame, 2016).

Further, policy actors and interest groups across all spectrums influence agenda-setting, policy formulation, and enactment (Supovitz & McGuinn, 2017). Political agendas and political attention may shift based on business influence and media attention for a topic. Political agendas are constantly changing and influencing policy agendas (Mortsensen, 2010). Political embeddedness also helps governments establish agendas (Nogueira, 2012).

Researchers have studied agenda-setting and its influence on political polling and opinions (McCombs & Shaw, 1972; Rogers, 1993; Muddiman et al., 2014) and political embeddedness (Prechel & Morris, 2010; Prechel & Istvan, 2016). However, research has not addressed the impact of political embeddedness and agenda-setting on state-level policy formulation and implementation. The formulation and implementation of educational policies to strengthen education and human capital development are essential to close national and international education gaps and establish global competitiveness. The way policies are viewed and carried out may be influenced by external factors. This study addressed the gaps in research related to external influences and effects on state-level policy actors during the formulation and implementation of policies. It is essential to understand what influences policymakers during implementation and formulation in the policy process and the effects on education.

Problem Statement

The policy process involves various political actors who can shift an issue's direction from a thought to a policy agenda. External influences in policymaking may come from think tanks, PACs, private business interests, and the media, to name a few. As mediators and negotiators, policy actors traditionally address issues on multiple levels during the policy decision-making process (Vella & Baresi, 2017). National patterns can possibly influence state legislative agendas; however, little is known about the impact (Fellows et al., 2006). There is a lack of research on influences on the education policy process due to the lack of available data (Toma et al., 2006). This study addressed the issue of how external influences impact state-level policy actors during the formulation

and implementation of policies. Politically embedded businesses have government resources and strong government connections (Marquis & Quan, 2014; Wang et al., 2018). Political embeddedness identifies the historical conditions that structure corporate actors' motives and actions (Prechel & Morris, 2010), and political agendas are constantly shifting (Mortensen, 2010). Political agendas and political attention are often changed based on media attention to a topic and business influence, which ultimately impacts policies that focus on education.

Purpose of the Study

The purpose of this quantitative content analysis was to explore how external factors influence state-level policy actors during the formulation and implementation of one state's CCSS. I used television news media, news articles, think tank publications, and PAC information to establish a relationship between Michigan state-level policy actors related to the MCCS. The independent variables represented the external actors in the policy process and included think tanks, PACs, agenda-setting, and political embeddedness. The dependent variables were MCCS and policy actors. The policy process variables were policy formulation and policy implementation. Policy process variables were measured based on the timeframe they aired or published before, during, or after formulation and implementation. The focus was on the influence of the formulation and implementation of the MCCS education policy.

Research Question and Hypotheses

A policy often serves more than one purpose (Kolko et al., 2013), and it is influenced by many external factors such as agenda-setting and political embeddedness

(Dunn, 2008). This study examined the relationship between external influences on state-level policy actors during policy formulation and policy implementation. The central research question is “How do agenda-setting, political embeddedness, think tanks, and PAC’s influence state-level policy actors when formulating and implementing Michigan CCSS?” The following were the hypotheses:

H_{a1}: Agenda-setting has an influence on Michigan state-level policy actors during the implementation of MCCA.

H₀₂: Agenda-setting did not have an influence on Michigan state-level policy actors during the implementation of MCCA.

H_{a2}: Agenda-setting has an influence on Michigan state-level policy actors during the formulation of the MCCA.

H₀₂: Agenda-setting does not have an influence on Michigan state-level policy actors during the formulation of MCCA.

H_{a3}: Political embeddedness has an influence on Michigan state-level policy actors during the implementation of MCCA.

H₀₃: Political embeddedness does not influence Michigan state-level policy actors during the implementation of MCCA.

H_{a4}: Political embeddedness has an influence on Michigan state-level policy actors during the formulation of MCCA.

H₀₄: Political embeddedness does not influence Michigan state-level policy actors during the formulation of MCCA.

H_{a5}: Think tanks have an influence on Michigan state-level policy actors in the implementation of M CCS.

H₀₅: Think tanks do not influence Michigan state-level policy actors in the implementation of M CCS.

H_{a6}: Think tanks have an influence on Michigan state-level policy actors during the formulation of M CCS.

H₀₆: Think tanks do not influence Michigan state-level policy actors during the formulation of M CCS.

H_{a7}: PACs influence Michigan state-level policy actors during the formulation of the M CCS.

H₀₇: PACs do not influence Michigan state-level policy actors during the formulation of M CCS.

H_{a8}: PACs influence Michigan state-level policy actors during the implementation of the M CCS.

H₀₈: PACs do not influence Michigan state-level policy actors during the implementation of M CCS.

Theoretical and Conceptual Frameworks for the Study

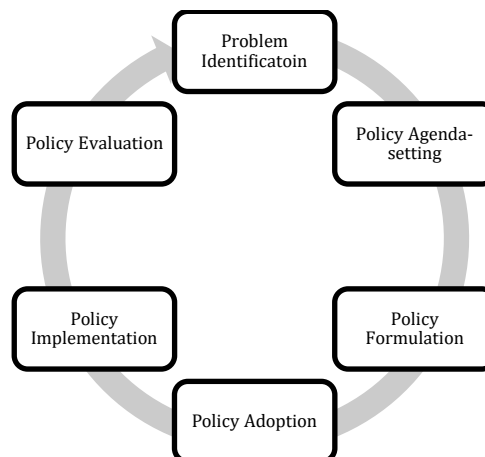
Agenda-setting theory and political embeddedness theory served as the theoretical foundations for this study to determine what influences policy formulation and policy implementation. Political embeddedness theory suggests that corporation embeddedness in political structures creates opportunities to manipulate information for capital gains (Prechel & Morris, 2010). Dearing and Rogers's (1996) agenda-setting theory was

derived from Lippman's (1922) theory of public opinion. Agenda-setting theory asserts that the media influences how policies are shaped (Dearing & Rogers, 1996), as agenda-setting is means to attach importance to a given issue (McCombs & Shaw, 1972). The media influences individual ideas by providing visual images, and public opinion is established by triangulating relationships between the action scene, the human picture, and the human response (Lippman, 1922).

A series of events generally depicts the policy model. Figure 1 depicts Anderson's (2011) six stage policy model, which also provided a conceptual framework to demonstrate how agenda-setting and political embeddedness align with policy formulation and implementation. Anderson's policy process model has six stages: (a) problem identification, (b) formulation, (c) agenda-setting, (d) adoption, (e) implementation, and (f) evaluation.

Figure 1

Anderson's Six-Stage Policy Process Model



Note. This model shows Anderson's six-stage policy process model. Adapted from "The Policy Process," by J. E. Anderson, 2011, *Public Policymaking* 7th ed., p. 3.

The theories are connected based on the flow of the policy process. Influences in the policy process involve a variety of things (Weible et al., 2011). The theories within this study provided insight into factors that influence state-level policy actors during the formulation and implementation of policies focusing on MCCS. Chapter 2 will provide a more comprehensive analysis of agenda-setting and political embeddedness as the theoretical foundations.

Nature of the Study

In this research study, I applied quantitative content analysis to determine whether there is a relationship between external influences on state-level policy actors during the formulation and implementation of MCCS. Quantitative content analysis identifies relationships and patterns in research (Riffe et al., 2019) and is being more commonly used in quantitative research (Nuendorf, 2017). A multiple regression statistical analysis was used to test the hypotheses.

Definitions

Agenda-setting: The phenomenon in which the mass media selects issues to portray frequently in the news, which influences what the public perceives as essential and ultimately shapes policy agendas (Dearing & Rogers, 1996; Neuman et al., 2014).

Michigan Common Core Standards (MCCS): Michigan House Concurrent Resolution 11 academic standards established based on the federally established CCSS Initiatives to create high academic standards to prepare K12 students for college, workforce training, and to compete in a global market that include the Michigan Student Test of Educational Progress (M-STEP), Preliminary SAT (PSAT), and the Michigan

Merit Exam (MME) assessments (CCSS Initiatives, 2018; Michigan Department of Education, n.d.; U.S. Department of Education, 2010) .

Policy actors: For this study, policy actors refer to state and local policymakers and practitioners responsible for formulating and implementing education policies (Cambridge Academic Content Dictionary, 2018; Shannon, 2003).

Political embeddedness: The interconnectedness between states and businesses that states policies form corporate structures and corporate behavior influences political decisions (Prechel & Morris, 2010).

Think tanks: Nonprofits, research, and educational organizations that were created to influence education policies (Ferrare & Reynolds, 2016; Leeson et al., 2012).

Assumptions

Assumptions are essential to research, and in their absence, research does not exist (Simon & Goes, 2013). There are several fundamental assumptions in this study. First, I assumed that Michigan policy actors were influenced by many factors, which would affect how they formulate and implement policies. Second, I assumed that interviewing policy actors would be difficult, so a quantitative content analysis study was necessary to study the research question and hypotheses.

Scope and Delimitations

I applied a quantitative content analysis to establish a relationship between the dependent variables MCCS and political actors and the independent variables, think tanks, PACs, political actors, political embeddedness, and agenda-setting. The analysis was based on MCCS adopted by the Michigan Department of Education and established

by the Michigan state legislature. The scope is the range of local and state policy actors and local, state, and national media outlets in the Detroit-Warren-Ann Arbor Combined Statistical Area (CSA). The scope of this study was limited to examining how agenda-setting and political embeddedness influence policy actors when formulating and implementing M CCS.

Delimitations are issues within the researcher's control and establish research participant's criteria (Simon & Goes, 2013). The data collection period was delimited to Michigan State Legislative Sessions years 2008 to 2018, representing a period before policy formulation and after policy implementation. Archival data were collected from TV media, newsprint, think tanks, state officials, Business Roundtable education publications, and PACs that published information on CCSS and M CCS within the Detroit-Warren-Ann Arbor CSA. The study was delimited to Michigan policy actors, M CCS, CCSS, political decisions, think tanks, PACs, agendas, and media sources.

Limitations

Limitations are areas of weakness within a study beyond the researcher's control (Simon & Goes, 2011). There were several limitations within this study. The first limitation was that policies have many external influences, so it is challenging to determine if agenda-setting and political embeddedness are the only influences on education policy formulation and implementation. This study also has limited generalizability because it focused on media in the Detroit-Warren-Ann Arbor CSA, which only consists of six counties; therefore, it cannot be generalized to all media outlets in Michigan or the country. Another potential limitation is that I only examined

policy actors who create local and state policies. Limitations within this study also dealt with the lack of prior research on external influences on state-level policy actors when making education policy decisions.

Significance of the Study

Political actors may use the results of this study to better understand how external factors influence state-level policy formulation and implementation. There are numerous articles on national policy influences; however, there is a need to understand state-level policy influences. This research thus advances knowledge of agenda-setting and political embeddedness. This study's positive social change implications include improving the understanding of the policy process, which may encourage policies that advance society.

Summary

Political embeddedness and agenda-setting can have a profound influence on policy perception, formulation, and implementation. In various ways, think tanks, PACs, corporations, and the media insert themselves in public policy. The United States has relied on primary and secondary education initiatives to establish viable workforces and competitiveness. In this chapter, the background of the research established the connection between agenda-setting and political embeddedness in the policy process and how previous researchers addressed the subject of external influences on state-level policy actors. In addition, the problem statement, purpose, research questions, and hypotheses explained the theoretical and conceptual frameworks. Understanding external elements that influence policy actors are essential to policy research. Chapter 2

synthesizes the theoretical and conceptual frameworks and the literature related to key variables and concepts.

Chapter 2: Literature Review

CCS are intergovernmental policies established through collaborative efforts between Michigan state-level policy actors, the Michigan Department of Education, and the Michigan State Board of Education. Michigan House Concurrent Resolution 11, also known as MCCA, was approved by the Michigan Department of Education to implement CCSS and any standard assessments that align with CCSS, thus establishing MCCA. The Michigan Department of Education introduced and adopted the original CCSS in June 2010; however, implementation experienced a delay until the Michigan legislature could establish a budget. State-level policy actors in Michigan joined the Smart Balanced Assessment Consortium after adopting MCCA (Smart Balanced Assessment Consortium, 2018). After years of adjustments, the formal implementation of MCCA occurred during the 2012–2013 school year. MCCA is one of many policies formulated and implemented by state-level policy actors, and it is essential to understand what influences the formulation and implementation on the state level. The primary purpose of adopting CCSS was to improve academic competitiveness among Michigan K12 students and prepare students for college readiness and job placement.

This chapter summarizes the most relevant aspects of agenda-setting and political embeddedness, evaluates previous education research and substantiates research use. This literature review is conceptually organized. First, the literature search strategy is presented, identifying the search strategies and key search terms. The theoretical foundations are then presented, focusing on agenda setting and political embeddedness. In addition, literature on the key variables and concepts is presented. Finally, a concise

summary of the literature is provided. The purpose of this literature review is to explore the literature on how agenda-setting and political embeddedness effects policy actors and MCCS to improve policy formulation and policy implementation in other areas.

Literature Search Strategy

During this research, various databases, search engines, and search terms were used to obtain electronic articles from Walden University, Southern New Hampshire University, University of Georgia Athens, and the U.S. Library of Congress. The library databases and search engines used to obtain literature were Business Source Complete, ABI/Inform Complete, LexisNexis Academic, ERIC, Academic Search Complete, ProQuest Central, Political Science Complete, Political Science Complete: A SAGE Full-Text Collection, Business Insights: Essentials.

A three-tier research process organized the literature review search in stages. The first tier consisted of CCSS, think tanks, policymakers, PACs, policy practitioners, agenda-setting theory, embeddedness, and political embeddedness theory to provide the historical context behind the theories and their current application. The initial search terms were: *think tanks* and *education*, *policymakers* and *education*, *agenda-setting* and *education*, *Michigan Common Core State Standards*, *corporate political activity*, *common core state standards*, and *political embeddedness*. The final search terms were *policy formulation*, *Michigan Common Core State Standards policy formulation*, *Michigan Common Core State Standards policy implementation*, and *Smart Balance Assessment Consortium*. Appendix A includes a complete list of additional library databases and search engines used in this research.

Theoretical Foundation and Conceptual Framework for the Study

Agenda-setting and political embeddedness serve as key elements in policy studies. Agenda-setting theory asserts that the media influences how policies are shaped and serves to attach importance to a given issue (Dearing & Rogers, 1996; McCombs & Shaw, 1972). It is difficult to address complex policy relationships without policy models (Patton & Sawicki, 2015; Quade, 1982). Anderson's six-stage policy process model was used to link both agenda-setting and political embeddedness to the policy process. The policy cycle is a series of layers (Hill & Hupe, 2014) with a complex round of cycles (Dunn, 2008). This study focused on the most influential phases of agenda-setting, political embeddedness, policy formulation, and implementation. Agenda-setting and policy formulation are conceptually part of the predetermination phase of the policy process (Anderson, 2011). The policy implementation phase follows policy formulation. The policy process flows from problem identification to problem-solving (Hupe, 2011), then policy formulation to implementation (Sabatier, 1991). The following sections thoroughly discuss the theoretical and conceptual frameworks.

Six-Stage Policy Process Model

Anderson's (2011) six stage policy process model provided the conceptual framework to demonstrate how agenda-setting and organizational embeddedness align with policy creation and implementation. The policy process model created by Anderson was derived from the seminal work of Lasswell (1971), who identified policy as a series of complex processes and relationships in the social process model, which consisted of seven processes and focused on the flow of actors, actions, and the environment.

Anderson's policy process model in contrast has six stages (a) problem identification, (b) formulation, (c) agenda-setting, (d) adoption, (e) implementation, and (f) evaluation. The policy model stems from the idea that all policies go through steps from issue identification to policy implementation.

Strategic actors shape policies during the policy process; however, business characteristics and regional conditions also impact the policy process (Rivera, 2010). According to the 2014 Gallup Poll on the Public's Attitudes Towards Public Schools, 56% of Americans preferred primary and secondary education educational decisions be influenced by local school boards, whereas 28% felt states should influence educational policy changes (Calderon, 2014). The local policymaking process is similar to federal policymaking processes. Local policymaking processes include agenda-setting, alternative consideration, policy formulation, decision making, and policy implementation (Liu et al., 2010). The local elite policy actors shape policies and priorities (Liu et al., 2010). Local elite policy actors act in the same manner as those on the national level to identify policy issues.

During the flow of the policy process, problem identification and agenda-setting can happen simultaneously. The policy process involves placing issues on the agenda (Hillman et al., 1999); problems then get converted to policies, though the problems must have some value and be appropriate for the government to address (Anderson, 2011). Policy agenda-setting is the most widely studied part of the policy process. Agenda-setting serves two roles: an issue is placed on the policy agenda and the stage at which it remained throughout the policy process (Sumida, 2017).

During the political embeddedness phase of the process, external actors provide input before moving the issue to the next stage. Many factors impact the policy formulation phase. A course of action is developed during the policy formulation process to address the proposed problem (Anderson, 2011). The policy implementation process happens after legislative adoption takes effect (Anderson, 2011). The implementation phase is the continuum between policy and action (Hill & Hupe, 2014). External non-governmental actors perform evaluations even in the policy evaluation process (Anderson, 2011). The evaluation of policy effectiveness happens in the final stage of the policy process.

As mentioned, policy process models illustrate the flow of policies. The policy process is the study of change and development of policy (Weible et al., 2011). Policy agenda setting and formulation processes have been analyzed by applying Anderson's policy process model to determine the connections between agenda-setting and policy formulation (Koduah et al., 2015). Anderson's six-stage policy process conceptually illustrates the connections between agenda-setting and political embeddedness as policies move through the process from start to finish. The policy process is important to the dynamic of understanding how external factors flow through the policy process.

