Welcome! Please respond to the poll below.

Which best describes your current phase of sustainability planning for your grant program (multiple choice).
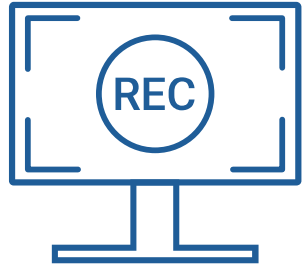
- Not started

- Initial planning started

- Planning in progress

- Planning close to complete

COMPREHENSIVE SUSTAINABILITY PLANNING: *PRACTICAL GUIDANCE TO GET STARTED*
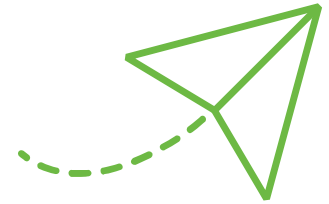
TQP TA Center | September 19, 2019

WELCOME

This webinar is being recorded and it will be archived on the GRADS360⁰ website.

We have muted all participants to avoid feedback on the audio line. Please keep your line muted.

Use the Chat pod at the bottom right corner of your screen to pose questions and comments.

If you have technical issues or would like to message the host or presenters directly, click on our names in the Attendees pod and send us a private chat.
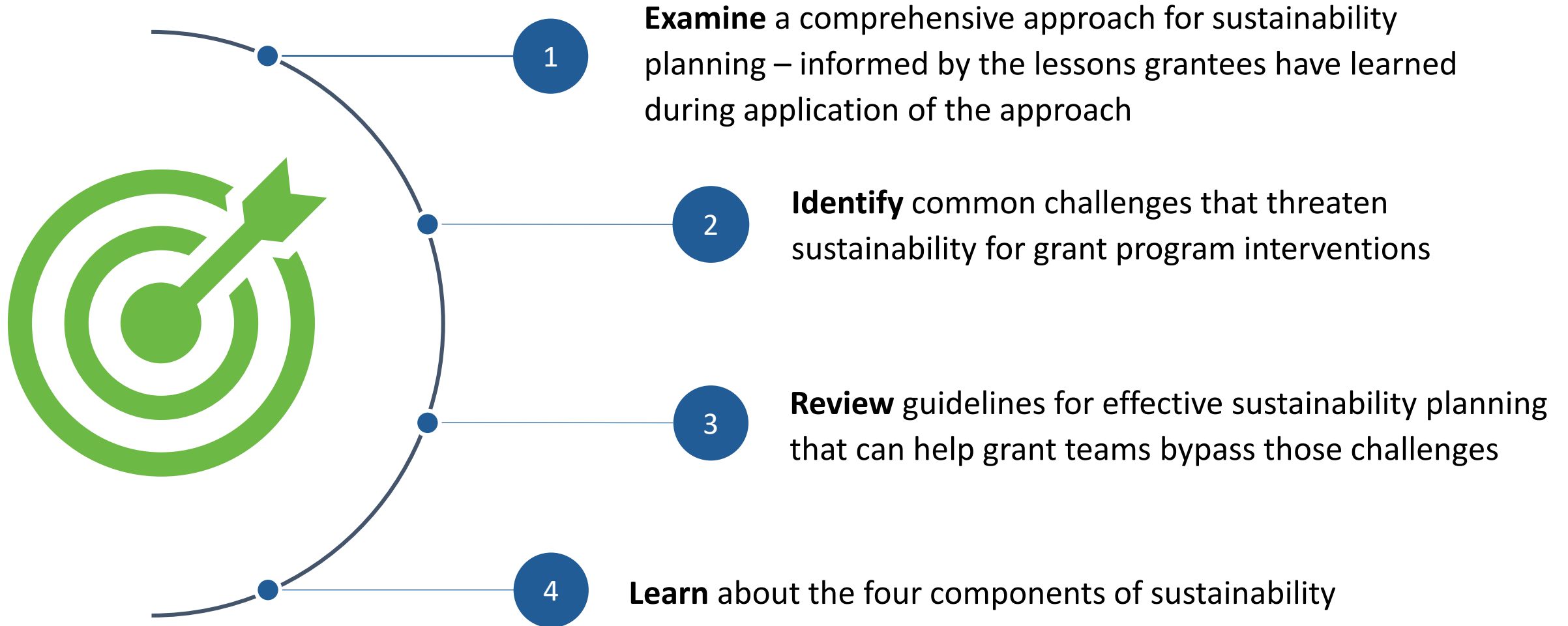
HELLO!

Sara Kraemer

TQP TA Center

Blueprint for Education

Lauren Jetty

TQP TA Center

AEM Corporation

OBJECTIVES

1 **Examine** a comprehensive approach for sustainability planning – informed by the lessons grantees have learned during application of the approach

2 **Identify** common challenges that threaten sustainability for grant program interventions

3 **Review** guidelines for effective sustainability planning that can help grant teams bypass those challenges

