EED

A Comprehensive Guide for Your Effective Educator Development Programs Grant

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Sustainability guide overview

A primary goal of the U.S. Department of Education Effective Educator Development (EED) Program is to ensure that effective grant strategies are sustained after grant funding ends. An EED Program is sustained when core program strategies continue to be implemented beyond the life of the grant with adequate financial and programmatic support. Sustainability is the capacity to support a system or a program over time with sufficient human, financial, and organizational resources to meet current and future program needs.

In 2019, the Effective Educator Development Technical Assistance Center (EED TA Center) published a sustainability planning guide to support grantees in their planning efforts. The current refreshed guide includes additional resources and explanation in three primary areas:

- How sustainability planning fits within system change work;

- How to effectively build a sustainability planning team and establish a process for sustainment; and

- How to use performance management tools such as a logic model to define, align, and measure grant strategies, activities, outputs, and outcomes so that sustainability planning maps directly onto a grant program's work and with specificity to intended outcomes.

This guide provides a framework that defines the main components of sustainability so that grant teams identify a common language, set of objectives, and associated activities that support sustainability planning.

Why focus on sustainability planning?

The EED Program Division expects that grantees will sustain effective grant program strategies once funding ends. Effectiveness of grant strategies is determined by the extent to which the grantee made substantial impact on the performance goals, as measured by the grant program's outcomes.

Historically, few EED grantees sustain effective strategies post-funding. There are at least two reasons why grantees have not realized the full potential of their grant's work post-funding. First, sustainabilty planning requires early and ongoing effort throughout the grant cycle, since many long-term changes require multiple years of engagement and effort. Examples of this are nurturing institutional buy-in from decision-makers who hold authority in the organization to set strategic priorities and have budget authority, or building trusted relationships with partner organizations who share common goals that may be willing to take over budgetary lines or ownership of key grant activities once funding ends. In both cases, grantees are not likely to make these changes with these stakeholders in a few meetings; they typically take years to nuture and grow with clear evidence and alignment to common interests.

Second, sustainability planning has not included consistent use of performance management tools to define, specify, and operationalize grantees' work. This includes logic models that align grant strategies and activities to outputs and outcomes, and project plans that operationalize the steps and tasks necessary to realize grant goals.[1] When these tools are developed and used within the grant cycle, sustainability planning has concrete activities, measures, and goals to "map" onto. Further, grantees need to know which of their grant strategies are making an impact, or not, in both the short and long term so they can identify and make mid-course corrections (short-term outcomes) and demostrate evidence that grant goals were met (long-term outcomes). Without the consistent use of these tools and alignment to planning, it is difficult to discern what to change and when to make changes in the short term (i.e., during the grant cycle) and how to clearly validate program impacts in the long term (i.e., final years of grant cycle and beyond).

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[1]We make a distinction between a program evaluation logic model and a logic model used for performance management. EED Program performance management logic models encompass all of the grant strategies and have a priority focus on the operationalization of grant activities in implementation and activity alignment to short- and long-term outcomes. An EED Program grant logic model may be inclusive of the program evaluation's priority outputs and outcomes, though program evaluation logic models tend to have a more conceptual focus and do not include the necessary level of operational detail and specificity needed (particularly in activities and outputs) to engage in concrete sustainability planning.

Sustainability planning is systems change

The complexity of EED Programs grants cannot be understated. These grants involve multiple programmatic strategies that influence multiple roles in education — educators, leaders, students, administrators, community members, unions, boards of education — and across multiple partner organizations, such as institutions of higher education (IHEs), local education agencies (LEAs), national non-profits (NNPs), state education agencies (SEAs), and other types of partner organizations. Further, EED Programs grants span influential and high-stakes systems, such as educator accountability, human capital management systems, data systems and management, educator preparation, and professional learning systems.