Agenda-Setting Theory

Agenda-setting has evolved since Lippman established the idea in 1922 in the book *Public Opinion*. McCombs and Shaw (1972) expanded Lippman's (1922) idea of media influence on politics. The mass media influences attitudes toward political issues (McCombs & Shaw, 1972). The mass media's role in politics is essential to current

society (Fawzi, 2018). Agenda-setting has served to generate policies (Kingdon 1984, 1992; Stolz, 2005), and the media keeps the public aware of policy issues (Fawzi, 2018). The media can also alter public policy priorities by shaping the general public's view (Cook et al., 1983). Agenda-setting is an assumed process by which the media influences the audience over time through the salience of particular issues (Scheufele, 2000). Agenda-setting is the phenomenon of the mass media selecting specific issues portraying them more frequently, leading people to believe they are more important than others (Wu & Coleman, 2009). Priorities in coverage influenced the priorities of the public (McCombs & Shaw, 1993). Agenda-setting is thus a connection between media and government (Sill et al., 2013).

Agenda-setting serves a vital role in the democratic process (Tedesco, 2005). For instance, studies on agenda-setting during presidential campaigns have shown that the media had a considerable impact on voter judgment and what they considered major issues (McCombs & Shaw, 1972). Characteristics of political actors transferred from the media to the voter, and issues emphasized in the news became emphasized by the voter (Wu & Coleman, 2009). Additionally, if reports were adverse, public attitudes were negative (Wu & Coleman, 2009). Therefore, agenda-setting cues and reasoning can manipulate cue exposure and cue reasoning (Pingree & Stoycheff, 2013). Agenda-setting involves agenda acceptance and agenda influence (Savage, 2015; Stubager, 2014), and relationships in agenda-setting include the public, politicians, and media; however, the role of government in agenda-setting does not get as much attention as other forms of agenda-setting research (Stubager, 2014).

Agenda-setting theory has also supported the media's influence on public policy. Agenda-setting is the idea of the media transferring ideas to policy agendas (Bakir, 2006; Pan & Kosicki, 1993). The media could ultimately account for the influence of policy (Bakir, 2006; Hawkins, 2002; Robinson, 2000). A topic perceived as important in a community might not receive widespread media attention (Atwood et al., 1978). But media exposure shapes policymakers' perception of public opinion (Bakir, 2006). Though contrary research established no relationship between media and policymaking level, widespread collaboration between journalists and senate subcommittees presents an influence on policy (Cook et al., 1983). Cues can also influence the U.S. Supreme Court and move issues to the discussion list (Black & Boyd, 2012). The media has thus served as a political actor because it can shift power to non-political actors (Albrecht, 2003).

Another important factor to consider is that public policy is evolving and varies on the state level (Eissler et al., 2014). National level views often trickle down to the state and local levels. Individuals on the local and state levels receive exposure to various sources of information, and state elections hold more stability in political behavior and attitudes (Tipton et al., 1975). State opinions influence policy because of shared beliefs between state policy actors and the public (Erikson, 1976). Issues are prioritized based on discussion networks, weakening democracy due to limited information (Van Doorn, 2012). States develop their agenda priorities, which influence their federal relations to accomplish state and local level objectives (Eissler et al., 2014).

Agenda-setting studies have primarily focused on national impacts on the general public, such as media effects on voting behavior (Tipton et al., 1975). Research has

shown that the media profoundly influences public awareness of an issue (Waters, 2013); however, state-level agenda-setting is a unique process (Eissler et al., 2014). No empirical studies show how media shapes policymakers and affects policies (Cook et al., 1983). There is a need to research political actors and how they use agenda-setting to influence the local and state levels (Eissler et al., 2014; Liu et al., 2010). The following section contains an analysis of the literature related to secondary theoretical foundation political embeddedness, which will support how business embeddedness plays a role in public policy.

Political Embeddedness

Political embeddedness is a theory that has evolved over the last 60 years, derived from the sociological term *embeddedness* established by theorists such as Polanyi (1944) and Granovetter (1985). Polanyi (2001) provided that economic systems intertwine into social systems, and Granovetter's theory focused on embeddedness in capitalist societies. In addition, Granovetter identified embeddedness as a network with relationships among actors. Corporate political actors present themselves in the policy process in various ways.

Political embeddedness theory suggests that states and businesses are interconnected in a manner that state policies form corporate structures, and corporate behavior influences political decisions (Prechel & Morris, 2010). Over the years, various researchers have studied the connection between public policy and business. Researchers can view unintended outcomes and collateral effects of other actions motivated by rationality in studying embeddedness (Dacin et al., 1999). Research has suggested that

political embeddedness is a business network of four key elements: political institutions, political actors, corporate political activities, and political resources (Welch & Wilkinson, 2004). Private business interests get addressed by collaborating with political actors, which consists of building coalitions, lobbying legislation, and providing campaign contributions that can affect economic and political performances (Doh et al., 2012), which can shape federal policies (Buchholz, 1982; Lawrence & Weber, 2017). The government's role in business is to promote economic development, encourage social improvements, and raise revenue through taxes (Lawrence & Weber, 2017). The government serves a role in business, and business serves a role in policy. Businesses view policy as a resource that influences their activities (Bonardi, 2011), and their political activities serve as an avenue of political embeddedness (Matere et al., 2009). Thus, the policy process in the United States is affected by the advocacy of social, government, and business actors (Fligstein & Adams, 1993; Hoffman, 1997; Oliver, 1991; Seo & Creed, 2002; Rivera, 2010).

The influence of corporate political actors extends beyond the business spectrum. Corporations bring issues to the public that gets reviewed by policymakers. Corporate government relations allow corporate actors to interact with elected offices and influence public policy. The business agenda then becomes the policy agenda (Berger, 2001; Haveman et al., 2017). For example, the Business Roundtable strongly advocates for adopting and implementing federal legislation on high-performing K-12 standards (Business Roundtable, 2018). Businesses have an interest in public education in the sense of workforce development. The World Bank, for instance, serves a role in influencing

education and invests heavily in educational initiatives to improve human capital (Heyneman, 2003; The World Bank, 2018). Education has been turned into a product that could be sold (Apple, 2011), and networking and negotiating blended private interest with public service (Ball, 2007). Human capital and global competitiveness form paths for businesses to enter public education.

Literature Review

In this study, I sought to establish a relationship between MCCS and policy actors, think tanks, PACs, agenda-setting, and political embeddedness. After years of adjustments, MCCS became fully implemented during the 2012–2013 school year. MCCS is one of many policies formulated and implemented by state-level policy actors, and it is essential to understand what influences the formulation and implementation on the state level. The Michigan Department of Education adopted CCSS in 2010; however, there was a delay in implementation. The primary reason for adopting CCSS was to improve academic competitiveness among Michigan K12 students. The objectives of CCSS and MCCS and prepare students for college readiness and job placement.

Michigan Common Core Standards

MCCS are K12 high academic CCSS Initiative established by the U.S. Department of Education (n.d.) to create high academic standards designed to prepare K12 students for college, workforce training, and compete in a global market. In this study, MCCS will be analyzed as a dependent variable to establish if external factors influenced the formulation and implementation of the policy. In the State of Michigan, MCCS includes the Michigan Student Test of Educational Progress (M-STEP),

Preliminary SAT (PSAT), and the Michigan Merit Exam (MME) assessments (CCSS Initiative, 2018; Michigan Department of Education, 2018). Understanding the best way of educating K12 students has been an issue in the U.S. (Alase, 2017). The Michigan Department of Education adopted CCSS on June 10, 2010, and the new standards gained full implementation during the 2012-13 school year (CCSS Initiative, 2018). CCSS basic standards create research and evidence-based education standards that are understandable, align with college and career expectations, help students establish higher-order thinking skills, build upon current state standards, and prepare students for success in U.S. and global economy (CCSS Initiative, 2018).

The No Child Left Behind Act of 2001 created improvements in K12 academic achievement, created highly qualified teachers, ensure English proficiency, and reorganized the Elementary and Secondary Education Act of 1965 (U.S. Department of Education, 2004). Due to the failure of the national educational system, common core standards served to unify education standards among states (Alase, 2017). The No Child Left Behind Act of 2001 preceded Every Student Succeeds Act. Mehta (2013) identified three critical shifts to educational policy reform from the last 30 years as the 1983 publication on American schools titled “A Nation at Risk,” adoption of education standards in the 1990s, and the No Child Left Behind Act of 2001. An analysis by Alase (2017) established that schools favored CCS.

Standards-based education reform serves to measure progress and school accountability (Mehta, 2013). Education transformed from being controlled by local and state governments to a federally controlled issue (Mehta, 2013). Former U.S. Secretary of

Education Paige (2004) considered education a critical government function. Research on CCS has focused on the impact on students and teachers rather than external policy influences that impacted the formulation and implementation. Mehta (2013) noted, there is little research on how states fit into broad national standards-based reform and a gap in the literature on why states choose standards-based academic reform.

Primary and Secondary Public Education

One of the economic indicators that can signal economic growth is education. Fixing the nation's schools is high on the corporate agenda as corporations fund major educational initiatives with little public input; corporations and foundations now guide school reorganization (Watkins, 2011). Corporate ideology influences the writing of new federal regulations. Education reform has caused the politicization of education on the state level (Cooper, Cibulka, & Fusarelli, 2014). According to Clune (1987), states and districts created a standardized curriculum using a combination of policy instruments. CCSS was pivotal in education reform due to its unique nature. CCSS is the first nationally created educational reform standard adopted by states and districts (Cooper et al., 2014). Donohue and Engler (2013) identified parents, educators, labor, businesses, and policymakers as beneficiaries of common core implementation.

Public education is a codependent entity and cannot survive alone in a Markov perfect equilibrium; Naito (2012) determined that child human capital conversely depends on quality public education. Educational development and educational contributions are considered interconnected. Other countries create model education systems similar to those in the United States. According to Kim et al. (2012), South

Korean public education addresses state-led development plans. K-12 education has undergone numerous changes on the state and federal levels over the past sixty years. Apple (2015) attributed the crisis in education to groups using their power and influence to shape educational policies, while Watkins (2011) classified changes to education as being altered in a new social order. Techno-global neoliberalism finds corporations and corporate wealth interjecting themselves into the policymaking process. Corporations possess monopolistic powers in reimagining, reforming, and restructuring public education.

A more refined and precise identification of ideologies and influences is necessary to capture the complexity of current education policy. Ball (1990, 2012) established the importance of considering other influences and interests that play upon key policymakers from the outside. Baldwin & Borrelli (2008) used the path model to examine the relationship between education and economic growth in the United States, which revealed a relationship between high school attainment and income growth. The most studied and debated policies improve education and increase human capital. Fabricant and Fine (2013) highlighted that market-driven reform and neoliberal policies made way for changes to redistribution policies. The reduction in redistribution policies and neoliberal influence has paved the way for upward flow, control of resources, and power to elitists (Fabricant & Fine, 2013). Vella and Baresi (2017) noted that policy actors used collaboration with entities outside the government to overcome barriers and gain local and regional acceptance. Education policies connect to the political culture of the communities they represent. Research has shown a link between education and

economic because education prepares students for employment (Angerame, 2016). Education and economy experts believe education and economics are intrinsically connected, creating relationships with other entities, such as think tanks and PACs.

Think Tanks

As with other external influences on public policy, think tanks serve a unique role in what they provide. Policies can be influenced by many different factors, as evidenced by previous researchers. Think tanks were identified as nonprofits, research, and educational organizations to affect policies in the United States (Leeson et al., 2012). Think tanks are state-based free-market researchers that conduct policy-based research (Leeson et al., 2012). Think tanks are nonprofit, nonpartisan but differ from special interest groups because they cannot lobby. Think tanks influence economic policies through research, policy suggestions, and the media. Better funded think tanks presented more influence on the national creation of CCSS (2016).

Elite foundations are using their influence on education policies has received a lot of research and media attention (Ferrare & Reynolds, 2016). Think tanks are policy actors whose prevalence displays a connection between states, citizens, and expertise (Loughland & Thompson, 2016). Savage (2015) expanded think tank research by presenting evidence that think tank funding impacted the way they influenced education policies. Highly funded think tanks such as the Gates Foundation, Hunt Institute, and several other think tanks were influential in establishing federal CCSS (Savage, 2015). Policy networks have become vast and more influential in creating policies, and the

United States Department of Education uses policy networks to address educational policies which extend to think tanks.

PACs and Super PACs

PACs vary from think tanks because think tanks present information that could potentially influence knowledge of a policy; a PAC uses funding to influence policy actors' political decisions possibly. A PAC raises and spends funds to defeat and elect political candidates (Dexter & Roit, 2002). Political activity creates competitive advantages for businesses which transcends industries and involves the influence through PACs (Lawton et al., 2013). Dexter and Roit's (2002) analysis of PACs was intriguing in the notion that PACs buy policies or political influences. Bishop and Dudley (2016) carried on Dexter and Roit's (2002) quid pro quo influence between PAC funding and policy influence.

In 2018, Georgia gubernatorial race candidate Lieutenant Governor Casey Cagle was recorded acknowledging he intentionally pushed the passage of Georgia House Bill 217, a "bad" education policy, in exchange for PAC contributions (Bluestein, 2018). PACs can contribute on both the state and federal levels in various ways (1) provide contributions; (2) make an organization visible to crucial policy actors; (3) serve to educate political candidates; and (4) hold candidates accountable to represent the PAC (Dexter & Roit, 2002).

PACs may not influence policy directly but can guide how it is formulated and carried out, aligning with the theoretical perspectives of agenda-setting and political embeddedness and the overall research question within this study. Gutermuth (1999)

pulled data from 1977-92 to test four hypotheses to determine the American Medical Political Action Committee's primary motivation for funding political actors. Using an equal means contribution and multivariate Tobit analysis, Gutermuth (1999) established (1), there was no influence on buying roll call votes; (2) American Medical Political Action Committee contributions did influence the promotion of American Medical Association ideologies, access to officials, and election outcomes. Funding preferences may influence the political ideologies of policymakers and practitioners. Individuals contribute to PACs that represent their similar interests on a larger scale. Unlike other researchers, Lowry's (2013) analysis of PAC contributions focused on individual contributions to specific types of PACs. Between 1996 and 2006, corporate PACs raised over \$230 million. Funding allows individuals to "organize" for their specific interests (Gulati, 2012). PACs serve to influence the actions or affect a public policy outcome (Magee, 2000). As expressed by other researchers, access to policy actors influence educational policy outcomes. Research on PACs and their influences is widely studied; however, there is scant research on local and state-level education policy influences.

Political Actors

Political actors are vital to the policy processes from formulation to implementation. In this research, policy actors are both policymakers and practitioners. In Oxford Living Dictionaries (2018), a policymaker is defined as someone who formulates policies. However, Cambridge Academic Content Dictionary (2018) classified a policymaker as legislature responsible for making new law. Policymakers in the Collins COBUILD Advanced English Dictionary (2016) merely identified as those involved in

policy and decision making. Policy actors and policy processes are synonymous with each other (Hammond & Glasgow, 2011). Policy actors are involved in every phase of the policy process.

Policy actors are part of a complex series of policy networks that connects policies and actors (Knoepfel et al., 2011). Knoepfel et al. (2011) identified political actors as -administrative actors and highlighted a distinction between public and private actors in formulating and implementing policies. Part of the process of political actors in public policy by understanding policy creation and implementation (Easton, 1957). Political actors can either propose new policies or propose a corporatist policy if they are in a power struggle (Knoepfel et al., 2011). Policy actors help shape general goals, specific goals, and objectives, procedures (Watson, 1957). Henry and Harms (1987) noted that policy formulation hinges on the policy actors involved. Miller (1987) classified state policy actors as governors, legislators, and state courts. Henry and Harms's (1987) primary research focused on boards as policy actors and noted that boards provided various levels of authority by the legislature. Preub (2001) identified that a policy actors' role under the constitution is to "act on behalf of society" and formulate and implement policies. Stedman (2004) analyzed policy actor's perceptions and determined that they serve as factors when formulating and implementing policies. McMillan (2008) studied governors as policy actors and established governors to initiate and create structures.

McMillan's (2008) research on governors as policy actors focused on their participation in foreign policies, mainly focusing on import and export of goods.

McMillan's (2008) research on governors as actors in policy can be translated to their role in other policies on the state levels. McMillan (2008) noted that scholars must think beyond reasons of economic interdependence and attempt to more adequately measure gubernatorial institutional and personal powers that enable and motivate them to participate in policy. Ball et al. (2011) examined policies and policy actors in education using both ontological and hermeneutics perspectives. Researchers should ascertain what effects governors as political actors have on the creation of state-level policies.

Researchers established that policy requires various actors (Ball & Lewis, 2014; Stedman, 2004). Ball and Lewis (2014) examined the role of political actors in creating Canadian civic education and classified political actors as the Canadian federal government, provincial or state governments, election agencies, and non-governmental agencies. Hammond and Glasgow's (2011) analysis of policy actors reviewed their role in the Chinese minimization of the guarantee system policy process and noted intergovernmental relationships influenced the policy actors in the People's Republic of China.

Policy actors influence policy in various ways, and depending on the position of the political actors, they can influence policy input and outcome (Hammond & Glasgow, 2011). The role played by political actors during the formulation, and implementation process determined how the policy was supported (Hammond & Glasgow, 2011).