4 **Learn** about the four components of sustainability
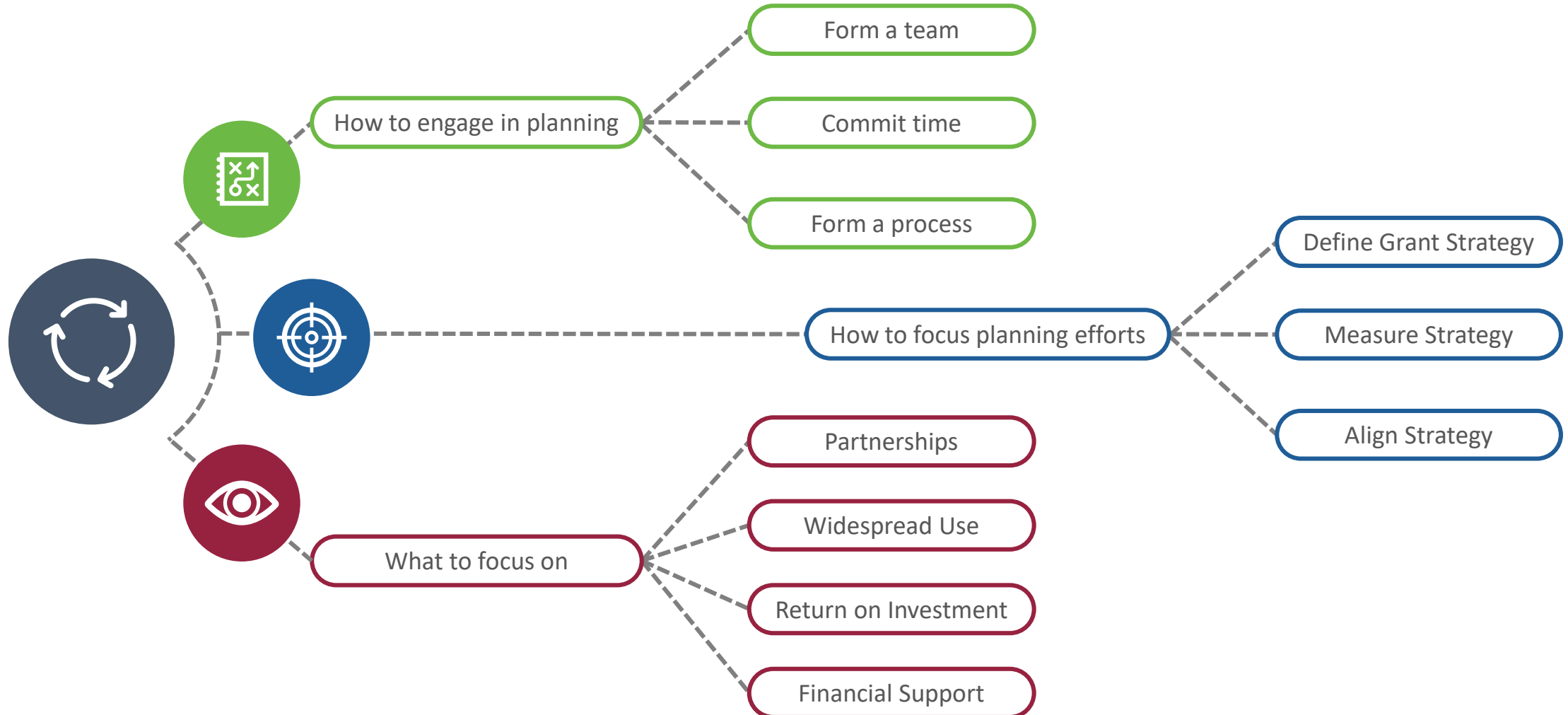
AGENDA

- Overview of Sustainability Planning

- Guidelines: *How do we engage in **planning**?*

- Guidelines: *How do we **focus** our efforts?*

- Framework: *4 Key Components of Sustainability*

ARE A PART OF THIS AGENDA TOO!

COMPREHENSIVE SUSTAINABILITY PLANNING APPROACH

TQP TA Center's approach to **Program** sustainability – _**not just**_ through a financial lens but also a systems lens.

How to engage in planning
- Form a team
- Commit time
- Form a process

How to focus planning efforts
- Define Grant Strategy
- Measure Strategy
- Align Strategy

What to focus on
- Partnerships
- Widespread Use
- Return on Investment
- Financial Support

TQP TA Center Sustainability Planning Guide

- Identify symptoms and root causes that contribute to lack of sustainability for grant program interventions

- Determine strategies and identify concrete next steps for enhancing sustainability of the grant program strategies

https://tqp.grads360.org/#communities/pdc/documents/17936
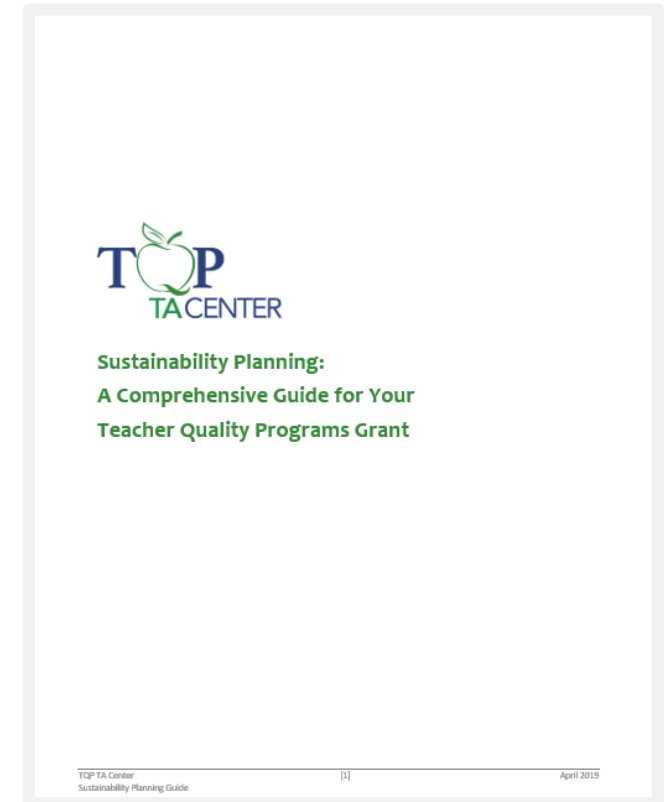
LESSONS FROM THE FIELD: *APPLICATION OF THE APPROACH*

- **Amalia Lopez**, Empower Lindsay TSL Project Manager, Lindsay Unified School District │EED Grant: TSL 2017

- **Erika Hunt**, Co-Project Director, Illinois State University and **Alicia Haller**, Co-Project Director, DuPage Regional Office of Education │EED Grant: SEED 2017

- **Melanie Baca**, Business Analyst, Arizona State University │EED Grant: TQ-P 2014

REFLECTIVE QUESTION

?

Type your response into the open poll.

What keeps you awake at night thinking about sustaining aspects of your grant?

Overview of Sustainability Planning

Program Sustainability: *What is it?*

- Strategies are ongoing work; no longer an "add-on"