In the midst of all this complexity, established organizational and social systems — such as workplace cultures, group norms, and engrained ways of working and operating — are challenged by the grant program's new expectations and goals. Successful sustainability planning changes these systems and incorporates the new activities, expecations, and goals that may supplement or even supplant prior initatives or programs.

This means the grant program is no longer an "add-on", and it becomes established, ongoing work that is supported by the organizational, social, and technical systems of the grant organization, and ideally their partner organizations, as well.

Why is systems change important for successful sustainability planning?

At a high-level, it is important to realize that sustainability planning is part of a systems change effort because it orients the planning team's goals and expectations within realities of the change management context. Without this context, sustainability may be mistaken as a simple and straightforward planning exercise and, as a result, the grant program will not penetrate the deeper layers of an organization's ways of working or change strategic priorities for the better.

Sustainability guide objectives & how to use this guide

Broadly speaking, this guide aims to build grantees' awareness and capacity for successful sustainability planning. Specifically, this guide supports grantees to:

1. Identify how to build a team to engage in sustainability planning.

2. Determine how to focus planning efforts with performance management tools such as logic models.

3. Develop broad awareness of the four components of sustainability.

Use this guide to build your team's understanding of sustainability and specify core planning activities. The next section provides a summary of the three key areas in sustainability planning and explains how a sustainability planning team can use this information to build and sustain their planning efforts.

Three key areas of sustainability planning: Your path through the complexity

EED grantees engage in three areas of sustainability planning to ensure success of their efforts (Figure 1). These areas of work are:

Determining how to engage in sustainability planning (i.e., form the planning team and establish the sustainability planning process).

Establishing focus for planning (i.e., define, measure, and align grant strategy in EED Program grant logic model).

Orienting sustainability focus (i.e., partnerships, stakeholder engagement and communications; widespread use and continuing with fidelity; measurement and evaluation; and cost analysis and ongoing financial support).

Three key areas of sustainability planning in the EED programs division

THREE KEY AREAS OF SUSTAINABILITY PLANNING IN THE EED PROGRAMS DIVISION

HOW TO ENGAGE IN PLANNING
> Form a team
> Commit time
> Form a process

HOW TO FOCUS PLANNING EFFORT
> Define grant strategy
> Measure strategy
> Align strategy