Hammond and Glasgow (2011) established that the policies of influential policy actors gained more recognition and support over others. Policymaking occurs at the subsystem level, while policy actors' beliefs serve as policy motivation (Montpetit, 2012). The

ideological beliefs of policy actors determine how they address policy issues. Sotirov et al. (2017) carried on the ideas of Montpetit (2012) that a policy actor's belief serves as a driving force for their actions. While Montpetit (2012) looked at material and purposive beliefs, Sotirov et al. (2017) looked at a different set of beliefs among policy actors. Policy actor belief systems are considered "core and secondary" beliefs. Using a cross-case comparison, Sotirov et al. (2017) determined that policy actors kept their pre-existing beliefs throughout the policy process. Based on Sotirov et al.'s (2017) notion, policy actors do not learn across belief systems or networks, explaining why policy actors have conflicting views on addressing policies. Varying political views establish the debate on how an issue is addressed.

In the policy process, policy actors determine an issue, develop the agenda, and establish a plan of action. Vella and Baresi (2017) study recognized policy actors as democratizers, mediators, and negotiators used to address multiple levels of policy decision making. Sotirov et al. (2017) recommended future empirical research on policy actor beliefs and networks to determine policy influence. Policy actors can serve as mediators in the policy process to "negotiate outcomes" and the use of research in policy (Vella & Baresi, 2017). Participation and collaboration among political actors create opportunities for action and policy change.

Political actors are positioned to create policies to address problems; however, they may not know the full impact (Albrechts, 2003). Laver (2003) highlighted that policy actor's positions on policies rely on beliefs, which is similar to Sotirov (2017) and Montpetit (2011). Connections among actors, such as politicians, political parties, federal

governments, and local governments, serve as the basis of public policies (Marques, 2013). Their role as policy planners and implementers creates relationships for them to receive input from outside sources. Fossati (2017) stated, “Political actors do not operate in a vacuum; rather, it is safe to assume that their preferences are influenced by the institutional context in which they operate” (p. 523). The idea that political actors operate in a specific context aligns Fossati (2017) with Laver (2003), Sotirov et al. (2017), and Montpetit (2011) research and furthers the need for research on external influences on policy actors. Previous researchers have focused on the role of policy actors in creating policies; however, there is still a need to expand the understanding of influences to state-level policy actors during policy formulation and implementation.

Summary and Conclusions

While research and literature present evidence that think tanks, PACs, and other factors have a place in the policy process; on the other hand, there is limited information on those elements and state-level policies and policy actors. Research on agenda-setting and political embeddedness primarily focuses on the public’s national-level influence; however, there is little research on the local and state impacts. Understanding the media, public, and policy agendas play a critical role in understanding external influences on public policies (Berger, 2001). Mehta (2013) noted, there is little research on how states fit into broad national standards-based reform and a gap in the literature on why states choose standards-based academic reform. Mantere, Pajunen, and Lamberg (2007) noted limited knowledge of corporations’ interdependence on political activity. Little is known about how national patterns impact state legislative agendas (Fellows et al., 2006). There

is a gap in policy agenda research on the local levels (Liu et al., 2010). The literature within this study addressed the role of political actors and their beliefs, think tanks, and PAC funding in the policy process. However, few articles addressed how these variables influence education policies.

Arcalean & Schipou (2010) studied private spending on public education; their research aligns with agenda-setting and political embeddedness because of K12 education standards connectedness to building a labor force and economic growth. Research on PACs and influences was studied; however, there is scant research on local and state-level education policies. Toma et al. (2006) attributed the lack of data as the primary reason there is little to no attention to influences on the education policy process. Additionally, the literature discussed agenda setting and political embeddedness, which serve as the study's theoretical foundation and the conceptual framework of Anderson's (2011) Six Stage Policy Process Model to the interconnectedness of the two theoretical perspectives.

The research in this study serves to expand the body of research on external influences on state-level policy actors during the policy formulation and implementation. Chapter 3 will provide a detailed summarization of the research design and collection methods. A quantitative approach will explore how agenda-setting and political embeddedness influence policy actors when formulating and implementing MCCA. Also, Chapter 3 will include justifying the use of a quantitative approach, content analysis, and the overall research design.

Chapter 3: Research Method

Primary and secondary education policies have experienced numerous national and local changes over the years. For instance, the creation of the national CCS established a guideline for states to follow. Because policy actors rely on various sources to create academic testing standards for students, the purpose of this quantitative study was to explore how external factors influence state-level policy actors during the formulation and implementation of one state's CCS. The Michigan State Board of Education adopted CCSS on June 10, 2010, and the new standards became fully implemented during the 2012–2013 school year (CCSS Initiative, 2018). The research within this study established a relationship between the independent variables agenda-setting, think tanks, political actors, PACs, and political embeddedness on state-level policy actors, focusing on the formulation and implementation of Michigan CCSS.

Chapter 3 is divided into several key sections. The first section provides the research design and rationale that guided the research and identifies the variables to be studied. The second section of the chapter will identify the overall methodology, population, and participants, procedures for identifying the quantitative data collection instrumentation, and data analysis. In addition, threats of validity, ethics, and trustworthiness are addressed.

Research Design and Rationale

The research design is a link between the research question, data collection and analysis, and what can emerge from findings (Yin, 2014). Research designs help answer specific questions concerning behavior or social system (Spector, 1981). Research

designs are based on the nature of the research problem, issue, personal experience, and audience (Creswell & Plano Clark, 2011). A quantitative research design was applied to examine the research problem. Despite considering mixed methods or qualitative designs, a quantitative design better served to study the research question and hypotheses. A mixed-method is more effective than the single use of either qualitative or quantitative alone (Lee & Smith, 2015); however, due to time constraints, it was not chosen. Further, though qualitative research provides a broader analysis of a phenomenon, the data are not verifiable (Choy, 2014). The quantitative research method allows researchers to test theories using existing knowledge (Carr, 1994; Choy, 2014). The quantitative approach allowed me to test the proposed hypotheses regarding policy often serving more than one purpose and influencing many external factors such as agenda-setting and organizational, political embeddedness (Kolkov et al., 2013).

Content analysis is classified as a rapidly growing technique of quantitative research among researchers (Neuendorf, 2017). Agenda-setting researchers apply content analysis to measure media and public perceptions (Winter & Eyal, 1981). Agenda-setting research has conceptual and methodological issues due to variable selection and the time chosen to study (Winter & Eyal, 1981). The quantification of qualitative data in content analysis allows the quantification of qualitative data in one of four systems of enumeration: (a) time-space systems, (b) the measurement of codes in appearance, (c) a frequency system, or (d) an intensity system (Frankfurt-Nachmias et al., 2015). Five central recording units used in the content analysis are words, terms, themes, characters, paragraphs, and items (Frankfort-Nachmias et al., 2015). Content analysis is inferential

with reliable techniques that yield scientifically valid results (Krippendorff, 2004).

Content analysis contains two processes: the specification of the content characteristics measured and the application of rules identifying and recording the characteristics appearing in the text analyzed (Frankfort-Nachmias et al., 2015). The application of content analysis adds analytic flexibility to research (Duriau et al., 2007). The use of quantitative content analysis in this study helped determine the effects of external influences on state-level policy actors.

Methodology

The study's research question focused on establishing a relationship between Michigan state-level political actors and external factors during the formulation and implementation of education policies. The media content was limited to news articles, think tank research articles, television news broadcasts, corporate publications, speeches, and legislative testimonies published or mentioning education CCSS and Michigan CCSS between January 1, 2007, through December 31, 2018, legislative session years. The unit of analysis was individual articles printed and television news media in the Detroit-Warren-Ann Arbor CSA.

Population

The Michigan State Board of Education adopted CCSS on June 10, 2010, with full implementation during the 2012–2013 school year (CCSS Initiative, 2018). The target population included all news articles, think tank research articles, television news broadcasts, corporate publications, speeches, and legislative testimonies published or mentioned CCSS and MCCC between January 1, 2007, through December 31, 2018

legislative session years. The legislative years from 2007 to 2018 represent the period before and after MCCS implementation.

The target population size was 2,350. The target population was defined as print newspapers, television news media, business and academic publications on common core standards, common core state standards, and Michigan CCSS. A preliminary search in NexisUni database using the keywords “common core standards” yielded thousands of results. A reductionist approach was applied to establish a group of articles.

Variables

The variables in this study represent the policy, policy makers, and the perceived external policy influences on policy actors when formulating and implementing policies. The variables that were measured are the Michigan CCS, policy actors, agenda-setting, think tanks, PACs, and political embeddedness. The independent variable is hypothesized to cause a change in the dependent variable (O’Dwyer & Bernauer, 2014). The dependent variables were MCCS and policy actors, representing the policy and state-level policy actors that went through the policy process. The interconnectedness between agenda-setting and political embeddedness conceptually connects MCCS and the policy process to external actors. Because agenda-setting research involves the analysis of the communication of an issue, I used content analysis to identify influence, or the way policy moves through the policy cycle.

In this study, news broadcasts and publications in the Detroit-Warren-Ann Arbor CSA beginning January 1, 2007, through December 31, 2018, were the starting points for data collection of possible external influences in policy formulation and policy

implementation. The broad data collection timeframe adequately captured all possible changes before and after MCCS formulation and implementation as it moved through the policy cycle from agenda-setting to implementation.

Sampling and Sampling Procedures

In deciding a sample size, a researcher chooses either a probability or nonprobability sample. Each unit has equal inclusion in the sample in probability sampling, whereas nonprobability sampling reduces the probability of unit inclusion in the sample (Frankfort-Nachmias et al., 2015; Riffe et al., 2019). Convenience sampling involves obtaining samples from available options; however, the convenience may not represent the entire population (Frankfort-Nachmias & DeWaard, 2015). A simple random sample ensures that all units have equal chances of being selected; the application of random sampling reduces sampling bias (Pollack, 2005). For this study, the sample included speeches, published legislative agendas, interviews of state-level policy actors, think tanks publications on education, television news coverage on education reform, newspapers, and PACs circulated in the Detroit-Warren-Ann Arbor CSA between January 1, 2007, through December 13, 2018. By establishing a timeframe of focus, researchers can establish a population to generate a sufficient sample size (e.g., Boyle & Mower, 2018; Blasco-Duantis et al., 2017; Kim et al., 2016; Matthes, 2009; Wasike, 2016). The sample units were selected based on their relationship to the policy process on three levels: (a) policy ideas, (b) policy formulation, and (c) policy implementation. I chose the timeframe before policy introduction and after implementation.

The newspapers and media outlets were chosen based on the highest circulation and viewership in the Detroit-Warren-Ann Arbor CSA. The Detroit-Warren-Ann Arbor CSA area's top five print newspaper outlets are the Detroit Free Press-Your Essential, Detroit Free Press, The News-Herald, The Detroit News, and The Daily Oakland Press (Alliance for Audited Media [AAM], 2019). News outlets were classified as either national or local outlets. Articles selected for analysis mention education reform, CCS, and CCSS. The analysis of various types of media is standard in content analysis. For instance, McCombs and Shaw (1972) examined television news broadcasts that appeared for at least 45 seconds, newspapers for stories that appeared as lead stories, and multi-column magazines that represented vital issues and campaign news. National and local news television outlets were based on Detroit-Warren-Ann Arbor CSA's highest viewership and only broadcast that discussed education. News media was used to analyze the salience of education standards, CCS, and MCCS during the policy process until the policy became law. The design choice is consistent with research conducted on agenda-setting and political embeddedness.

Sample Size

A sample is a subset of a population (Frankfort-Nachmias et al., 2015). A researcher should use a statistical power analysis to calculate sample size (O'Dwyer & Bernauer, 2014). Establishing an adequate sample size is essential to the research process. G*Power 3 calculator was used to determine the sample size, which is a commonly used software application in social sciences to determine the sample size (Faul et al., 2007). The alpha (α) level Type I error represents the probability of rejecting a true

null hypothesis when no relationship exists (O'Dwyer & Bernauer, 2014). The alpha (α) level is accepted at $\alpha = .05$. A Type II (β) error represents the failure to reject a true null hypothesis when a relationship exists (Field, 2014; O'Dwyer & Bernauer, 2014). The statistical power represents the ability to reject a false null hypothesis correctly. The power value is accepted at .80 and power = $1 - \beta$, which establishes the Type II error β as .20 (Field, 2014; O'Dwyer & Bernauer, 2014; Pollack, 2005). Cohen f^2 is the method for calculating the effect size in a multiple regression analysis (Cohen, 1988; Selya et al., 2012). The G*Power 3 calculated a sample size of $N = 103$ with a medium effect size of 0.15 (see Figures 2 and 3).

Figure 2

Central and Noncentral Distributions

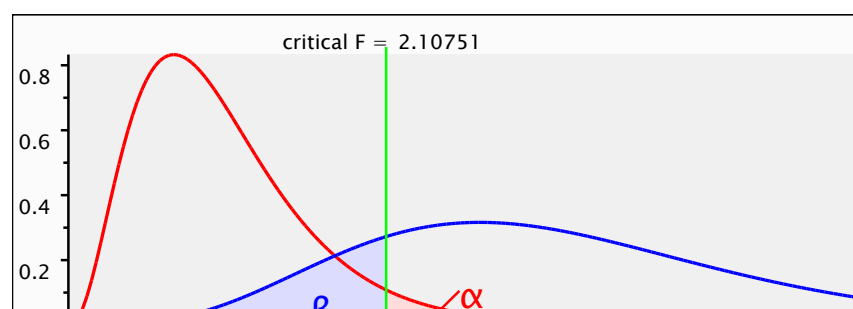
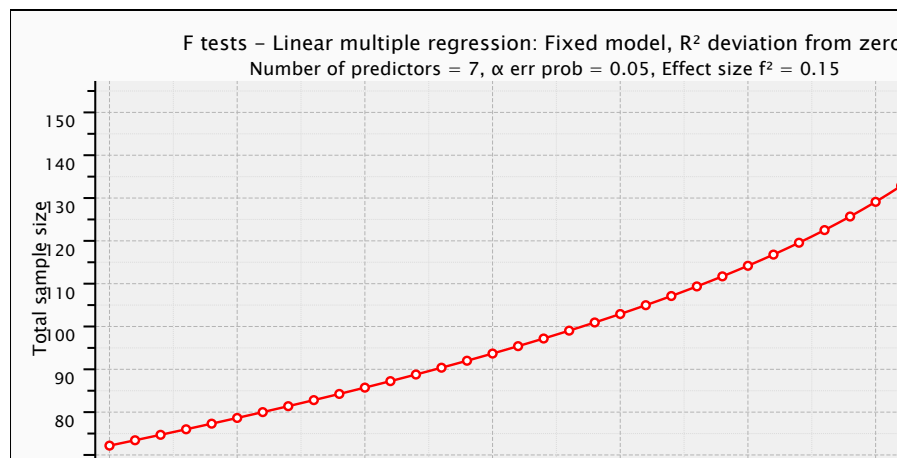


Figure 3

F Tests—Linear Multiple Regression: Fixed Model, R² Deviation From Zero



Procedures for Data Collection

Data can consist of a wide range of data, such as interviews, transcripts, documents, videos, internet sites, and email correspondence (Saldana, 2016) as well as local newspapers, state archives, and state and federal legislative records (Mehta, 2013). The application of secondary data collection is considered reliable, accurate, and allows other researchers to replicate data collected at different points (Frankfort-Nachmias et al., 2015). Archival data provides an unobtrusive form of data collection of government documents, the mass media, and voting records (Frankfort-Nachmias et al., 2015). Archival data were used, and publicly available data requires no permission. However, a student data request inquiry was submitted to access AAM's secondary data. AAM provided access to the news media data on a request-only basis. AAM provides a username to gain access to preliminary information readership and viewership data. An AAM request was placed to access the MIC information on newspaper viewership in the

Detroit-Warren-Ann Arbor CSA. A copy of the permission letter is in Appendix C. The articles were uploaded to MAXQDA Analytics Pro.

During data collection, a review of who testified, what they testified about, what they represent, and the hearing title served as the basis for selecting sampling units. Before publication, the congressional hearings go through an editing and transcription pro, so they may not reflect exact testimony due to the cleaning and editing processes. Hearings and testimony were selected based on if they aligned with education and CCSS or MCCS. The media sources consisted of widely known think tanks, businesses, and PACs in the Detroit-Warren-Ann Arbor CSA.

Instrumentation

An automated approach combined with a human approach to operationalize the constructs of the research question. Maxdictio assists researchers in creating data dictionaries that will serve as instruments of measurement. Sample articles were examined in MAXQDA Analytics Pro with Maxdictio. An Excel spreadsheet that includes authors, titles, date of publication, and publication type was compiled. MAXQDA Analytics Pro with Maxdictio is software that assists in performing quantitative content analysis and connects directly with SPSS and Excel. In addition to documents, the software provided the ability to analyze audio and video files.

Operationalization of Constructs

The independent and dependent variables will be analyzed using multiple regression to determine if external factors influenced MCCS. Researchers in the past have defined the variables within this study in various ways. While conceptualizing the

variables, it was noted in Chapter 2 that in many cases, the variables did not have definitive definitions established by prior researchers for the variables in this study. Conceptualization of the variables within this study consisted of combined information from prior researchers to establish specific parameters.

The dependent variable MCCA will be measured on the nominal level and represent the formulated and implemented policy. The ratio levels will measure the independent variables think tanks, PACs, agenda-setting, political actors and political embeddedness, and political actors. Agenda-setting was media salience on education between 2007 through 2018. Political embeddedness is business influence on education and education policies through corporate social responsibility initiatives directed toward primary and secondary education. For this study, think tanks were organizations that provided research designed for education policies and reform. The operationalization of PACs consisted of defining them as PACs and Super PACs that provide funding for public school primary and secondary education initiatives. Political actors were classified as individuals within the Detroit-Warren-Ann Arbor CSA responsible for identifying policy issues and formulating and implementing primary and secondary public education testing standards.