- Aligned to strategic goals

- Strategic partners co-own work; ongoing partnership

- Funded through other means

- Part of the way teachers and principals teach and lead

- Continue to positively influence key grant outcomes

TQP TA Center Sustainability Framework
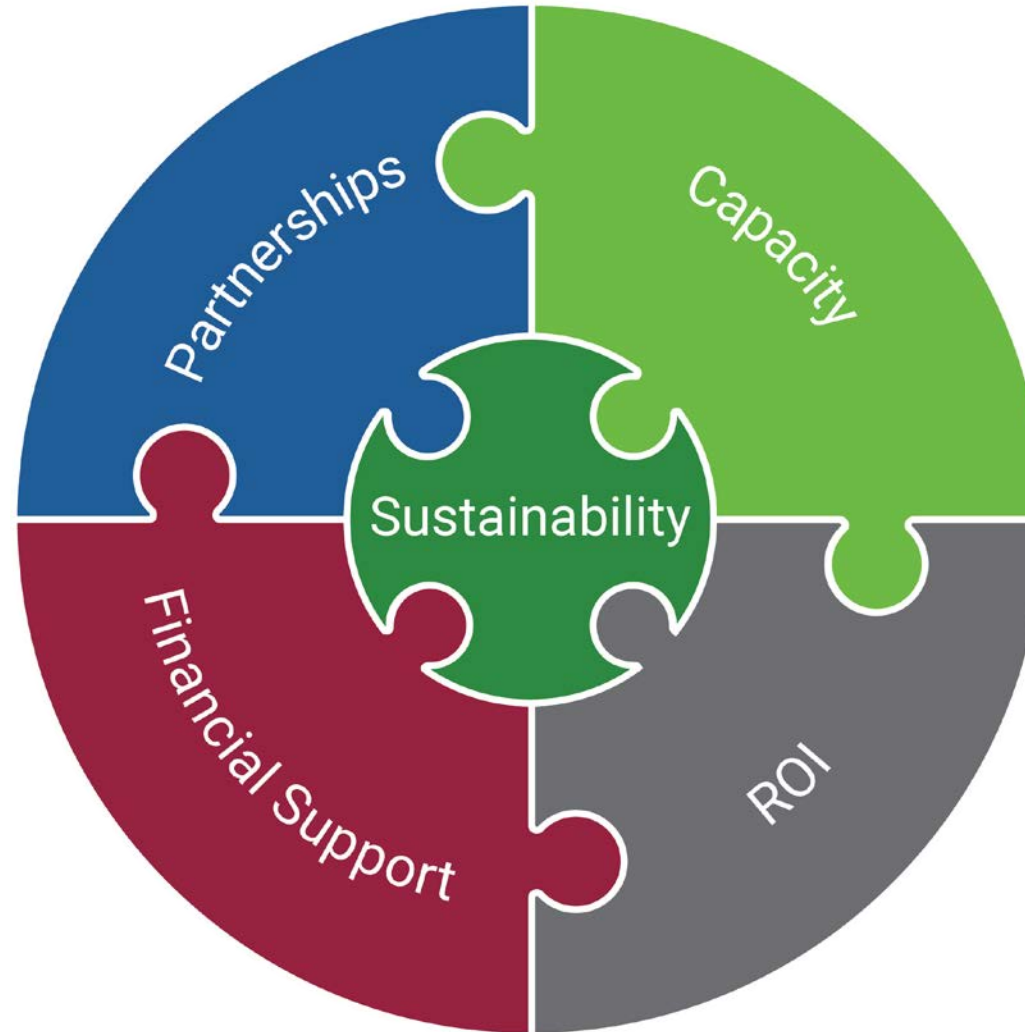
WHY IS SUSTAINABILITY PLANNING SO DIFFICULT?!

Organizational Capacity

- Requires systems change
- Challenges the status quo and current work culture
- Lack of strategy alignment to goals, outputs, and outcomes
- Over-reliance on external vendors

Structural Capacity

- Partnership structures and goals underspecified
- Lack of improvement-focused implementation/formative evaluations.
- Lack of program evaluations that attribute strategies to outcomes.

Material Capacity

- More focus on funding than other sustainability factors
- Significant time and resources required for effective planning

Human Capacity

- Lack internal grantee expertise needed to carry out strategies.
- Lack of leadership champion and owner.

PROGRAM SUSTAINABILITY: *HOW DO WE GET THERE?*

Be Intentional with Preparation, Planning, and Dedication

- Success depends on ongoing, intentional approach

- Team-based approach – not possible with 1-2 people

- Collaboration of partners

- Integrated with program implementation

- Requires ongoing substantial commitment

- Start as early as possible!

LESSONS FROM THE FIELD: LINDSAY UNIFIED SCHOOL DISTRICT
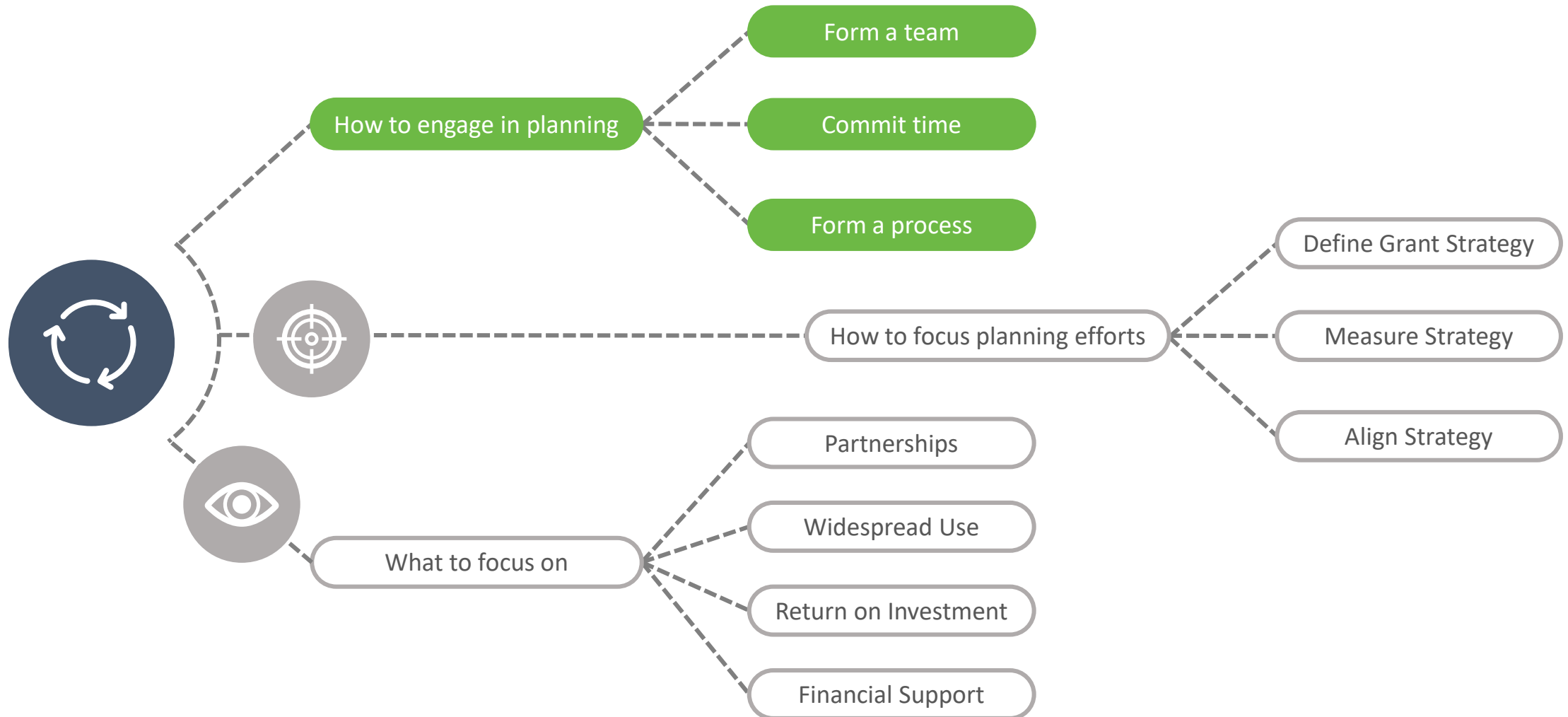
Amalia Lopez

TSL Project Manager

How this approach has supported their efforts

TSL 2017 | EMPOWER Lindsay

LINDSAY UNIFIED
SCHOOL DISTRICT

GUIDELINES:
HOW DO WE ENGAGE IN PLANNING?