Table 1

External Actors: Variables, Definitions and Codes

Independent variables	Definitions	Codes
Agenda-setting	Media salience on education policy	v5 AGS
Political embeddedness	Business influence on education and education policies	v4 PEB

Think tanks	Research organizations whose goal is to disseminate research public on education	v1 TT
Political Action Committees	PACs and Super PACs that provide funding for education initiatives and policies	v3 PAC

The dependent variable MCCS will be measured at the nominal level and represents the policy. Policy formulation and policy implementation were measured on the ordinal level. The variables were assigned 1, 2, 3, or 4 based on how many times they appeared in a given document. The policy process variables represent the elements of the policy process phases.

Data Analysis Plan

The content analysis data was analyzed using MAXQDA Analytics Pro with Maxdictio, and the data were exported to Microsoft Excel and finally imported to IBM SPSS Statistical Software to test the proposed hypothesis. The qualitative information was quantized. Sandelowski et al. (2009) noted that quantizing converts qualitative data into numerical data. During the quantifying phase of content analysis, non-numerical data words, articles, and videos were assigned numerical values. MAXQDA Analytics Pro with Maxdictio allows researchers to collect, organize, analyze, and visualize qualitative data, PDF files, audio, video, and web pages (MAXQDA, 2018). I did not independently develop an instrument for this study because the data was archival.

The central research question is: How do agenda-setting, political embeddedness, think tanks, and PAC's influence state-level policy actors when formulating and implementing Michigan Common Core state standards?

The following hypotheses for quantitative content analysis were proposed:

H_a1: Agenda-setting has an influence on Michigan state-level policy actors during the implementation of MCCS.

H₀1: Agenda-setting did not have an influence on Michigan state-level policy actors during the implementation of MCCS.

H_a2: Agenda-setting has an influence on Michigan state-level policy actors during the formulation of the MCCS.

H₀2: Agenda-setting does not have an influence on Michigan state-level policy actors during the formulation of MCCS.

H_a3: Political embeddedness has an influence on Michigan state-level policy actors during the implementation of MCCS.

H₀3: Political embeddedness does not influence Michigan state-level policy actors during the implementation of MCCS.

H_a4: Political embeddedness has an influence on Michigan state-level policy actors during the formulation of MCCS.

H₀4: Political embeddedness does not influence Michigan state-level policy actors during the formulation of MCCS.

H_a5: Think tanks have an influence on Michigan state-level policy actors in the implementation of MCCS.

H₀₅: Think tanks do not influence Michigan state-level policy actors in the implementation of M CCS.

H_{a6}: Think tanks have an influence on Michigan state-level policy actors during the formulation of M CCS.

H₀₆: Think tanks do not influence Michigan state-level policy actors during the formulation of M CCS.

H_{a7}: PACs influence Michigan state-level policy actors during the formulation of the M CCS.

H₀₇: PACs do not influence Michigan state-level policy actors during the formulation of M CCS.

H_{a8}: PACs influence Michigan state-level policy actors during the implementation of the M CCS.

H₀₈: PACs do not influence Michigan state-level policy actors during the implementation of M CCS.

The hypothesis was tested using multiple regression analysis. Multiple regression determines how the independent makes changes to the dependent variable (Schroeder, Sjoquist, & Stephan, 1986). The hypothesis is represented using a p-value. The x represents the dependent variables, and y represents the independent variables. The multiple regression equations were as follows:

$$\hat{Y} = b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 + b_7X_7$$

$$\hat{Y} = \text{M CCS}$$

$b_1, b_2, b_3, b_4, b_5, b_6, b_7$ = the amount of change

X1 = agenda-setting media salience on education policies

X2 = political embeddedness

X3 = think tanks

X4 = PACs and super PACs

X6 = MCCC policy formulation

X7 = MCCC policy implementation

Policy actor regression equation

$$\hat{Y} = b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 + b_7X_7$$

\hat{Y} = Political actors

b1, b2, b3, b4, b5, b6, b7 = the amount of change

X1 = agenda-setting media salience on education policies

X2 = political embeddedness

X3 = think tanks

X4 = PACs and super PACs

X6 = MCCC policy formulation

X7 = MCCC policy implementation

R expresses the strength of the relationship in regression. Values range between 0, -1, and 1. A value of 0 means no relationship exists, while a value of 1 indicates a relationship exists between the dependent and independent variables. A value of -1 indicates some relationship between at least one of the independent variables and the dependent variable. R values between 0 and 1 will be squared r^2 and multiplied by 100. The hypotheses are rejected if $p < 0.05$. Multiple regressions apply when a researcher

seeks to measure a dependent (Y) variable and two or more independent (X) variables (Green & Salkind, 2014). Also, multiple regressions establish a relationship between the dependent and independent variables (McDonald, 2014). A multivariate analysis-of-variance MANOVA was not considered for this study. A MANOVA does not allow the analysis of a single dependent variable and multiple independent variables. Unlike the application of multiple regression, where one dependent variable is analyzed, a MANOVA includes multiple dependent variables (Green & Salkind, 2014). The research established that multiple regression analysis was the appropriate method to test the proposed hypotheses.

Threats to Validity

External Validity

Validity is an essential part of each research study. Validity means that an instrument measures what it intends to and aligns directly with reliability (Spector, 1981). Quantitative validity emerges from establishing a data analysis process and the accuracy of the measurements of constructs (Creswell & Plano Clark, 2011; Spector, 1981). According to Pollock (2005), external validity is present if the results of a study can be generalized. Spector (1981) provided that external validity includes (1) reactivity of instrumentation caused by the use of instruments; (2) Hawthorne effects of a subject knowing they are in an experiment; (3) invalidity of instruments; or (4) confounding characteristics of a particular sample. Potential threats to external validity in this study are that the chosen sample may not represent all influences on state-level policy formulation and implementation.

Internal Validity

Internal validity defines the results used to test the effect of the independent variables on an isolated dependent variable with no other explanation (Pollock, 2005). The selected sample and timeframe chosen could be potential threats to internal validity. The sample for this study consisted of material circulated in the Detroit-Warren-Ann Arbor CSA. There may be significant data available outside of the data collection period. Internal validity is established when it is determined that the independent variable causes an effect on the dependent variable (Frankfort-Nachmias et al., 2015). Also, internal validity means all alternatives are ruled out (Teddlie & Tashakkori, 2009). A convenience sample of all available data within the proposed timeframe will address the potential threats to internal validity.

Construct Validity

Construct validity in research is the accuracy of measuring the concepts studied (Yin, 2014). Teddlie and Tashakkori (2009) classified construct validity as data collection that captures the construct studied. Pollock (2005) noted that construct validity assesses the association between concepts measured. Construct validity can be either convergent or discriminant. (Neuendorf, 2017). There is difficulty in determining media effects when time is a variable (Tipton et al., 1975). Construct validation steps include the theoretical relationship between concepts, the empirical relationship between the measures, and the empirical evidence that clarifies the validity of measurements (Carmines & Zeller, 1979).

Ethical Procedures

There will be no human participants used within this study. The use of content analysis and the review of archival information does not present any immediate ethical concerns. Triapthy (2013) noted that data collection does not always include human participants. Walden University Institutional Review Board (IRB) was obtained before research data collection and analysis IRB Approval #01-03-20-0243538. Hard copies of files should be kept in a secured locked safe, while soft copies should be kept as encrypted files (Triapthy, 2013). Data will be stored in a password-protected and encrypted computer file. The data will be kept on an encrypted drive locked in a safe for a minimum of 5 years.

Summary

This chapter included a detailed description of the research design and rationale, the justification for quantitative content analysis, the sample population, the sampling procedures, and the identification of archival data. The presentation of the instrumentation and operationalization of constructs for data collection, the data analysis plan, threats to validity, and reliability outline the data analysis in Chapter 4. The research analysis and findings are presented in Chapter 4.

Chapter 4: Results

The purpose of this quantitative content analysis was to explore how external factors influence state-level policy actors during the formulation and implementation of one state's CCS. One central research question guided this study: How do agenda-setting, political embeddedness, think tanks, and PACs influence state-level policy actors when formulating and implementing Michigan CCSS? Archival data from television news media, news articles, think tank publications, and PAC information were used to establish a relationship between Michigan state-level policy actors related to the MCCS. Multiple regression was conducted using IBM SPSS Statistics 27 2021.

Data Collection

Archival data collected between the 2007 fiscal year and the 2018 fiscal year served as the data for analysis. I obtained an AAM account to access the MIC prior to IRB approval to access preliminary information to determine the top newspapers in the Detroit-Warren-Ann Arbor CSA area. A copy of the permission letter is provided in Appendix D, though archival data and publicly available data required no permission. Data consisted of interviews, transcripts, congressional hearings, meeting agendas, transcribed videos, and digital news articles.

Due to COVID-19, I could not physically continue collecting data at the Library of Congress or the Michigan House of Representatives and Michigan State Senate to collect data. I was not able to gain full access to the Library of Congress due to the federal shutdown; however, to gain access to the Michigan House and Senate data, I worked with the Michigan House and Senate Clerk to gain remote access to the

documents. Think tank education publications were obtained from the top think tanks in the United States that had a presence in the Detroit-Warren-Ann Arbor CSA. Politically embedded business data were obtained from Business Roundtable publications published between 2009–2018. A simple random sample reduced the large sample from 2,350 to a sample size $N = 319$. The USDA (2020) random sampling calculator generated 36 random numbers from each variable. The sample population represented 19% of the overall population.

Results

The purpose of this quantitative content analysis was to explore how external factors influence state-level policy actors during the formulation and implementation of one state's CCSS. Multiple regression analysis will be used to test eight hypotheses.

Descriptive Statistics

The descriptive statistics for the independent and dependent variables appear in Table 2. The descriptive statistics for the independent variables appear in Table 3.

Table 2

Descriptive Statistics for the Dependent Variables (N = 319)

	Min	Max	<i>M</i>	<i>SD</i>	Skewness	Kurtosis
v6.0 Michigan Common Core Standards	0	3	0.23	.55	2.64	7.31
V2.2 Policy Actors	.00	4.00	0.47	.68	1.53	2.81

Note. SE for skewness was 0.13; SE for Kurtosis was .27.

Table 3*Descriptive Statistics for the Independent Variables (N = 319)*

Independent Variables	Min	Max	<i>M</i>	<i>SD</i>
AGENDA SETTING IMPLEMENTATION (H1)				
5.11 Agenda-setting During	0	1	.02	.136
v5.12 Agenda-setting After	0	2	.02	.157
v5.13 Agenda-Setting Building Coalitions	0	1	.01	.111
v5.17 AGS Public Relations	0	1	.00	.056
v5.20 AGS Educate Political Actors	0	1	.01	.097
v5.21 AGS Policy Suggestions	1	1	1.00	.000
AGENDA SETTING FORMULATION (H2)				
v5.1 Agenda-setting	0	2	.32	.581
5.10 Agenda-setting Before	0	2	.03	.176
v5.14 AGS Propose Policy	0	1	.00	.056
v5.15 AGS Determining What is an Issue	0	1	.03	.166
v5.16 AGS Develop the Agenda	0	1	.02	.147
v5.18 AGS Establish a Plan of Action	0	1	.01	.079
v5.19 AGS Mediate/Negotiate	0	1	.01	.079
POLITICAL EMBEDDEDNESS IMPLEMENTATION (H3)				
v4.55 PEB Policy Suggestions	0	1	.01	.097
v4.53 PEB Make Visible to Political Actors	0	2	.01	.137
v4.51 PEB Hold Political Actors Accountable	0	1	.01	.097
v4.58 PEB Financial Contribution001	0	0	.00	.000
v4.47 PEB Educate Political Actors	0	0	.00	.000
v4.45 PEB Building Coalitions	0	1	.02	.147
POLITICAL EMBEDDEDNESS FORMULATION (H4)				
v4.4 Politically Embedded Business001	0	2	.16	.410
v4.56 PEB Propose Policy	0	1	.00	.056
v4.54 PEB Mediate/Negotiate	0	1	.00	.056
v4.44 PEB Lobbying Legislation	0	1	.03	.166
v4.59 PEB Establish a Plan of Action	0	2	.03	.184
v4.46 PEB Develop the Agenda	0	2	.05	.251
v4.52 PEB Lobby Legislation	0	2	.01	.137
v4.43 PEB Campaign Contributions	0	0	.00	.000
v4.41 PEB Ad Campaigns	0	0	.00	.000
v4.48 PEB Determine Issue	0	3	.04	.247
v4.49 PEB Research	0	1	.02	.124
v4.50 PEB Use of the Media	0	4	.04	.272
THINK TANK IMPLEMENTATION (H5)				
v1.28 TT Public Relations	0	2	.01	.125
v1.26 TT Policy Suggestions	0	1	.00	.056
v1.24 TT Visible to Crucial Policy Actors	0	1	.01	.111
v1.21 TT Financial Contribution Other than Campaign	0	2	.02	.148
v1.19 TT Educate Political Actors	0	2	.05	.240
v1.16 TT Build Coalitions	0	2	.03	.229

(table continues)

Independent Variables	Min	Max	<i>M</i>	<i>SD</i>
THINK TANK FORMULATION (H6)				
v1.1 Think Tank	0	2	.08	.302
v1.27 TT Propose Policy	0	0	.00	.000
v1.25 TT Mediate/Negotiate	0	2	.03	.176
v1.23 TT Lobbying Legislation	0	0	.00	.000
v1.20 TT Establish a Plan of Action	0	4	.04	.283
v1.18 TT Develop the Agenda	0	2	.03	.229
v1.17 TT Determine Issues	0	3	.08	.326
v1.14 Think Tank Research	0	2	.08	.312
v1.13 Think Tank Use of Media	0	2	.04	.220
v1.12 National Level Think Tank002	0	1	.14	.352
v1.11 State Level Think Tank	0	2	.05	.226
POLITICAL ACTION FORMULATION (H7)				
v3.3 Political Action Committees001	0	2	.17	.400
v3.44 PAC Use of Media	0	1	.01	.111
v3.42 PAC Propose Policy	0	1	.01	.079
v3.39 PAC Lobby Legislation	0	1	.00	.056
v3.38 PAC Establish a Plan of Action	0	2	.02	.157
v3.36 PAC Determine What is an Issue001	0	3	.03	.222
v3.45 PAC Ad Campaigns001	0	1	.00	.056
v3.46 PAC Develop the Agenda	0	2	.03	.176
POLITICAL ACTION IMPLEMENTATION (H8)				
v3.43 PAC Public Relations	0	0	.00	.000
v3.41 PAC Policy Suggestions	0	1	.01	.111
v3.35 PAC Build Coalitions	0	1	.01	.111
v3.33 PAC visible to crucial policy actors001	0	2	.03	.176
v3.32 PAC Financial Contribution	0	2	.02	.176
v3.31 Hold Candidates Accountable for PAC interests001	0	2	.03	.207
v3.34 PAC Educating Policy Actors001	0	2	.01	.112
v3.47 PAC Financial Contribution Other than Campaign	0	2	.02	.157

Assumptions for Regression

A standard multiple regression was conducted to answer the research question. Prior to conducting the standard multiple regression procedure, I checked the assumption of independence of observation (via the Durbin-Watson test), linearity (via scatterplots of the studentized residuals against the unstandardized predicted values and via partial regression plots between each continuous independent variable and the dependent variable), homoscedasticity (via the scatterplots of the studentized residuals against the unstandardized predicted values, the same plot used to check linearity), multicollinearity (via inspection of correlation coefficients and tolerance/variance inflation factor values), testing for unusual points (via studentized deleted residuals, leverage points, and Cook's D), and normality of the residuals (via a histogram with a superimposed normal curve, a P-P Plot, and a normal Q-Q Plot of the studentized residuals).

Regressions for v6.0 Michigan Common Core Standards

Results for Hypothesis 1: v6.0 Michigan Common Core Standards

H_{a1} : Agenda-setting has an influence on Michigan state-level policy actors during the implementation of MCCS.

H_{01} : Agenda-setting did not have an influence on Michigan state-level policy actors during the implementation of MCCS.

Upon running the regression model for this hypothesis, SPSS deleted the following variables because they were constant (meaning they had a lack of variability) or had missing correlations: V2.2 Policy Actors, 5.11 Agenda-setting During, v5.12 Agenda-setting After, v5.17 AGS Public Relations, and v5.21 AGS Policy Suggestions.

The model was rerun without these variables. The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and linearity (Triola, 2014), and visualization of the partial regression plots. The correlations between the independent variables did not exceed -.01 (Table 4).

Table 4

Pearson Correlations for Hypothesis 1: v6.0 Michigan Common Core Standards (N = 319)

Variables	<i>B</i>	<i>SE</i>	<i>B</i>	<i>t</i>	<i>p</i>	95% <i>CI</i>		Tol	VIF
						Lower Bound	Upper Bound		
(Constant)	.224	.031		7.201	.000	.163	.286		
v5.13 Agenda-Setting Building Coalitions	.526	.277	.106	1.898	.059	-.019	1.071	1.00	1.00
v5.20 AGS Educate Political Actors	.109	.319	.019	.341	.733	-.519	.737	1.00	1.00

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(2, 316) = 1.85, p > .05, R^2 = .012$).

As seen in Table 5, the tolerance values were each greater than 0.1. Each of the VIF values were less than 10. Per Aiken and West (1991) and Cohen et al. (2004), the results indicated multicollinearity was not an issue. The overall regression model was not statistically significant ($F(2, 316) = 1.85, p = .15$), and the variables accounted for 1.2% of the variance in v6.0 MCCS ($R^2 = .012$).

Table 5

Regression Model for Hypothesis 1: v6.0 Michigan Common Core Standards

v5.1 Agenda- setting	5.10 Agenda- setting Before	v5.14 AGS Propose Policy	v5.15 AGS Determining What is an Issue	v5.16 AGS Develop the Agenda	v5.18 AGS Establish a Plan of Action	v5.19 AGS Mediate/Negotiate

v5.1 Agenda-setting	<i>r</i>	1						
	<i>P</i>							
5.10 Agenda-setting Before	<i>r</i>	.014	1					
	<i>P</i>	.808						
v5.14 AGS Propose Policy	<i>r</i>	.066	-.008	1				
	<i>P</i>	.242	.886					
v5.15 AGS Determining What is an Issue	<i>r</i>	.298**	-.024	-.010	1			
	<i>P</i>	.000	.664	.865				
v5.16 AGS Develop the Agenda	<i>r</i>	.249**	-.021	-.008	.104	1		
	<i>P</i>	.000	.703	.881	.064			
v5.18 AGS Establish a Plan of Action	<i>r</i>	.093	-.011	-.004	-.014	-.012	1	
	<i>P</i>	.097	.840	.937	.810	.832		
v5.19 AGS Mediate/Negotiate	<i>r</i>	.093	-.011	.706**	-.014	.259**	-.006	1
	<i>P</i>	.097	.840	.000	.810	.000	.911	

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(2, 316) =$

1.85, $p > .05$, $R^2 = .012$).

Results for Hypothesis 2: v6.0 Michigan Common Core Standards

H_{a2} : Agenda-setting has an influence on Michigan state-level policy actors during the formulation of the MCCS.

H_{02} : Agenda-setting does not have an influence on Michigan state-level policy actors during the formulation of MCCS.

The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and linearity (Triola, 2014), and visualization of the partial regression plots. The correlations between the independent variables did not exceed .70 (Table 6).

Table 6

Pearson Correlations for Hypothesis 2: v6.0 Michigan Common Core Standards (N = 319)

Variables	<i>B</i>	<i>SE</i>	<i>B</i>	<i>t</i>	<i>p</i>	95% CI		Tol	VIF
						Lower Bound	Upper Bound		
(Constant)	.246	.036		6.907	.000	.176	.317		
v5.1 Agenda-setting	-.065	.058	-.068	-1.116	.265	-.179	.049	.847	1.180

5.10 Agenda-setting Before	-.178	.177	-.057	-1.004	.316	-.526	.171	.998	1.002
v5.14 AGS Propose Policy	.317	.818	.032	.387	.699	-1.292	1.926	.460	2.174
v5.15 AGS Determining What is an Issue	.138	.197	.041	.701	.484	-.249	.525	.905	1.105
v5.16 AGS Develop the Agenda	.317	.236	.084	1.344	.180	-.147	.781	.806	1.241
v5.18 AGS Establish a Plan of Action	.318	.395	.046	.805	.421	-.459	1.096	.988	1.012
v5.19 AGS Mediate/Negotiate	-.499	.599	-.071	-.832	.406	-1.677	.680	.430	2.326

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(7, 311) = 0.67, p > .05, R^2 = .015$).

As seen in Table 7, the tolerance values were greater than 0.1. Each of the variance inflation factor values were less than 10; multicollinearity was not an issue. The overall regression model was not statistically significant ($F(7, 311) = 0.67, p = .69$) and the variables accounted for 1.5% of the variance in v6.0 MCCS ($R^2 = .015$). Given the findings, the null hypothesis was accepted.

Table 7

Regression Model for Hypothesis 2: v6.0 Michigan Common Core Standards

		v4.55 PEB Policy Suggestions	v4.53 PEB Make Visible to Political Actors	v4.51 PEB Hold Political Actors Accountable	v4.45 PEB Building Coalitions
v4.55 PEB Policy Suggestions	<i>r</i>	1			
	<i>p</i>				
v4.53 PEB Make Visible to Political Actors	<i>r</i>	-.009	1		
	<i>p</i>	.874			
v4.51 PEB Hold Political Actors Accountable	<i>r</i>	-.009	-.009	1	
	<i>p</i>	.866	.874		
v4.45 PEB Building Coalitions	<i>r</i>	.207**	.300**	.207**	1
	<i>p</i>	.000	.000	.000	

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(7, 311) = 0.67, p > .05, R^2 = .015$).

Results for Hypothesis 3: v6.0 Michigan Common Core Standards

H_{a3} : Political embeddedness has an influence on Michigan state-level policy actors during the implementation of MCCS.

H_{03} : Political embeddedness does not influence Michigan state-level policy actors during the implementation of MCCS.

Upon running the regression model for this hypothesis, SPSS deleted the following variables because they were constant: v4.58 PEB Financial Contribution001 and v4.47 PEB Educate Political Actors. They were deleted from the analysis and the model was rerun without these variables. The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and linearity (Triola, 2014), and visualization of the partial regression plots. The correlations between the independent variables did not exceed .20 (Table 8).

Table 8

Pearson Correlations for Hypothesis 3: v6.0 Michigan Common Core Standards (N = 319)

Variables	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>	95% <i>CI</i>		Tol	VIF
						Lower Bound	Upper Bound		
(Constant)	.235	.031		7.482	.000	.173	.297		
v4.55 PEB Policy Suggestions	-.145	.329	-.025	-.442	.659	-.792	.501	.948	1.055
v4.53 PEB Make Visible to Political Actors	-.067	.239	-.017	-.280	.779	-.536	.402	.899	1.112
v4.51 PEB Hold Political Actors Accountable	.521	.329	.091	1.587	.114	-.125	1.168	.948	1.055
v4.45 PEB Building Coalitions	-.270	.233	-.072	-1.160	.247	-.728	.188	.821	1.217

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(4, 314) =$

1.05, $p > .05$, $R^2 = .013$).

As seen in Table 8, the tolerance values were greater than 0.1. The overall regression model was not statistically significant ($F(4, 314) = 1.05, p = .38$) and the variables accounted for 1.3% of the variance in v6.0 MCCS ($R^2 = .013$). Given the findings, the null hypothesis was accepted.

Table 9 *Regression Model for Hypothesis 3: v6.0 Michigan Common Core Standards*

Variables	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>	95% <i>CI</i>		Tol	VIF
						Lower Bound	Upper Bound		
(Constant)	.235	.031		7.482	.000	.173	.297		
v4.55 PEB Policy Suggestions	-.145	.329	-.025	-.442	.659	-.792	.501	.948	1.055
v4.53 PEB Make Visible to Political Actors	-.067	.239	-.017	-.280	.779	-.536	.402	.899	1.112
v4.51 PEB Hold Political Actors Accountable	.521	.329	.091	1.587	.114	-.125	1.168	.948	1.055
v4.45 PEB Building Coalitions	-.270	.233	-.072	-1.160	.247	-.728	.188	.821	1.217

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(4, 314) = 1.05, p > .05, R^2 = .013$).

Results for Hypothesis 4: v6.0 Michigan Common Core Standards

H_{a4} : Political embeddedness has an influence on Michigan state-level policy actors during the formulation of MCCS.

H_{04} : Political embeddedness does not influence Michigan state-level policy actors during the formulation of MCCS.

Upon running the regression model for this hypothesis, SPSS deleted the following variables because they were constant: v4.43 PEB Campaign Contributions and v4.41 PEB Ad Campaigns. The model was rerun without these variables. The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and linearity (Triola, 2014), and visualization of the

partial regression plots. The correlations between the independent variables did not exceed .59 (Table 10).

Table 10

Pearson Correlations for Hypothesis 4: v6.0 Michigan Common Core Standards (N = 319)

		v4.4 Politicall y Embedde d Business0 01	v4.56 PEB Propo se Polic y	v4.54 PEB Mediate/Negot iate	v4.44 PEB Lobbyin g Legislati on	v4.59 PEB Establi sh a Plan of Action	v4.46 PEB Devel op the Agend a	v4.52 PEB Lobby Legislati on	v4.48 PEB Determi ne Issue	v4.49 PEB Resear ch	v4.5 0 PEB Use of the Media
v4.4 Politically Embedded Business001	<i>r</i> <i>p</i>	1									
v4.56 PEB Propose Policy	<i>r</i> <i>p</i>	.115*	1								
v4.54 PEB Mediate/Negot iate	<i>r</i> <i>p</i>	-.022	-.003	1							
v4.44 PEB Lobbying Legislation	<i>r</i> <i>p</i>	.256**	.329**	.329**	1						
v4.59 PEB Establish a Plan of Action	<i>r</i> <i>p</i>	.314**	-.009	-.009	.283**	1					
v4.46 PEB Develop the Agenda	<i>r</i> <i>p</i>	.342**	.212**	.212**	.341**	.580**	1				
v4.52 PEB Lobby Legislation	<i>r</i> <i>p</i>	.188**	-.005	-.005	.123*	.236**	.346**	1			
v4.48 PEB Determine Issue	<i>r</i> <i>p</i>	.426**	-.010	.217**	.277**	.388**	.469**	-.016	1		
v4.49 PEB Research	<i>r</i> <i>p</i>	.196**	-.007	-.007	.131*	.256**	.174**	-.012	.592**	1	
v4.50 PEB Use of the Media	<i>r</i> <i>p</i>	.198**	-.008	-.008	.046	-.021	-.029	-.013	.022	.075	1

As seen in Table 11, the tolerance values were greater than 0.1. The overall regression model was not statistically significant ($F(10, 308) = 0.73, p = .69$) and the variables accounted for 2.3% of the variance in v6.0 MCCS ($R^2 = .023$). Given the findings, the null hypothesis was accepted.

Table 11

Regression Model for Hypothesis 4: v6.0 Michigan Common Core Standards

		v1.28 TT Public Relations	v1.24 TT Visible to Crucial Policy Actors	v1.21 TT Financial Contribution Other than Campaign	v1.19 TT Educate Political Actors	v1.16 TT Build Coalitions
v1.28 TT Public Relations	<i>r</i>	1				
	<i>p</i>					
v1.24 TT Visible to Crucial Policy Actors	<i>r</i>	-.008	1			
	<i>p</i>	.880				
v1.21 TT Financial Contribution Other than Campaign	<i>r</i>	-.008	-.012	1		
	<i>p</i>	.887	.831			
v1.19 TT Educate Political Actors	<i>r</i>	.195**	-.022	-.021	1	
	<i>p</i>	.000	.694	.710		
v1.16 TT Build Coalitions	<i>r</i>	.429**	.230**	-.016	.429**	1
	<i>p</i>	.000	.000	.775	.000	

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(10, 308) =$

$0.73, p > .05, R^2 = .023$).

Results for Hypothesis 5: v6.0 Michigan Common Core Standards

H_{a5} : Think tanks have an influence on Michigan state-level policy actors in the implementation of MCCS.

H_{05} : Think tanks do not influence Michigan state-level policy actors in the implementation of MCCS.

Upon running the regression model for this hypothesis, SPSS deleted v1.26 TT Policy Suggestions from the model because it was constant and lacked variability. It was deleted from the analysis, and the model was rerun without this variable. In addition, the

variable v1.22 TT Hold Political Candidate Accountable had over 40% missing data and could not be included in the model. The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and linearity (Triola, 2014), and visualization of the partial regression plots. The correlations between the independent variables did not exceed .42 (Table 12).

Table 12

Pearson Correlations for Hypothesis 5: v6.0 Michigan Common Core Standards (N = 319)

		v1.28 TT Public Relations	v1.24 TT Visible to Crucial Policy Actors	v1.21 TT Financial Contribution Other than Campaign	v1.19 TT Educate Political Actors	v1.16 TT Build Coalitions
v1.28 TT Public Relations	<i>r</i>	1				
	<i>p</i>					
v1.24 TT Visible to Crucial Policy Actors	<i>r</i>	-.008	1			
	<i>p</i>	.880				
v1.21 TT Financial Contribution Other than Campaign	<i>r</i>	-.008	-.012	1		
	<i>p</i>	.887	.831			
v1.19 TT Educate Political Actors	<i>r</i>	.195**	-.022	-.021	1	
	<i>p</i>	.000	.694	.710		
v1.16 TT Build Coalitions	<i>r</i>	.429**	.230**	-.016	.429**	1
	<i>p</i>	.000	.000	.775	.000	

As seen in Table 12, the tolerance values were greater than 0.1. The overall regression model was not statistically significant ($F(5, 313) = 0.57$) = 0.67, $p = .72$) and the variables accounted for 0.9% of the variance in v6.0 MCCS ($R^2 = .009$). Given the findings, the null hypothesis was accepted.

Table 13

Regression Model for Hypothesis 5: v6.0 Michigan Common Core Standards

Variables	<i>B</i>	<i>SE</i>	<i>B</i>	<i>t</i>	<i>p</i>	95% <i>CI</i>		Tol	VIF
						Lower Bound	Upper Bound		

(Constant)	.245	.032		7.658	.000	.182	.308		
v1.28 TT Public Relations	-.046	.277	-.010	-.166	.868	-.591	.499	.804	1.244
v1.24 TT Visible to Crucial Policy Actors	-.208	.291	-.042	-.715	.475	-.781	.365	.916	1.092
v1.21 TT Financial Contribution Other than Campaign	-.175	.211	-.047	-.832	.406	-.589	.239	.999	1.001
v1.19 TT Educate Political Actors	-.105	.145	-.046	-.726	.469	-.390	.180	.800	1.250
v1.16 TT Build Coalitions	-.074	.171	-.031	-.434	.665	-.410	.262	.634	1.577

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(5, 313) =$

$0.57, p > .05, R^2 = .009$).

Results for Hypothesis 6: v6.0 Michigan Common Core Standards

H_{a6} : Think tanks have an influence on Michigan state-level policy actors during the formulation of MCCS.

H_{06} : Think tanks do not influence Michigan state-level policy actors during the formulation of MCCS.

Upon running the regression model for this hypothesis, SPSS deleted v1.27 TT Propose Policy and v1.23 TT Lobbying Legislation from the model because the variables were constant and lacked variability. They were deleted from the analysis, and the model was rerun without these variables. The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and linearity (Triola, 2014), and visualization of the partial regression plots. The correlations between the independent variables did not exceed .36 (Table 14).

Table 14

Pearson Correlations for Hypothesis 6: v6.0 Michigan Common Core Standards (N = 319)

	v1.1 Think Tank	v1.25 TT Mediate/Negotia te	v1.20 TT Establis h a Plan of Action	v1.18 TT Develo p the Agend a	v1.17 TT Determin e Issues	v1.14Thin k Tank Research	v1.13Thin k Tank Use of Media	v1.12 Nationa l Level Think Tank00 2	v1.1 1 State Leve l 1 Thin k Tank
v1.1 Think Tank	<i>r</i> 1 <i>p</i>								
v1.25 TT Mediate/Negotia te	<i>r</i> .200* <i>p</i> .000	1							
v1.20 TT Establish a Plan of Action	<i>r</i> .186* <i>p</i> .001	.171**	1						
v1.18 TT Develop the Agenda	<i>r</i> .188* <i>p</i> .001	.135*	.077	1					
v1.17 TT Determine Issues	<i>r</i> .158* <i>p</i> .005	.184**	.239**	.089	1				
v1.14Think Tank Research	<i>r</i> .201* <i>p</i> .000	.021	.038	.050	.276**	1			
v1.13Think Tank Use of Media	<i>r</i> .043 <i>p</i> .447	.216** .000	.503 .024	.372 .095	.000 .257**	.224** .000	1		
v1.12 National Level Think Tank002	<i>r</i> .012 <i>p</i> .835	.094 .094	.135* .016	.094 .092	.335** .000	.355** .000	.365** .000	1	
v1.11 State Level Think Tank	<i>r</i> -.054 <i>p</i> .336	.208** .000	.021 .704	.090 .108	.076 .178	.126* .025	-.042 .459	-.085 .128	1

As seen in Table 15, the tolerance values were greater than 0.1. Each of the VIF values were less than 10; multicollinearity was not an issue. The overall regression model was not statistically significant ($F(9, 309) = 1.75, p = .07$) and the variables accounted for 4.9% of the variance in v6.0 MCCS ($R^2 = .049$). Given the findings, the null hypothesis was accepted.

Table 15

Regression Model for Hypothesis 6: v6.0 Michigan Common Core Standards

Variables	<i>B</i>	<i>SE</i>	<i>B</i>	<i>T</i>	<i>p</i>	95% <i>CI</i>		Tol	VIF
						Lower Bound	Upper Bound		
(Constant)	.292	.035		8.353	.000	.223	.361		
v1.1 Think Tank	-.224	.111	-.123	-	.044	-.442	-.006	.837	1.194
v1.25 TT Mediate/Negotiate	.212	.191	.068	1.109	.268	-.164	.589	.830	1.205
v1.20 TT Establish a Plan of Action	-.047	.114	-.024	-.414	.679	-.272	.177	.895	1.117
v1.18 TT Develop the Agenda	-.063	.138	-.026	-.454	.650	-.335	.210	.935	1.069
v1.17 TT Determine Issues	.050	.106	.030	.475	.635	-.158	.259	.785	1.274
v1.14 Think Tank Research	.050	.112	.028	.443	.658	-.171	.270	.767	1.303
v1.13 Think Tank Use of Media	-.101	.156	-.040	-.648	.518	-.407	.206	.799	1.252
v1.12 National Level Think Tank002	-.285	.103	-.182	-	.006	-.488	-.083	.715	1.398
v1.11 State Level Think Tank	-.129	.144	-.053	-.893	.373	-.413	.155	.878	1.139

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(9, 309) = 1.75, p > .05, R^2 = .049$).

Results for Hypothesis 7: v6.0 Michigan Common Core Standards

H_07 : PACs influence Michigan state-level policy actors during the formulation of the MCCS.

H_a7: PACs do not influence Michigan state-level policy actors during the formulation of MCCS.