ENGAGE IN PLANNING: *OVERVIEW*

- How to engage in planning
  - Form a team
  - Commit time
  - Form a process

- How to focus planning efforts
  - Define Grant Strategy
  - Measure Strategy
  - Align Strategy

- What to focus on
  - Partnerships
  - Widespread Use
  - Return on Investment
  - Financial Support

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FORMING THE PLANNING TEAM: *CONSIDERATIONS*

- Consider team size given scope of planning needed.

- Differentiate between core team members and those who provide targeted support or expert feedback on an as needed basis.

- Assess individuals' capacities to contribute to planning team.

- Articulate team member roles and responsibilities.

- Determine leadership and decision-making structure: Identify a leader to drive this work – ideally someone with authority in the organization.

FORMING THE PLANNING TEAM: *POTENTIAL MEMBERS*

Internal Members *(from your org)*:

- Blend of strategic thinkers and operational/project managers
- Program director
- Program managers
- Program evaluators
- Research & data staff
- Financial or cost analysts
- District administrators and school level staff

External Members *(from partner orgs)*:

Depends on your organization type…

- Institutes of Higher Education (IHE) – include district partners
- National Not for Profits (NNP) – include district and IHE partners
- Districts – include IHE, Education Service Agency, school board and union partners

FORM A PROCESS FOR PLANNING

Schedule regular meetings.

Identify who will lead meetings and structure.

Reflect on realistic expectations and goals.

Focus on initial 6- to 12-month plan for sustainability, then build out further.
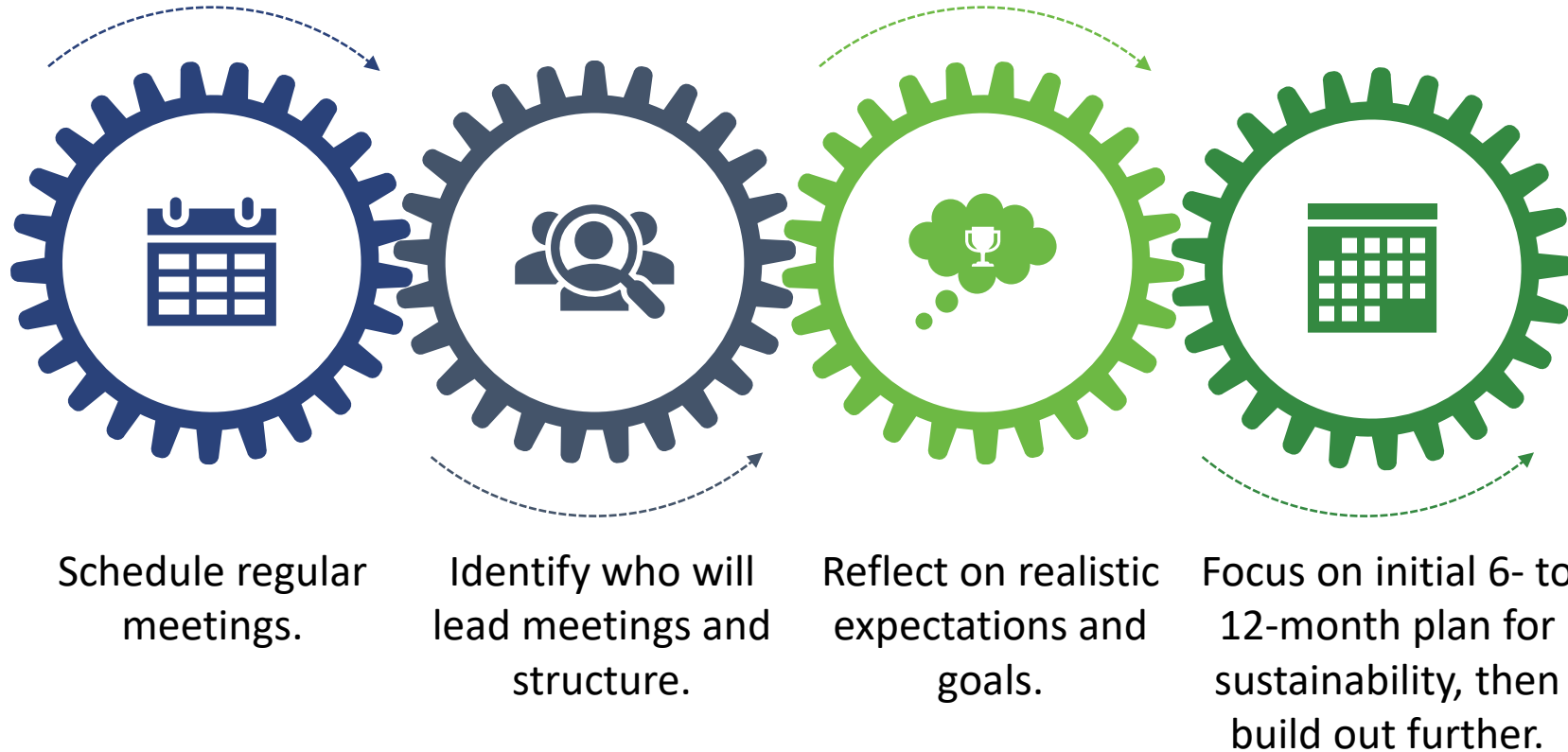
TIPS:
- Your planning team might be different than your implementation team. Be sure your planning process is cognizant of and incorporates implementation.
- Planning process is grounded in grant strategies and measurement
- Tools can support your planning process, but can't supplant. Ensure there is an ongoing process, engagement, capacity building with your team.

TIME COMMITMENT

- Incorporate sustainability planning into the ongoing implementation of your grant.

- Each planning team member needs to carve out time to regularly engage in this planning.

- Make time to meet regularly as a team.

- Ideally your team should commit to a minimum of 1 hour/week of team planning (to maintain a consistent weekly focus).

- Individual team members' monthly commitment may be higher depending on their roles and responsibilities.