Upon running the regression model for this hypothesis, SPSS deleted the following variables due to lack of variability: v3.3 Political Action Committees001, v3.44 PAC Use of Media, v3.42 PAC Propose Policy, v3.40 PAC Mediate/Negotiate, v3.39 PAC Lobby Legislation, v3.38 PAC Establish a Plan of Action, v3.36 PAC Determine What is an Issue001, v3.45 PAC Ad Campaigns001, and v3.46 PAC Develop the Agenda. The variables were deleted from the analysis, and as such, the model could not be calculated as no variables remained.

Results for Hypothesis 8: v6.0 Michigan Common Core Standards

H_a8: PACs influence Michigan state-level policy actors during the implementation of the MCCS.

H₀8: PACs do not influence Michigan state-level policy actors during the implementation of MCCS.

Upon running the regression model for this hypothesis, SPSS deleted v3.43 PAC Public Relations from the model because the variable was constant and lacked variability. It was deleted from the analysis, and the model was rerun without this variable. The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and linearity (Triola, 2014), and visualization of the partial regression plots. The correlations between the independent variables did not exceed .32 (Table 16).

Table 16

Pearson Correlations for Hypothesis 8: v6.0 Michigan Common Core Standards (N = 319)

	v3.41 PAC Policy Sugges tions	v3.35 PAC Build Coalition s	v3.33 PAC visible to crucial policy actors00 1	v3.32 PAC Financial Contributio n	v3.31 Hold Candidates Accountabl e for PAC interests00 1	v3.34 PAC Educatin g Policy Actors00 1	v3.47 PAC Financial Contributio n Other than Campaign
v3.41 PAC Policy Suggestions	<i>r</i> 1 <i>p</i>						
v3.35 PAC Build Coalitions	<i>r</i> -.013 <i>p</i> .821	1					
v3.33 PAC visible to crucial policy actors001	<i>r</i> -.016 <i>p</i> .774	.145** .010	1				
v3.32 PAC Financial Contribution	<i>r</i> .148** <i>p</i> .008	.308** .000	-.015 .786	1			
v3.31 Hold Candidates Accountable for PAC interests001	<i>r</i> -.017 <i>p</i> .762	.119* .034	.324** .000	-.016 .774	1		
v3.34 PAC Educating Policy Actors001	<i>r</i> -.006 <i>p</i> .910	-.006 .910	-.008 .886	-.006 .915	-.008 .880	1	
v3.47 PAC Financial Contribution Other than Campaign	<i>r</i> .166** <i>p</i> .003	-.013 .810	.210** .000	-.013 .820	.174** .002	-.007 .905	1

As seen in Table 17, the tolerance values were greater than 0.1. Each of the VIF values were less than 10; multicollinearity was not an issue. The overall regression model was not statistically significant ($F(7, 311) = 0.53, p = .81$) and the variables accounted for 1.2% of the variance in v6.0 MCCS ($R^2 = .012$). Given the findings, the null hypothesis was accepted.

Table 17

Regression Model for Hypothesis 8: v6.0 Michigan Common Core Standards

95% CI

Variables	<i>B</i>	<i>SE</i>	β	<i>T</i>	<i>p</i>	Lower Bound	Upper Bound	Tol	VIF
(Constant)	.247	.032		7.714	.000	.184	.311		
v3.41 PAC Policy Suggestions	-.197	.287	-.040	-.684	.494	-.762	.369	.944	1.059
v3.35 PAC Build Coalitions	-.138	.299	-.028	-.462	.645	-.726	.450	.872	1.147
v3.33 PAC visible to crucial policy actors001	-.116	.192	-.037	-.606	.545	-.493	.261	.855	1.169
v3.32 PAC Financial Contribution	-.101	.188	-.032	-.537	.592	-.472	.269	.877	1.140
v3.31 Hold Candidates Accountable for PAC interests001	-.119	.160	-.045	-.743	.458	-.434	.196	.875	1.142
v3.34 PAC Educating Policy Actors001	-.124	.278	-.025	-.445	.656	-.670	.423	1.000	1.000
v3.47 PAC Financial Contribution Other than Campaign	-.102	.207	-.029	-.494	.622	-.509	.305	.911	1.098

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(7, 311) =$

$0.53, p > .05, R^2 = .012$).

Regressions for V2.2 Policy Actors

Results for Hypothesis 1: V2.2 Policy Actors

H_{a1} : Agenda-setting has an influence on Michigan state-level policy actors during the implementation of MCCS.

H_{01} : Agenda-setting did not have an influence on Michigan state-level policy actors during the implementation of MCCS.

Upon running the regression model for this hypothesis, SPSS deleted the following variables because they were constant (meaning they had a lack of variability): v5.11 Agenda-setting During, v5.12 Agenda-setting After, v5.17 AGS Public Relations, v5.21 AGS Policy Suggestions. They were deleted from the analysis, and the model was ran without these variables. The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and

linearity (Triola, 2014), and visualization of the partial regression plots. The correlations between the independent variables did not exceed -.01 (Table 18).

Table 18

Pearson Correlations for Hypothesis 1: V2.2 Policy Actors (N = 319)

		v5.13 Agenda-Setting Building Coalitions
v5.20 AGS Educate Political Actors	<i>r</i>	-.01
	<i>p</i>	.84

As seen in Table 19, the tolerance values were each greater than 0.1. Each of the VIF values were less than 10. Multicollinearity was not an issue. The overall regression model was not statistically significant ($F(2, 316) = 1.07, p = .34$) and the variables accounted for 0.7% of the variance in V2.2 Policy Actors ($R^2 = .007$).

Table 19

Regression Model for Hypothesis 1: V2.2 Policy Actors

Variables	<i>B</i>	<i>SE</i>	<i>B</i>	<i>t</i>	<i>P</i>	95% <i>CI</i>		Tol	VIF
						Lower Bound	Upper Bound		
(Constant)	.224	.031		7.201	.000	.163	.286		
v5.13 Agenda-Setting Building Coalitions	.526	.277	.106	1.898	.059	-.019	1.071	1.00	1.00
v5.20 AGS Educate Political Actors	.109	.319	.019	.341	.733	-.519	.737	1.00	1.00

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(2, 316) =$

$1.07, p > .05, R^2 = .007$).

Results for Hypothesis 2: V2.2 Policy Actors

H2_a: Agenda-setting has an influence on Michigan state-level policy actors during the formulation of the MCCS.

H2_o: Agenda-setting does not have an influence on Michigan state-level policy actors during the formulation of MCCS.

The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and linearity (Triola, 2014), and visualization of the partial regression plots. The correlations between the independent variables did not exceed .70 (Table 20).

Table 20

Pearson Correlations for Hypothesis 2: V2.2 Policy Actors (N = 319)

		v5.1 Agenda- setting	5.10 Agenda- setting Before	v5.14 AGS Propose Policy	v5.15 AGS Determining What is an Issue	v5.16 AGS Develop the Agenda	v5.18 AGS Establish a Plan of Action	v5.19 AGS Mediate/Negotiate
v5.1 Agenda- setting	<i>r</i>	1						
	<i>P</i>							
5.10 Agenda- setting Before	<i>r</i>	.014	1					
	<i>P</i>	.808						
v5.14 AGS Propose Policy	<i>r</i>	.066	-.008	1				
	<i>P</i>	.242	.886					
v5.15 AGS Determining What is an Issue	<i>r</i>	.298*	-.024	-.010	1			
	<i>P</i>	.000	.664	.865				
v5.16 AGS Develop the Agenda	<i>r</i>	.249*	-.021	-.008	.104	1		
	<i>P</i>	.000	.703	.881	.064			
v5.18 AGS Establish a Plan of Action	<i>r</i>	.093	-.011	-.004	-.014	-.012	1	
	<i>P</i>	.097	.840	.937	.810	.83		
v5.19 AGS Mediate/Negotiate	<i>r</i>	.093	-.011	.70*	-.014	.25*	-.006	1
	<i>P</i>	.097	.840	.000	.810	.000	.911	

As seen in Table 21, the tolerance values were greater than 0.1. Each of the VIF values were less than 10; multicollinearity was not an issue. The overall regression model was statistically significant ($F(7, 311) = 2.26, p = .02$) and the variables accounted for 4.9% of the variance in V2.2 Policy Actors ($R^2 = .049$). There was a positive statistically significant regression coefficient for v5.19 AGS Mediate/Negotiate ($B = 1.575, p = .032$). None of the other variables were statistically significant in the model. Given the findings, the null hypothesis was rejected.

Table 21

Regression Model for Hypothesis 2: V2.2 Policy Actors

Variables	<i>B</i>	<i>SE</i>	<i>B</i>	<i>T</i>	<i>P</i>	95% CI		Tol	VIF
						Lower Bound	Upper Bound		
(Constant)	.500	.044		11.465	.000	.414	.585		
v5.1 Agenda-setting	-.073	.071	-.062	-1.025	.306	-.212	.067	.847	1.180
5.10 Agenda-setting Before	-.078	.216	-.020	-.360	.719	-.503	.348	.998	1.002
v5.14 AGS Propose Policy	-.002	.999	.000	-.002	.998	-1.968	1.963	.460	2.174
v5.15 AGS Determining What is an Issue	-.402	.240	-.097	-1.675	.095	-.875	.070	.905	1.105
v5.16 AGS Develop the Agenda	-.002	.288	-.001	-.008	.994	-.569	.564	.806	1.241
v5.18 AGS Establish a Plan of Action	.073	.483	.008	.151	.880	-.877	1.023	.988	1.012
v5.19 AGS Mediate/Negotiate	1.575	.732	.182	2.153	.032*	.136	3.015	.430	2.326

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(7, 311) =$

$2.26, p < .05, R^2 = .049$).

Results for Hypothesis 3: V2.2 Policy Actors

H3_a: Political embeddedness has an influence on Michigan state-level policy actors during the implementation of MCCS.

H3_o: Political embeddedness does not influence Michigan state-level policy actors during the implementation of MCCA.

Upon running the regression model for this hypothesis, SPSS deleted the following variables because they were constant (meaning they had a lack of variability): v4.58 PEB Financial Contribution001 and v4.47 PEB Educate Political Actors. They were deleted from the analysis, and the model was rerun without these variables.

The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and linearity (Triola, 2014), and visualization of the partial regression plots. The correlations between the independent variables did not exceed .30 (Table 22).

Table 22

Pearson Correlations for Hypothesis 3: V2.2 Policy Actors (N = 319)

		v4.55 PEB Policy Suggestions	v4.53 PEB Make Visible to Political Actors	v4.51 PEB Hold Political Actors Accountable	v4.45 PEB Building Coalitions
v4.55 PEB Policy Suggestions	<i>r</i>	1			
	<i>p</i>				
v4.53 PEB Make Visible to Political Actors	<i>r</i>	-.009	1		
	<i>p</i>	.874			
v4.51 PEB Hold Political Actors Accountable	<i>r</i>	-.009	-.009	1	
	<i>p</i>	.866	.874		
v4.45 PEB Building Coalitions	<i>r</i>	.207**	.30**	.207**	1
	<i>p</i>	.000	.000	.000	

As seen in Table 23, the tolerance values were greater than 0.1. Each of the VIF values were less than 10; multicollinearity was not an issue. The overall regression model

was statistically significant ($F(4, 314) = 3.38, p = .01$) and the variables accounted for 4.1% of the variance in V2.2 Policy Actors ($R^2 = .041$). There was a positive statistically significant regression coefficient for v4.53 PEB Make Visible to Political Actors ($B = 1.034, p = .001$). None of the other variables were statistically significant in the model. Given the findings, the null hypothesis was rejected.

Table 23

Regression Model for Hypothesis 3: V2.2 Policy Actors

Variables	<i>B</i>	<i>SE</i>	β	<i>T</i>	<i>p</i>	95% <i>CI</i>		Tol	VIF
						Lower Bound	Upper Bound		
(Constant)	.468	.039		12.162	.000	.392	.544		
v4.55 PEB Policy Suggestions	.378	.403	.053	.939	.349	-.414	1.170	.948	1.055
v4.53 PEB Make Visible to Political Actors	1.034	.292	.206	3.539	.001*	.459	1.609	.899	1.112
v4.51 PEB Hold Political Actors Accountable	.045	.403	.006	.111	.912	-.747	.837	.948	1.055
v4.45 PEB Building Coalitions	-.538	.285	-.115	-1.889	.060	-1.099	.022	.821	1.217

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(4, 314) = 3.38, p < .05, R^2 = .041$).

Results for Hypothesis 4: V2.2 Policy Actors

H4_a: Political embeddedness has an influence on Michigan state-level policy actors during the formulation of M CCS.

H4_o: Political embeddedness does not influence Michigan state-level policy actors during the formulation of M CCS.

Upon running the regression model for this hypothesis, SPSS deleted the following variables because they were constant (meaning they lacked variability): v4.43

PEB Campaign Contributions and v4.41 PEB Ad Campaigns. They were deleted from the analysis, and the model was ran without these variables. The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and linearity (Triola, 2014), and visualization of the partial regression plots. The correlations between the independent variables did not exceed .592 (Table 24).

Table 24*Pearson Correlations for Hypothesis 4: V2.2 Policy Actors (N = 319)*

		v4.4 Politicall y Embedde d Business0 01	v4.56 PEB Propo se Polic y	v4.54 PEB Mediate/Negot iate	v4.44 PEB Lobbyin g Legislati on	v4.59 PEB Establi sh a Plan of Action	v4.46 PEB Devel op the Agend a	v4.52 PEB Lobby Legislati on	v4.48 PEB Determi ne Issue	v4.49 PEB Resear ch	v4.5 0 PEB Use of the Media
v4.4 Politically Embedded Business001	<i>r</i> <i>p</i>	1									
v4.56 PEB Propose Policy	<i>r</i> <i>p</i>	.115*	1								
v4.54 PEB Mediate/Negot iate	<i>r</i> <i>p</i>	-.022	-.003	1							
v4.44 PEB Lobbying Legislation	<i>r</i> <i>p</i>	.256**	.329**	.329**	1						
v4.59 PEB Establish a Plan of Action	<i>r</i> <i>p</i>	.314**	-.009	-.009	.283**	1					
v4.46 PEB Develop the Agenda	<i>r</i> <i>p</i>	.342**	.212**	.212**	.341**	.580**	1				
v4.52 PEB Lobby Legislation	<i>r</i> <i>p</i>	.188**	-.005	-.005	.123*	.236**	.346**	1			
v4.48 PEB Determine Issue	<i>r</i> <i>p</i>	.426**	-.010	.217**	.277**	.388**	.469**	-.016	1		
v4.49 PEB Research	<i>r</i> <i>p</i>	.196**	-.007	-.007	.131*	.256**	.174**	-.012	.592**	1	
v4.50 PEB Use of the Media	<i>r</i> <i>p</i>	.198**	-.008	-.008	.046	-.021	-.029	-.013	.022	.075	1
		.000	.890	.890	.412	.705	.601	.821	.693	.179	

As seen in Table 25, the tolerance values were greater than 0.1. Each of the VIF values were less than 10; multicollinearity was not an issue. The overall regression model was not statistically significant ($F(10, 308) = 1.27, p = .24$) and the variables accounted for 4.0% of the variance in V2.2 Policy Actors ($R^2 = .040$). Given the findings, the null hypothesis was accepted.

Table 25*Regression Model for Hypothesis 4: V2.2 Policy Actors*

Variables	<i>B</i>	<i>SE</i>	<i>B</i>	<i>t</i>	<i>P</i>	95% <i>CI</i>		Tol	VIF
						Lower Bound	Upper Bound		
(Constant)	.451	.042		10.866	.000	.369	.533		
v4.4 Politically Embedded Business001	.240	.113	.144	2.127	.034	.018	.462	.684	1.462
v4.56 PEB Propose Policy	-.415	.775	-.034	-.536	.592	-1.941	1.110	.778	1.285
v4.54 PEB Mediate/Negotiate	.950	.783	.078	1.213	.226	-.592	2.492	.762	1.313
v4.44 PEB Lobbying Legislation	.018	.282	.004	.065	.948	-.536	.573	.671	1.490
v4.59 PEB Establish a Plan of Action	.430	.276	.115	1.558	.120	-.113	.973	.569	1.757
v4.46 PEB Develop the Agenda	-.294	.228	-.108	-1.291	.198	-.743	.154	.447	2.239
v4.52 PEB Lobby Legislation	-.244	.315	-.049	-.777	.438	-.863	.374	.792	1.262
v4.48 PEB Determine Issue	-.125	.246	-.045	-.510	.610	-.609	.358	.399	2.509
v4.49 PEB Research	-.560	.397	-.102	-1.409	.160	-1.342	.222	.600	1.668
v4.50 PEB Use of the Media	.045	.145	.018	.313	.755	-.241	.332	.935	1.069

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(10, 308) =$

1.27, $p > .05$, $R^2 = .040$).

Results for Hypothesis 5: V2.2 Policy Actors

H5_a: Think tanks have an influence on Michigan state-level policy actors in the implementation of MCCS.

H5_o: Think tanks do not influence Michigan state-level policy actors in the implementation of MCCS.

Upon running the regression model for this hypothesis, SPSS deleted v1.26 TT Policy Suggestions from the model because it was constant and lacked variability. It was deleted from the analysis, and the model was rerun without this variable. In addition, the variable v1.22 TT Hold Political Candidate Accountable had over 40% missing data and could not be included in the model.

The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and linearity (Triola, 2014), and visualization of the partial regression plots. The correlations between the independent variables did not exceed .42 (Table 26).