LESSONS FROM THE FIELD: ILLINOIS STATE UNIVERSITY

Dr. Erika Hunt
Illinois State University
Project Co-Director

Dr. Alicia Haller
DuPage Regional Office of Education
Project Co-Director

Leading Ed
Partnerships

Intentional Teaming and Process with Key Partners
SEED 2017 | TEAM Lead Project
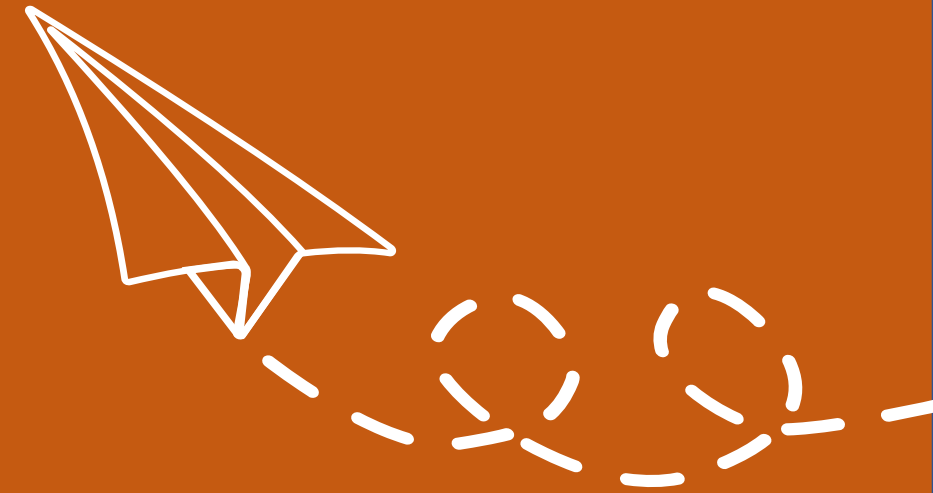
REFLECTIVE QUESTION

Type your response into the open poll.

Who is currently missing from your team?

"Oh I'm lookin' for my missin' piece
I'm lookin for my missin' piece
Hi-dd-ho, here I go,
Lookin' for my missin' piece..."

GUIDELINES:
HOW DO WE FOCUS OUR EFFORTS?

FOCUSING YOUR PLANNING EFFORTS: *OVERVIEW*

- **How to engage in planning**
  - Form a team
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- **What to focus on**
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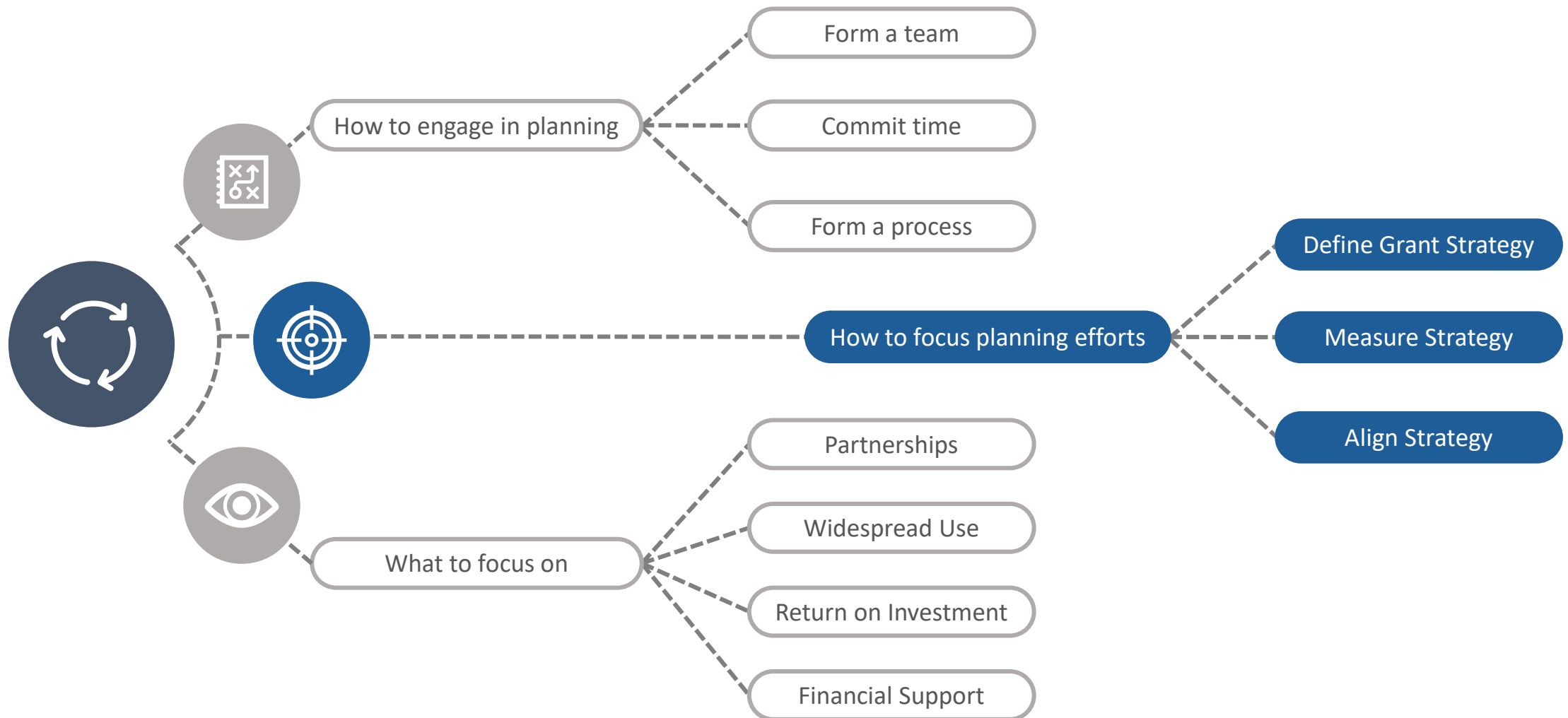
STEP 0: DEFINING & MEASURING YOUR GRANT STRATEGY

- Create an aligned Logic Model with clearly articulated grant **strategies** and activities **aligned** to **measurable outputs and outcomes**.

- Start with **1 strategy**, and then apply to other strategies in your program.

WHAT IS A GRANT STRATEGY?

- One key strategy that drives and supports your overall grant program (to increase educator quality of effectiveness).

- Key activities support implementation of the strategy.

- Aligned to grant performance goals.

- Influences grant performance outputs and outcomes.

- Includes a verb (identifies the plan of action) and specific group of educators.

EXAMPLE OF GRANT STRATEGY

Grant Strategy: <u>Create</u> a system of professional learning supports for <u>new teachers</u>.

Key Activities:

- Create teacher-led support model in high needs schools

- Provide job-embedded PD to new teachers through mentors and instructional effectiveness specialists.

- Create and deliver curriculum provided to new/novice teachers through Teacher Team Leads

WHAT ARE OUTPUTS AND OUTCOMES?

Outputs (Results):

- The measurable progress toward achieving a grant strategy outcome.

- Measurable result of implementing a key *activity.*

- Measures *quality* and *quantity* of activities.

- Question to ask: What will your grant activities produce?

Outcomes (Performance/Impact):

- The measurable impacts of the program's goal (broadly) and strategy (specifically).

- Measures strategies' *performance* and *impact*.

- Question to ask: What short-term and long-term performance changes will result from your grant activities?

EXAMPLE OF ALIGNED & MEASURED STRATEGY

Resources	Strategies	Outputs	Short Term Outcomes	Long Term Outcomes
Funds for release time Professional Learning Director Student-centered coach consultant	New teachers receive job-embedded PD with Mentor Teachers. *Activities:* - Mentors receive mentorship training. - Mentors and mentees meetings.	10 highly skilled and trained mentor teachers. 50 first year teachers receive one-on-one mentorship. 85% of mentors feel training met their PD needs.	25% increase in mentoring skills measured by the practice rubric between Years 1 and 2. 75% increase in new teachers feeling motivated to stay in positions (climate survey) by Year 3.	New teachers increase effectiveness rating by 50% by Year 5, measured by combined practice rubric and growth measures. 65% of new teachers retained by Year 5

- ✓ **How much did we do? (QUANTITY)**
- ✓ **How well did we do it? (QUALITY)**

- ✓ **What difference did we make? (IMPACT)**

Lessons from the Field: Illinois State University

Melanie Baca

Analyst

Reflections on Grant Strategy Definition and Measurement

TQ-P 2014 | iTeach ELLs

Focal Grant Strategy:
To build capacity for implementation of Problem-Based Enhanced Language Learning (PBELL) and ELL Instructional practices in teacher preparation programs.

Resources to Support Focusing Efforts

- [Logic Model Alignment Webinar](#)

- [Measuring Outputs and Outcomes Webinar](#)

- [Logic Model Checklist](#)

- [Example Grantee Logic Model](#)

FRAMEWORK: 4 KEY COMPONENTS OF SUSTAINABILITY PLANNING

SUSTAINABILITY PLANNING FRAMING
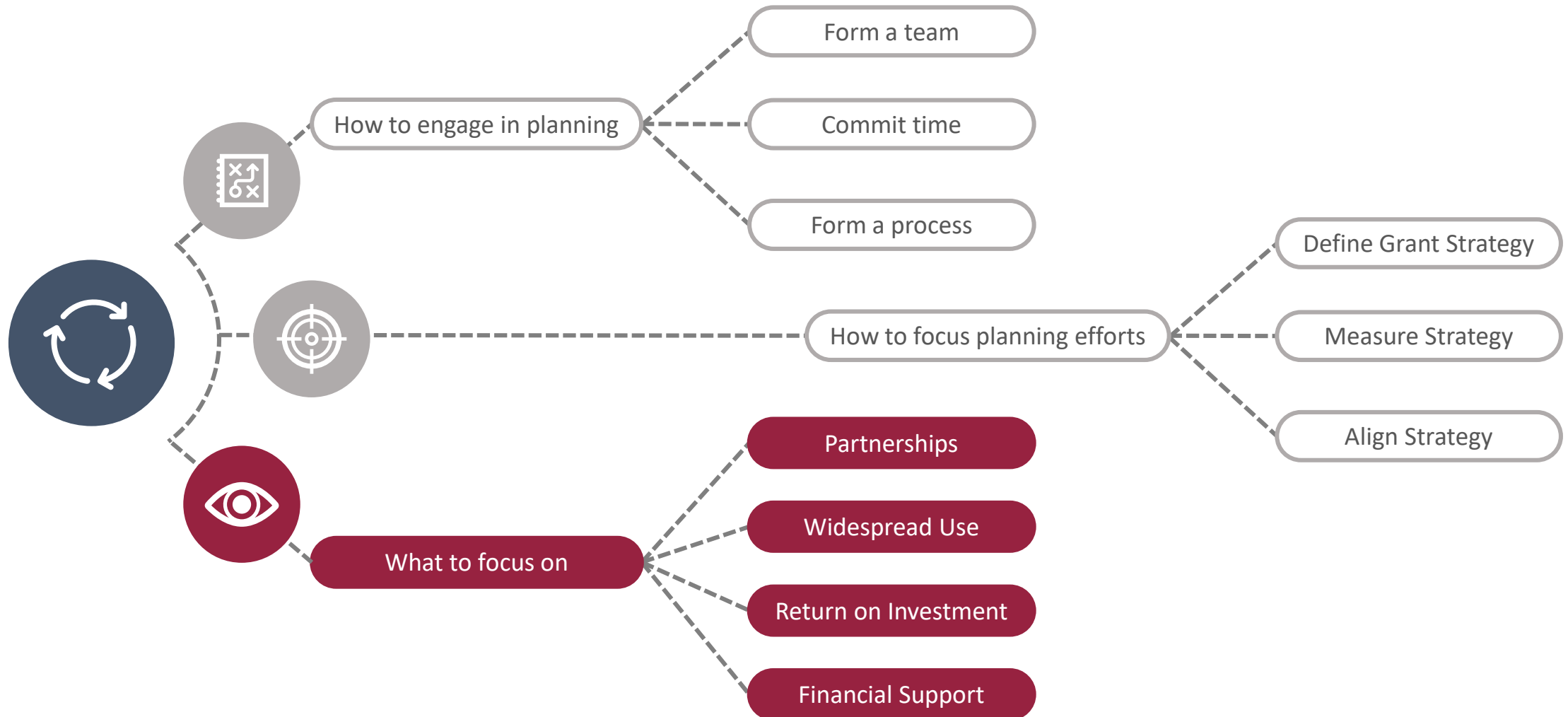
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PARTNERSHIPS: *5 KEY AREAS*

Partnerships

Program Champions

Documentation

Stakeholder Engagement

Communication

PARTNERSHIPS: *COMMON PITFALLS*

- Underestimation of the importance of attending to the health and strength of critical partnerships.

Several common challenges in working with partners:

- Lack of clarity on partnership goals.

- Ambiguity regarding who needs to take responsibility to implement or "own the work" after the grant ends.