Table 26

Pearson Correlations for Hypothesis 5: V2.2 Policy Actors (N = 319)

		v1.28 TT Public Relations	v1.24 TT Visible to Crucial Policy Actors	v1.21 TT Financial Contribution Other than Campaign	v1.19 TT Educate Political Actors	v1.16 TT Build Coalitions
v1.28 TT Public Relations	<i>r</i>	1				
	<i>p</i>					
v1.24 TT Visible to Crucial Policy Actors	<i>r</i>	-.008	1			
	<i>p</i>	.880				
v1.21 TT Financial Contribution Other than Campaign	<i>r</i>	-.008	-.012	1		
	<i>p</i>	.887	.831			
v1.19 TT Educate Political Actors	<i>r</i>	.195**	-.022	-.021	1	

	<i>p</i>	.000	.694	.710		
v1.16 TT Build Coalitions	<i>r</i>	.429**	.230**	-.016	.429**	1
	<i>p</i>	.000	.000	.775	.000	

As seen in Table 27, the tolerance values were greater than 0.1. Each of the VIF values were less than 10; multicollinearity was not an issue. The overall regression model was not statistically significant ($F(5, 313) = 0.57$) = 1.22, $p = .29$) and the variables accounted for 1.9% of the variance in V2.2 Policy Actors ($R^2 = .019$). Given the findings, the null hypothesis was accepted.

Table 27

Regression Model for Hypothesis 5: V2.2 Policy Actors

Variables	<i>B</i>	<i>SE</i>	<i>B</i>	<i>t</i>	<i>p</i>	95% <i>CI</i>		Tol	VIF
						Lower Bound	Upper Bound		
(Constant)	.480	.040		12.112	.000	.402	.557		
v1.28 TT Public Relations	.004	.342	.001	.011	.991	-.670	.677	.804	1.244
v1.24 TT Visible to Crucial Policy Actors	.481	.360	.078	1.337	.182	-.227	1.189	.916	1.092
v1.21 TT Financial Contribution Other than Campaign	-.200	.260	-.043	-.767	.443	-.712	.312	.999	1.001
v1.19 TT Educate Political Actors	.114	.179	.040	.639	.523	-.238	.466	.800	1.250
v1.16 TT Build Coalitions	-.422	.211	-.141	-2.000	.046	-.836	-.007	.634	1.577

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(5, 313) =$

1.22, $p > .05$, $R^2 = .019$).

Results for Hypothesis 6: V2.2 Policy Actors

H6_a: Think tanks have an influence on Michigan state-level policy actors during the formulation of MCCA.

H6_o: Think tanks do not influence Michigan state-level policy actors during the formulation of MCCS.

Upon running the regression model for this hypothesis, SPSS deleted v1.27 TT Propose Policy and v1.23 TT Lobbying Legislation from the model because the variables were constant and lacked variability. They were deleted from the analysis, and the model was ran without these variables. The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and linearity (Triola, 2014), and visualization of the partial regression plots. The correlations between the independent variables did not exceed .355 (Table 28).

Table 28*Pearson Correlations for Hypothesis 6: V2.2 Policy Actors (N = 319)*

	v1.1 Think Tank	v1.25 TT Mediate/Negotia te	v1.20 TT Establis h a Plan of Action	v1.18 TT Develo p the Agend a	v1.17 TT Determin e Issues	v1.14Thin k Tank Research	v1.13Thin k Tank Use of Media	v1.12 Nationa l Level Think Tank00 2	v1.1 State Leve l Think Tank
v1.1 Think Tank	<i>r</i> 1 <i>p</i>								
v1.25 TT Mediate/Negotia te	<i>r</i> .200* <i>p</i> .000	1							
v1.20 TT Establish a Plan of Action	<i>r</i> .186* <i>p</i> .001	.171**	1						
v1.18 TT Develop the Agenda	<i>r</i> .188* <i>p</i> .001	.135*	.077	1					
v1.17 TT Determine Issues	<i>r</i> .158* <i>p</i> .005	.184**	.239**	.089	1				
v1.14Think Tank Research	<i>r</i> .201* <i>p</i> .000	.021	.038	.050	.276**	1			
v1.13Think Tank Use of Media	<i>r</i> .043 <i>p</i> .447	.216** .000	.024 .671	.095 .091	.257** .000	.224** .000	1		
v1.12 National Level Think Tank002	<i>r</i> .012 <i>p</i> .835	.094 .094	.135* .016	.094 .092	.335** .000	.355** .000	.365** .000	1	
v1.11 State Level Think Tank	<i>r</i> -.054 <i>p</i> .336	.208** .000	.021 .704	.090 .108	.076 .178	.126* .025	-.042 .459	-.085 .128	1

As seen in Table 29, the tolerance values were greater than 0.1. Each of the VIF values were less than 10; multicollinearity was not an issue. The overall regression model was not statistically significant ($F(9, 309) = 1.35, p = .20$) and the variables accounted for 3.8% of the variance in V2.2 Policy Actors ($R^2 = .038$). Given the findings, the null hypothesis was accepted.

Table 29*Regression Model for Hypothesis 6: V2.2 Policy Actors*

Variables	<i>B</i>	<i>SE</i>	<i>B</i>	<i>T</i>	<i>P</i>	95% <i>CI</i>		Tol	VIF
						Lower Bound	Upper Bound		
(Constant)	.509	.044		11.664	.000	.423	.595		
v1.1 Think Tank	.214	.138	.094	1.545	.123	-.059	.486	.837	1.194
v1.25 TT Mediate/Negotiate	-.226	.239	-.058	-.946	.345	-.697	.245	.830	1.205
v1.20 TT Establish a Plan of Action	-.075	.143	-.031	-.524	.601	-.355	.206	.895	1.117
v1.18 TT Develop the Agenda	.022	.173	.007	.129	.897	-.318	.363	.935	1.069
v1.17 TT Determine Issues	-.100	.132	-.048	-.756	.450	-.360	.160	.785	1.274
v1.14 Think Tank Research	-.243	.140	-.111	-1.739	.083	-.518	.032	.767	1.303
v1.13 Think Tank Use of Media	-.134	.195	-.043	-.689	.492	-.517	.249	.799	1.252
v1.12 National Level Think Tank002	-.049	.129	-.025	-.384	.701	-.302	.204	.715	1.398
v1.11 State Level Think Tank	-.097	.180	-.032	-.540	.590	-.452	.258	.878	1.139

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(9, 309) =$

1.35, $p > .05$, $R^2 = .038$).

Results for Hypothesis 7: V2.2 Policy Actors

H7_a: PACs influence Michigan state-level policy actors during the formulation of the MCCS.

H7_o: PACs do not influence Michigan state-level policy actors during the formulation of MCCS.

Upon running the regression model for this hypothesis, SPSS deleted the following variables due to lack of variability: v3.3 Political Action Committees001, v3.44 PAC Use of Media, v3.42 PAC Propose Policy, v3.40 PAC Mediate/Negotiate, v3.39 PAC Lobby Legislation, v3.38 PAC Establish a Plan of Action, v3.36 PAC Determine What is an Issue001, v3.45 PAC Ad Campaigns001, and v3.46 PAC Develop the Agenda. The variables were deleted from the analysis, and as such, the model could not be calculated as no variables remained.

Results for Hypothesis 8: V2.2 Policy Actors

H8_a: PACs influence Michigan state-level policy actors during the implementation of the MCCS.

H8_o: PACs do not influence Michigan state-level policy actors during the implementation of MCCS.

Upon running the regression model for this hypothesis, SPSS deleted v3.43 PAC Public Relations from the model because the variable was constant and lacked variability. It was deleted from the analysis, and the model was ran without this variable. The data met the assumptions of regression as assessed by the Durbin-Watson statistic, assessment of multicollinearity, homoscedasticity, and linearity (Triola, 2014), and visualization of

the partial regression plots. The correlations between the independent variables did not exceed .32 (Table 30).

Table 30*Pearson Correlations for Hypothesis 8: V2.2 Policy Actors (N = 319)*

		v3.41 PAC Policy Sugges tions	v3.35 PAC Build Coalition s	v3.33 PAC visible to crucial policy actors00 1	v3.32 PAC Financial Contributio n	v3.31 Hold Candidates Accountabl e for PAC interests00 1	v3.34 PAC Educatin g Policy Actors00 1	v3.47 PAC Financial Contributio n Other than Campaign
v3.41 PAC Policy Suggestions	<i>r</i>	1						
	<i>p</i>							
v3.35 PAC Build Coalitions	<i>r</i>	-.013	1					
	<i>p</i>	.821						
v3.33 PAC visible to crucial policy actors001	<i>r</i>	-.016	.145**	1				
	<i>p</i>	.774	.010					
v3.32 PAC Financial Contribution	<i>r</i>	.148**	.308**	-.015	1			
	<i>p</i>	.008	.000	.786				
v3.31 Hold Candidates Accountable for PAC interests001	<i>r</i>	-.017	.119*	.324**	-.016	1		
	<i>p</i>	.762	.034	.000	.774			
v3.34 PAC Educating Policy Actors001	<i>r</i>	-.006	-.006	-.008	-.006	-.008	1	
	<i>p</i>	.910	.910	.886	.915	.880		
v3.47 PAC Financial Contribution Other than Campaign	<i>r</i>	.166**	-.013	.210**	-.013	.174**	-.007	1
	<i>p</i>	.003	.810	.000	.820	.002	.905	

As seen in Table 31, the tolerance values were greater than 0.1. Each of the VIF values were less than 10; multicollinearity was not an issue. The overall regression model was not statistically significant ($F(7, 311) = 1.54, p = .15$) and the variables accounted for 3.3% of the variance in V2.2 Policy Actors ($R^2 = .033$). Given the findings, the null hypothesis was accepted.

Table 31*Regression Model for Hypothesis 8: V2.2 Policy Actors*

Variables	<i>B</i>	<i>SE</i>	β	<i>T</i>	<i>p</i>	95% <i>CI</i>		Tol	VIF
						Lower Bound	Upper Bound		
(Constant)	.489	.039		12.396	.000	.411	.566		
v3.41 PAC Policy Suggestions	-.394	.353	-.064	-1.116	.265	-1.088	.301	.944	1.059
v3.35 PAC Build Coalitions	-.064	.367	-.010	-.173	.862	-.787	.659	.872	1.147
v3.33 PAC visible to crucial policy actors001	.050	.235	.013	.213	.832	-.413	.513	.855	1.169
v3.32 PAC Financial Contribution	-.241	.231	-.062	-1.041	.299	-.696	.214	.877	1.140
v3.31 Hold Candidates Accountable for PAC interests001	-.268	.197	-.081	-1.359	.175	-.655	.120	.875	1.142
v3.34 PAC Educating Policy Actors001	.756	.341	.123	2.213	.028	.084	1.427	1.000	1.000
v3.47 PAC Financial Contribution Other than Campaign	-.138	.254	-.032	-.542	.588	-.638	.363	.911	1.098

Note. TOL = tolerance, VIF = Variance Inflation Factor. Overall model ($F(7, 311) =$

1.54, $p > .05$, $R^2 = .033$).

Summary

The research question examined if agenda-setting, political embeddedness, think tanks, and PACs influence state-level policy actors when formulating and implementing Michigan Common Core state standards. The hypotheses were rejected if $p < 0.05$. The results in this chapter suggest a relationship between agenda-setting and policy actors during the mediation and negotiation stage of policy formulation of MCCS. In addition, it was established that there was a relationship between political embeddedness making itself visible to policy actors during the policy implementation stage. In Chapter 5, I explain the interpretation of the findings, limitations of the study, describe practice recommendations, and identify social change.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this quantitative content analysis was to explore how external factors influenced state-level policy actors during the formulation and implementation of one state's CCSS. I analyzed television news media transcripts, news articles, think tank publications, Michigan State House and Senate meeting agendas, hearings, meeting minutes, Business Roundtable publication on education, and PAC publications that directly mentioned CCSS or MCCS. The independent variables represented the external actors in the policy process and included think tanks, PACs, agenda-setting, and political embeddedness. The dependent variables analyzed were political actors and the education policy MCCS. Policy process variables were measured based on the timeframe they aired or published before, during, or after formulation and implementation. The focus was on the influence on the formulation and implementation of MCCS education policy. Quantitative content analysis was used to identify relationships and patterns among these variables (Riffe et al., 2019).

Summary of Findings

Business Roundtable articles, think tank publications, news articles, meeting agendas, meeting minutes, and PAC publications were analyzed. The use of a simple random sample reduced 2,350 articles to 350 sample units. All duplicates and those not directly related to CCS or Michigan CCS were removed and yielded a final sample size of $N= 319$. The primary research question involved a multiple regression to analyze the relationship between MCCS, policy actors and agenda-setting, political embeddedness, think tanks, and PAC influence when formulating and implementing state-level policy.

A multiple regression analysis revealed that agenda-setting influenced Michigan state-level policy actors through mediation and negotiation during the policy formulation of MCCS. In addition, political embeddedness influenced Michigan state-level policy actors during the implementation of MCCS themselves visible to key policy actors during the policy implementation. The dependent variable (MCCS) and agenda-setting, political embeddedness, think tanks, and PACs were not statistically significant. The independent variables think tanks and PACs were not statistically significant influences on state-level policy actors.

Interpretation of the Findings

I examined the relationship between agenda-setting, think tanks, political embeddedness, PACs, MCCS, and policy actors. Hypothesis 1 argued that agenda-setting had an influence on Michigan state-level policy actors during the implementation of MCCS, but results showed no statistical significance. For policy actors v2.2 policy actors, the regression was not statistically significant. This contradicts previous research indicating that (a) agenda-setting was influential during the policy process, (b) policy formulation was less influential on the policy process, and the media somewhat influenced (c) policy implementation (Fawzi, 2018).

Hypothesis 2 argued that agenda-setting influenced Michigan state-level policy actors during the formulation of the MCCS. However, there was no statistical significance, and the null hypothesis was accepted. However, the findings displayed statistical significance between agenda-setting and policy actors. The findings accepted the alternative hypothesis, thus rejecting the null hypothesis. Agenda-setting influences

policy actors during the formulation phase through the mediating and negotiating process. Agenda-setting is the idea of the media transferring ideas to policy agendas (Baker, 2006; Pan & Kosicki, 1993). Despite the results for Hypothesis 1, the results for this hypothesis supported previous research that suggested the media significantly influences policy issues (Fawzi, 2018).

Hypothesis 3 argued that political embeddedness influenced Michigan state-level policy actors during the implementation of MCCA. But the null hypothesis was accepted, meaning there was no influence. In addition, the findings rejected the null hypothesis for the policy actor variable v2.2 policy actors and accepted the alternative hypothesis. There was a statistical significance between policy actors and political embeddedness during policy implementation.

Hypothesis 4 argued that political embeddedness influenced Michigan state-level policy actors during the formulation of MCCA. The findings rejected the alternative hypothesis for MCCA and policy actors, and the null hypothesis was accepted.

Hypothesis 5 argued that think tanks influence Michigan state-level policy actors in the implementation of MCCA. For MCCA v6.0 and policy actors v2.2 Policy Actors, the findings rejected the alternative hypotheses and accepted the null hypothesis.

Hypothesis 6 argued that think tanks influence Michigan state-level policy actors during the formulation of MCCA. For MCCA and political actors, the null hypothesis was accepted. This contradicts previous research indicating that highly funded think tanks have a political impact (Savage, 2015).

Hypothesis 7 argued that PACs influence Michigan state-level policy actors during the formulation of the MCCA, but Hypothesis 7 could not be analyzed due to a lack of variability among the variables. Hypothesis 8 argued that PACs influence Michigan state-level policy actors during the implementation of the MCCA. Again, the null hypothesis was accepted.

Limitations of the Study

Limitations are areas of weakness within a study beyond the researcher's control (Simon & Goes, 2011). The first limitation of this study is that policies have many external influences, so it is challenging to determine if agenda-setting and political embeddedness are the sole influences on education, policy formulation, and implementation. Second, this study has limited generalizability to media data collected from six counties in Michigan; therefore, it cannot be generalized to all media outlets in Michigan or the country. Another potential limitation was that only policy actors that created local and state policies were examined. Limitations within this study also dealt with the lack of prior research on influences to state-level policy actors during the policy process.

Recommendations

Upon analysis, there were several key recommendations emerged for future research. First, I recommend utilizing a larger data set and expanding the analysis to study external influences on federal-level policy actors and federal policy creation. Another aspect for future research would be to study multiple states and future research

studying the impact of various external influences at each stage of the policy process. In addition, the discipline could benefit from the following:

1. Research understanding if external influences are present in the policy process stages not analyzed in this study.
2. Additional research should be conducted that incorporates lobbyist as a variable of study.
3. Extend future research to analyze PAC financial contribution's influence on the policy process.
4. The dependent variables M CCS was not normally distributed in this study. The data were skewed, so the study should be repeated with a normal distribution or variability among data.

Implications for Positive Social Change

The media's role during routine policymaking is rarely studied (Fawzi, 2018). This research is significant in advancing knowledge of agenda-setting and political embeddedness research to help researchers and policy actors understand the impact on the state level. Political actors may benefit from the results of this study by better understanding how external factors influence state-level policy formulation and implementation. With this understanding, policies can be enacted that advance society. Policymaking is vital to the success of the United States, and the objective is to create policies that improve citizens' lives. Identifying how various entities like policy actors work together to formulate and implement policy is vital to public policy. For example, educational policies that strengthen education and human capital development are

essential to close national and international education gaps and improve global competitiveness.

Methodological Contributions

This study adds to quantitative content analysis research. Quantitative content analysis is considered an emerging quantitative research methodology. Though content analysis has been used in various disciplines to identify relationships and patterns (Nuendorf, 2017; see also Rife et al., 2019; Krippendorff, 2004), the research in this study added to the use of quantitative content analysis.