- Unspecified decision-making structure in partnership.

- Undefined resource allocation commitments in partnership.

REFLECTIVE QUESTION

?

Respond to the multiple selection poll
and click all that apply

Which challenges do you think apply to your partnerships?

- Unspecified decision-making structure in partnership
- Lack of clarity on partnership goals
- Uncertainty of partner's motivation
- Ambiguity regarding who needs to take responsibility implement or "own the work" after the grant ends
- Undefined resource allocation commitments in partnership

Sustainability Focus Area #2

Capacity for Widespread Use &
Continuing with Fidelity

Four Key Areas

Staff Capacity & Organizational Authority

Data Systems Capacity

Continuous Improvement

Alignment & Integration

CAPACITY FOR WIDESPREAD USE & CONTINUING WITH FIDELITY: *COMMON PITFALLS*

- Grant implementation team is not talking to the "right" people who have the authority to make strategic decisions and operational decisions.

- Relying on role titles to determine authority. Individuals' role titles might actually have differing levels of authority in different organizations.

- Not identifying the people with authority in your and your partner organizations early in the process.

Reflective Question

?

Type your response(s) into the open poll

Please respond to one or both of these questions:

- What role/job title has authority within your organization to make strategic decisions related to your grant?

- What role/job title has authority within your organization to make operations/implementation decisions related to your grant?

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RETURN ON INVESTMENT: *FIVE KEY AREAS*

Identification of Quantifiable and Appropriate outcomes

Planning Formative and Summative Evaluation

Documenting and Communicating

Alignment of Value to Outcomes

Assessment of Effectiveness

Return on Investment: *Common Pitfalls*

- Lack of cohesive understanding of what ROI is and the need for this type of analysis within organization and with external partners.

- Lack of specificity on grant strategy and measurement needed to complete an ROI analysis.

- Tension exists between assessing value and cost in educational programs.

- We are not just producing widgets. Assessment of improving educator and student outcomes against cost is complex.

Reflective Question

Respond to the multiple selection poll and click all that apply

Who do you need to include on your planning team to start an ROI analysis?

- Project Director
- Project Manger
- Superintendent
- Dean
- Department or Division Head
- Finance Department or Committee
- District's Research and Evaluation Department and/or IT Department (depending upon whether or not these departments are conjoined or separate)
- University's Institutional Research Department
- Your grant's internal and/or external evaluator
- Teachers and/or Principals
- Other (enter response in Chat)

Sustainability Focus Area #4
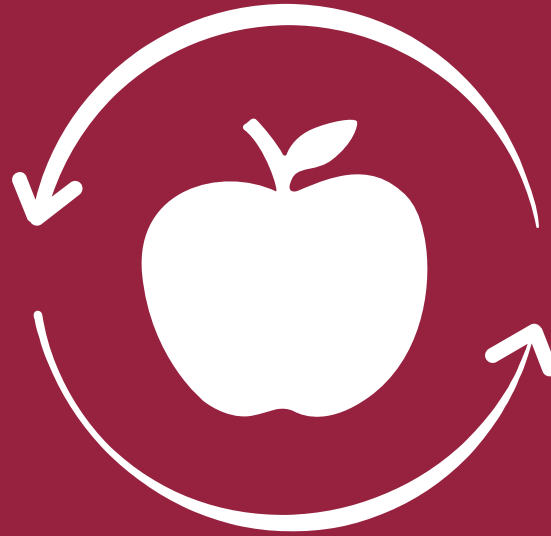
Ongoing Financial Support

ONGOING FINANCIAL SUPPORT: *FIVE KEY AREAS*

Calculation of Full-Cost of Implementation

Reducing Cost through Program Modifications

Resource Reallocation

Pursuit of Multiple Funding Sources

Cost Sharing from Other Initiatives
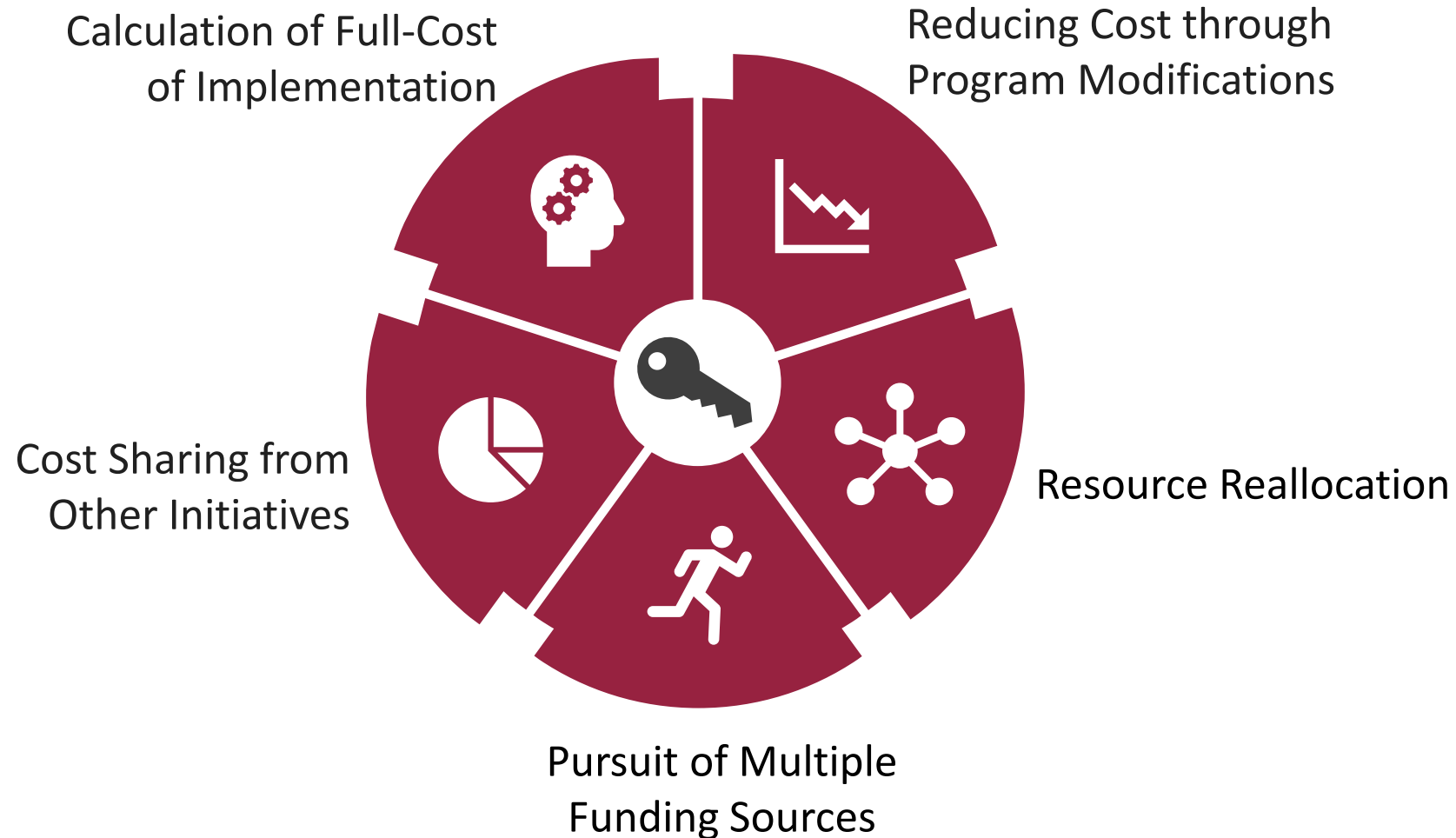
Ongoing Financial Support: *Common Pitfalls*

- Finding additional grant funding is the single solution to sustainability.

- Wanting to start with this key component of sustainability planning.

- Lack of specificity of grant strategy and activities necessary to accurately calculate the full cost of implementation.

- Not fully considering what to stop doing in order to sustain strategies with demonstrated outcomes.

Reflective Question

?

Respond to the multiple selection poll and click all that apply

What hadn't you considered until now for ongoing financial support?

- Calculation of Full-Cost of Implementation
- Reducing Costs through Program Modification
- Resource Reallocation
- Pursuit of Multiple Funding Sources
- Cost Sharing from Other Initiatives

BRINGING IT ALL TOGETHER

COMPREHENSIVE SUSTAINABILITY PLANNING

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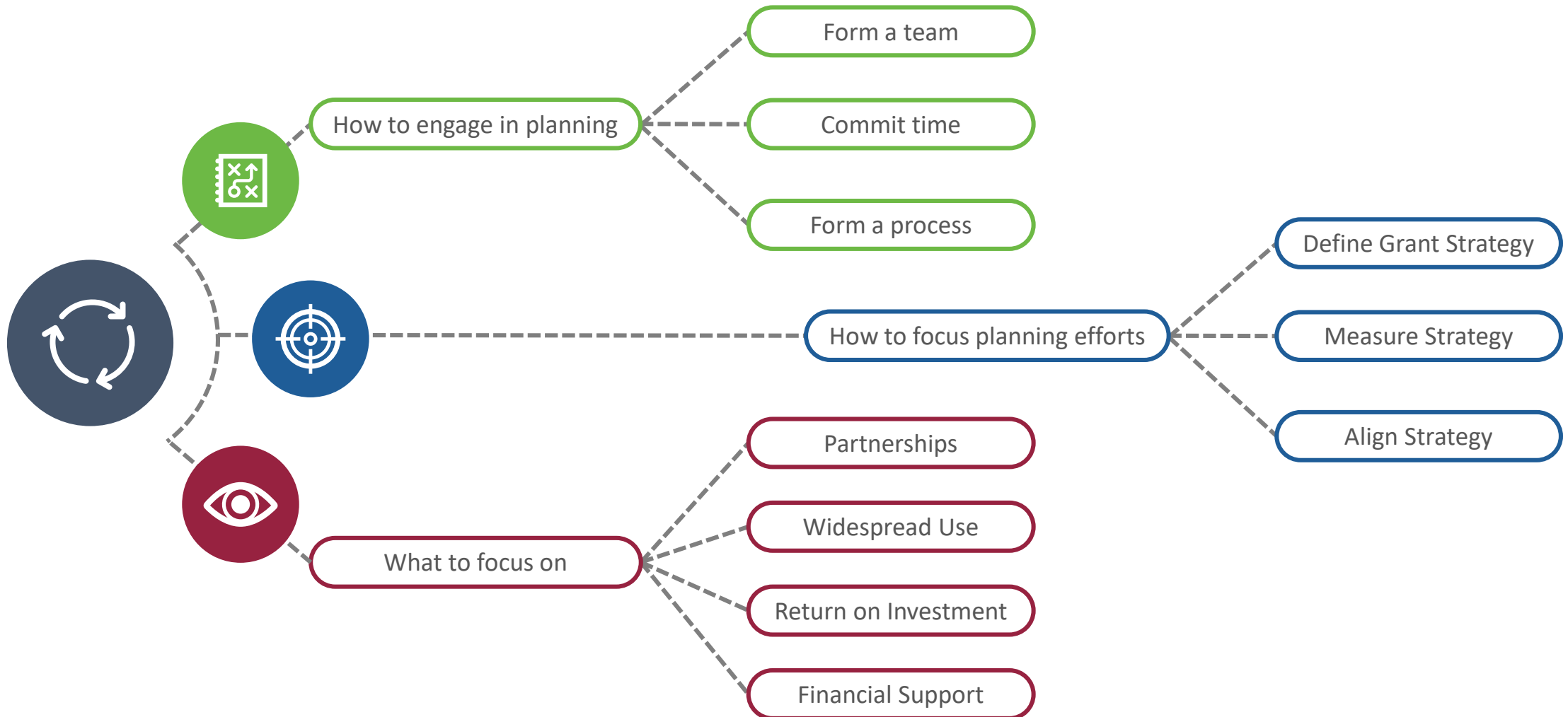
COMPREHENSIVE SUSTAINABILITY PLANNING: *INITIATING YOUR PLANNING NEXT STEPS*

- Complete Sustainability Self-Assessment

- [TQP TA Center Sustainability Guide](#) on GRADS360º

REFLECTIVE QUESTION

Keep this conversation and planning going!

Reflection questions to engage with your planning team after the webinar:

- How will you incorporate this into your current job to make this a priority?

- Where will you find the extra time each week to dedicate to this?

COMPREHENSIVE SUSTAINABILITY PLANNING:
INITIATING YOUR PLANNING NEXT STEPS

- Keep track of your initial thoughts and questions that arise during and after this webinar.

- Bring them to our post webinar Q/A office hours scheduled for **September 24** from **3:30-4:30pm ET**. Look for an invitation via email to join.

Contact Information

Teacher Quality Programs (TQP) Technical Assistance (TA) Center

tqp-ta@aemcorp.com

RESOURCES

- [Sustainability Planning: A Comprehensive Guide for Your Teacher Quality Grant](#)

- [Logic Model Alignment Webinar](#)

- [Measuring Outputs and Outcomes Webinar](#)

- [Logic Model Checklist](#)

- [Example Grantee Logic Model](#)

THANK YOU!