Theoretical Contributions

This research supports Anderson's (2011) notion that agenda-setting and policy formulation represents the predetermination phase. The results showed that political embeddedness was present during the policy implementation phase, yet data were inconclusive for the policy formulation phase. Figure 4 represents each element of the policy process adapted from Anderson's Six Stage Policy Process Model incorporating political embeddedness an element in the policy process.

Figure 4

Agenda Setting and Organizational Embeddedness in the Policy Process Model.

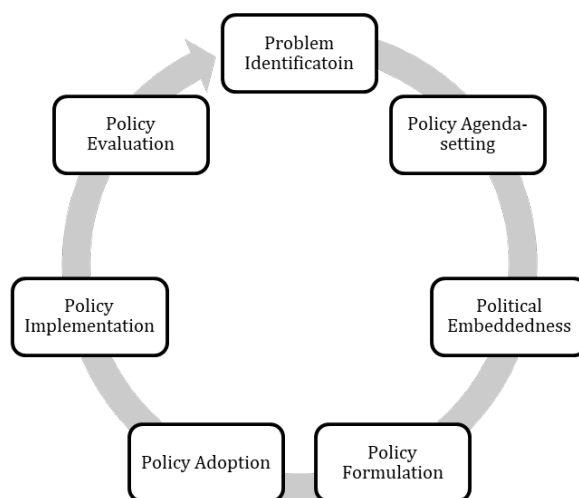


Figure 4. An adaption of the policy process model incorporating organizational political embeddedness occurring during the agenda-setting stage creating a 7th stage in the policy process model. Adapted from “The Policy Process,” by J.E. Anderson, 2011, *Public Policymaking 7th ed.*, p. 3

There is a need to research agenda setting on the local and state level (Eissler et al., 2014; Liu et al., 2010). This study adds to the body of agenda-setting and political embeddedness and the effects on policies and state-level policymakers. In addition, this research helps establish the idea that political embeddedness is part of the policy process.

Conclusion

The success of the United States is dependent on the creation of sound policies. The impact of education on the U.S. economy is profound, as education builds the

workforce for the future. According to the U.S. Department of Education (2021), education is a state and local responsibility in which public and private organizations establish educational guidelines. Education standards established in Michigan impact 1,137,612 students (Michigan School Data, 2021). The creation of MCCS served to improve college and career readiness among elementary and secondary education students. This study examined the relationship between external influences on state-level policy actors during one state's education policy formulation and implementation.

This study did not uncover any statistically significant findings that agenda-setting, political and business, think tanks, and PACs influenced MCCS. However, though external factors did not influence MCCS, findings showed that policy actors experienced a degree of influence. Further, prior to this study, there was a lack of research related to external influences on policy actors. The positive social change implications of this study include encouraging the use of the policy process to enact policies beneficial to the advancement of society and not solely influenced by personal interest.

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Appendix A: Additional Literature Review Search Engines

Communication & Mass Media Complete

EBSCOhost EJS

EconLit

Education Full Text

Emerald Journals

Hoover's Online

JSTOR

Proquest Statistical Abstract of the United States 2013

SAGE Premier 2014

SAGE Research Methods Online

Social Science Journals

SocINDEX with Full Text-EBSCO

Net Advantage: Standard & Poor

U.S. Government Printing Office

UlrichsWeb.com

Palgrave Dictionary of Economics Online

Periodicals Index Online

Families & Society Studies Worldwide

Appendix B: Additional Research Terms

Common core state standards and think tanks, common core state standards and political action committees, education super political action committees, common core and policy practitioners, political actors, education policy formulation, education policies, education policies and state policymakers, education policies and education policy practitioners, policy actors and education policies, and policy salience.

Appendix C: AAM Approval

Your Request

[REDACTED]

Tue 2/26/2019 10:06 AM

To: Jessica Chystal [REDACTED]

Good morning Jessica, I received your request below. Usually you have to be a member of AAM to have access to our online database, the Media Intelligence Center (MIC), but as this is a student request, I can provide you with access. Please see credentials below to access the MIC.

How to access the MIC:

- Using Chrome or Fire Fox (not Internet Explorer), go to www.auditedmedia.com
- Click on "Log In" at the top right of the screen and then click on "Media Intelligence Center"
- Go to the "New User" section
- AAM Member Number is [REDACTED]
- AAM Provided Username is [REDACTED]
- AAM Provided Password is [REDACTED]"
- Click "Create Account"

To access newspapers that are located in the state of Michigan, please follow the steps below (I attached a visual below as well):

- Place a check mark to the left of "News Media" under the "Media" filter
- Click on "State" under the "Market Search" filter
- Put a check mark next to "Michigan" and click "Apply & Close"
- Click on "State" at the top in blue to sort the data by state
- Place check marks in boxes to the left of the newspapers in the state of Michigan
- Click the "Analyze Data" button at the top of the page
- Go to the "Newspaper Analyzer" tab (this is where you can download newspaper data into Excel. The source will be the most recent quarterly data for each newspaper you chose)
- You can download Executive Summary information which is Total Print and Total Digital or you can get more granular and download Distribution by Zip Code, County or State
- Select your report by doing one of the following options:
 - o Select "Export" for a report with pre-determined column headers that will export into Excel
 - o Select "View Report" to see the report with the pre-determined column headers, if you like it, click "Export"
 - o Select "Modify" to see available column headers and select your desired headers, then click "Submit."
 - Click "Export" in the upper right-hand corner and choose your desired format

If you would like, you can also access pdf reports for our newspapers as well, please see instructions below. I hope this information helps your dissertation research. Have a great day, Jenni

Access the Quarterly Reports tab and Reports Library to access pdf reports:

- Using either Chrome or Fire Fox (no Internet Explorer) log on to www.auditedmedia.com
- Log in to the Media Intelligence Center
- Type the name of your chosen newspaper(s) in the "Search by:" box or use the filters on the left-hand side to choose your publication(s)
- Click on the newspaper name in blue, go to the "Quarterly Reports" tab, you can download current and historical quarterly data reports (to download historical quarterly reports, click on "Previous Quarterly Data Reports")
- To access audits, click on the "Reports Library" tab, click on the "Add Historical Reports" button to access historical reports
- To access statements, click on the report date in blue

SAVE SEARCH | SHOW FILTERS

of Results: 57 Page 1 of 2 1 Next Results Per Page 50

FILTER BY:

Media (-)

- News Media (57)
- Daily (35)
- Affiliated Publication (1)
- Weekly (7)
- Magazine Media (0)
- B2B Media (0)
- Farm Media (0)
- Religious (0)
- Interactive (0)

Status (-)

- Active (57)
- Inactive (0)

Cross Media (+)

Quarterly Reporting (-)

- YES (56)
- NO (1)

Periodicals CMR (+)

Country (+)

Digital Editions (+)

Circulation (+)

Newspaper Frequency (+)

City

Parent Company

SRDS Classification

CARD Classification

Market Research (-)

- State
- Province
- DMA
- CBSA

Media Property	Parent Company	City	State	Type	Report Date	Sun/Sat	Wkdy
<input type="checkbox"/> USA Today	Gannett Company Inc.	Washington	DC	DLY	12/2016-AR	1,113,840	2,130,525
<input type="checkbox"/> Washington Post	Nash Holdings, LLC	Washington	DC	DLY	09/2017-AR	482,772	313,974
<input type="checkbox"/> Chicago Sun-Times	ST Acquisition Holdings LLC	Chicago	IL	DLY	03/2017-AR	127,962	127,627
<input type="checkbox"/> Chicago Tribune	Tribune Publishing Company	Chicago	IL	DLY	03/2017-AR	764,860	520,488
<input type="checkbox"/> The Journal Gazette	Ogden Newspapers, Inc.	Ft Wayne	IN	DLY	12/2017-AR		
<input type="checkbox"/> South Bend Tribune	Schurz Communications, Inc.	South Bend	IN	DLY	03/2018-AR	43,979	32,946
<input type="checkbox"/> Daily Telegraph	GateHouse Media	Adrian	MI	CND	03/2018-AR	12,370	11,191
<input type="checkbox"/> Alpena News	Ogden Newspapers, Inc.	Alpena	MI	CND	09/2017-AR	7,830	6,946
<input type="checkbox"/> Ann Arbor Observer	Ann Arbor Observer Co.	Ann Arbor	MI	WKL	09/2017-AR		59,193
<input type="checkbox"/> The Ann Arbor News	Advance Publications, Inc.	Ann Arbor	MI	WKL	12/2017-AR	21,317	19,271
<input type="checkbox"/> Battle Creek Enquirer	Gannett Company Inc.	Battle Creek	MI	CND	06/2018-AR	11,628	7,889
<input type="checkbox"/> Bay City Times	Advance Publications, Inc.	Bay City	MI	DLY	12/2016-AR	21,654	14,128
<input type="checkbox"/> The Press & Guide	Digital First Media	Dearborn	MI	WKL	03/2018-AR	16,851	11,473
<input type="checkbox"/> Detroit Free Press	Gannett Company Inc./MediaNews Group, Inc.	Detroit	MI	DLY	03/2018-AR	241,864	124,631
<input type="checkbox"/> Detroit Free Press, The Detroit News	Gannett Company Inc./MediaNews Group, Inc.	Detroit	MI	DLY	See Reports		
<input type="checkbox"/> The Detroit News	Gannett Company Inc./MediaNews Group, Inc.	Detroit	MI	DLY	03/2018-AR	54,837	65,965
<input type="checkbox"/> Daily Press	Ogden Newspapers, Inc.	Escanaba	MI	CND	03/2018-AR	6,275	5,664
<input type="checkbox"/> Flint Journal	Advance Publications, Inc.	Flint	MI	DLY	12/2017-AR	38,667	30,676
<input type="checkbox"/> Grand Rapids Press	Advance Publications, Inc.	Grand Rapids	MI	DLY	12/2017-AR	94,335	66,590
<input type="checkbox"/> Holland Sentinel	GateHouse Media	Holland	MI	CND	09/2017-AR	15,230	9,237
<input type="checkbox"/> Daily Mining Gazette	Ogden Newspapers, Inc.	Houghton	MI	CND	03/2018-AR	5,651	5,467
<input type="checkbox"/> Green Sheet Classifieds	Gannett Company Inc.	Howell	MI	WKL	09/2017-AR	41,966	
<input type="checkbox"/> Livingston County Daily Press & Argus	Gannett Company Inc.	Howell	MI	CND	09/2017-AR	10,267	7,529
<input type="checkbox"/> Iron Mountain Daily News	Ogden Newspapers, Inc.	Iron Mountain	MI	CND	03/2018-AR	6,570	5,980
<input type="checkbox"/> Jackson Citizen Patriot	Advance Publications, Inc.	Jackson	MI	DLY	12/2017-AR	17,669	13,119

Name: Jessica Chrystal

[REDACTED]

[REDACTED]

Company/Organization name: Walden University

How can we help: Student or researcher data request

Company description (if applicable):

Country (if applicable):

Let us know a few details about your request: I am PhD in the process of completing my dissertation research. I am looking for newspaper circulation data by specific location. Mainly for the State of Michigan.



[REDACTED]

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Appendix D: Primary Local Print Newspapers based on highest Saturday and Sunday

Circulation

Local Newspapers	Household Circulation
The Ann Arbor News	16,195
Daily Oakland Press	18,540
Macomb Daily	24,855
Flint Journal	30,299
Macomb Daily-Macomb Plus	33,301
The Monroe News	37,991
Daily Oakland Press-The Oakland Press	41,300
The Detroit New	42,900
The News-Herald	48,723
Detroit Free Press	194,667
Detroit Free Press- Your Essential Shopper	728,312

Note. Detroit-Warren-Ann Arbor CSA local newspaper circulation data generated based on Saturday and Sunday highest circulation days by Alliance for Audited Media (2019).

Appendix E: Top Ten National Education Think Tanks

National Think Tanks	Think Tank URL
National Institute for Educational Policy Research (NIER)	https://www.nier.go.jp/English/
Urban Institute	https://www.urban.org/
Brookings Institution	https://www.brookings.edu/press/
RAND Corporation	https://www.rand.org/
Center for Education Policy, SRI International	https://www.sri.com/education-learning/
Cato Institute	https://www.cato.org/
Center for Education Policy Research (CEPR)	https://cepr.harvard.edu/
Center for Social and Economic Strategies (CESES)	https://ceses.cuni.cz/CESESENG-1.html
Mathematica Policy Research (MPR)	https://www.mathematica.org/
Center for Education Policy Analysis (CEPA)	https://cepa.stanford.edu/

List derived from Public Policy Research Think Tanks 2020: Top Think Tanks by Area of Research

<https://guides.library.upenn.edu/c.php?g=919325&p=6625189>

Appendix F: Top Michigan State Level Education Think Tanks

Michigan State Think Tanks	Think Tank URL
American Civil Liberties Union of Michigan	https://www.aclumich.org/
American Federation of Teachers (AFT) Michigan	https://aftmichigan.org/
Anderson Economic Group	https://www.andersoneconomicgroup.com/
The Center for Michigan Citizen's Research	https://www.bridgemi.com/center-michigan https://crcmich.org/
Council of Michigan Education Policy Center at Michigan State University	https://msustatewide.msu.edu/Programs/Details/1277
Mackinac Center for Public Policy	https://www.mackinac.org/
Michigan Association of School Boards	https://www.masb.org/
Michigan Association of Public School Academies	https://www.charterschools.org/
Michigan Education Association	https://mea.org/
Michigan Elementary and Middle School Principals Association	https://memspa.org/
Michigan League for Public Policy (MLHS)	https://mlpp.org/
Michigan Policy Network	https://msustatewide.msu.edu/Programs/Details/3850
Michigan State University Institute for Public Policy and Social Research	http://ippsr.msu.edu/
Public Policy Associates	https://publicpolicy.com/
University of Michigan Gerald R. Ford School of Public Policy Center for Local, State, and Urban Policy (CLOSUP)	https://fordschool.umich.edu/

Appendix G: Education PACs and Super PACs

Education PACs and Super PACs	PAC URL
AFL-CIO PAC	https://aflcio.org/about-us
Democrats for Education Reform	https://dfer.org/
Education Vote	https://educationvotes.nea.org/
Michigan Education Association (MEA)	https://mea.org/
National Education Association PAC	https://ra.nea.org/
Student First PAC	http://www.studentsfirstpac.com/home.html

Appendix H: Summary of Results

Hypotheses	Results for V6.0 Michigan Common Core Standards	Results for v2.2 Policy Actors
<p><i>H</i>_{a1}: Agenda-setting has an influence on Michigan state-level policy actors during the implementation of MCCS.</p> <p><i>H</i>₀₁: Agenda-setting did not have an influence on Michigan state-level policy actors during the implementation of MCCS.</p>	None of the independent variables were statistically significant	None of the independent variables were statistically significant
<p><i>H</i>_{2a}: Agenda-setting has an influence on Michigan state-level policy actors during the formulation of the MCCS.</p> <p><i>H</i>_{2o}: Agenda-setting does not have an influence on Michigan state-level policy actors during the formulation of MCCS.</p>	None of the independent variables were statistically significant	v5.19 AGS Mediate / Negotiate ($B = 1.575, p = .032$)
<p><i>H</i>_{3a}: POLITICAL EMBEDDEDNESS has an influence on Michigan state-level policy actors during the implementation of MCCS.</p> <p><i>H</i>_{3o}: Political embeddedness does not influence Michigan state-level policy actors during the implementation of MCCS.</p>	None of the independent variables were statistically significant	v4.53 PEB Make Visible to Political Actors ($B = 1.034, p = .001$)
<p><i>H</i>_{4a}: Political embeddedness has an influence on Michigan state-level policy actors during the formulation of MCCS.</p> <p><i>H</i>_{4o}: Political embeddedness does not influence Michigan state-level policy actors during the formulation of MCCS.</p>	None of the independent variables were statistically significant	None of the independent variables were statistically significant
<p><i>H</i>_{5a}: Think tanks have an influence on Michigan state-level policy actors in the implementation of MCCS.</p> <p><i>H</i>_{5o}: Think tanks do not influence Michigan state-level policy actors in the implementation of MCCS.</p>	None of the independent variables were statistically significant	None of the independent variables were statistically significant
<p><i>H</i>_{6a}: Think tanks have an influence on Michigan state-level policy actors during the formulation of MCCS.</p> <p><i>H</i>_{6o}: Think tanks do not influence Michigan state-level policy actors during the formulation of MCCS.</p>	None of the independent variables were statistically significant	None of the independent variables were statistically significant
<p><i>H</i>_{7a}: Political action committees influence Michigan state-level policy actors during the formulation of the MCCS.</p> <p><i>H</i>_{7o}: Political action committees do not influence Michigan state-level policy actors during the formulation of MCCS.</p>	The model could not be assessed.	The model could not be assessed.
<p><i>H</i>_{8a}: Political action committees influence Michigan state-level policy actors during the implementation of the MCCS.</p> <p><i>H</i>_{8o}: Political action committees do not influence Michigan state-level policy actors during the implementation of MCCS.</p>	None of the independent variables were statistically significant	None of the independent variables were statistically significant

Appendix I: Statistical Symbols

Statistical Symbols	Symbol Meaning
α	Level of significance
β	Beta coefficient
DV	Dependent variable
f	Frequency
F	<i>F</i> -test
IV	Independent variable
M	Mean
Max	Maximum
Min	Minimum
n	Sample size
N	Population size
p	Level of significance
$p < .05$	Statistically significant
$p > .05$	Not statistically significant
r	Pearson's Correlation Coefficient
R^2	Regression
SD	Standard deviation
SE	Standard error
t	<i>t</i> -test
TOL	Tolerance
VIF	Variance inflation factor