WHAT TO FOCUS ON
> Partnership
> Widespread use
> Measurement and evaluation
> Cost analysis and financial support
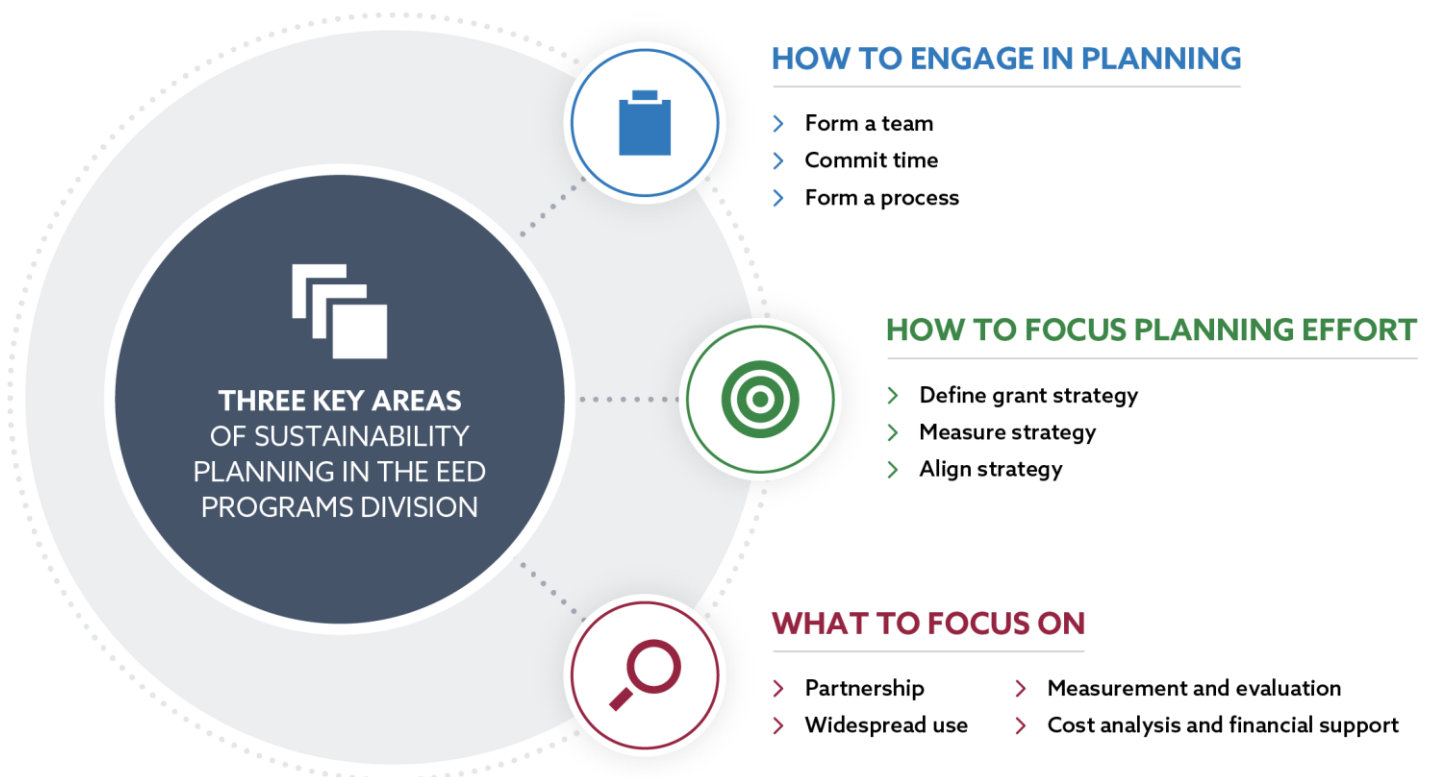
The sustainability planning team & process

The sustainability planning team is a crucial aspect to success and efforts, and it should encompass a broad range of stakeholders (not all of whom will be engaged in every meeting or step of the process). Ideally, the core team should consist of 4–6 people and include the strategic and operational leaders in the grant work, such as the project director, program manager(s), program evaluator, research and/or data staff, finanical or cost analysts, and member(s) from your partner organization(s). Educator representation in sustainability planning is also crucial, as they experience the direct results of the program's activities and bring an important perspective of what sustainability looks like at the classroom and school levels.

Identifying roles within the team, without being overly ridgid, is also helpful in determining how the team will function and will give each team member a sense of what their ownership in the process entails.

One of the most critical aspects of sustainability planning is the ongoing time commitment. At minimum, 1–2 hours per week is required — perhaps more during periods of intense planning. Simple strategies, such as blocking time on calendars and prioritization from project leaders goes a long way in continuing the planing momentum over the long term.

Lastly, form a process of planning, goal-setting, and reflection (e.g., make adaptations and improvements) to aid the team with gathering forward momentum and clear purpose without gettting stuck in a rigid process. To do this, focus on quarterly goals. If you are just starting sustainability planning, focus on the upcoming 6 to 12 months. Reflect and revise the process when needed, particularly when the team stagnates or hits an obstacle. That may be the time to reflect on what is and is not working, then make necessary changes. Although sustainability planning has a clear approach and method, it is also mutable and adaptable to grantee contexts.

SUGGESTED NEXT STEPS

Form your core planning team to identify roles and a high-level team process, which includes time commitment, initial planning goals, and how you will track and update your sustainability planning processes. Read the "*Building Your Sustainability Team*" blog post and use the "*Creating the Team Resource*" mapping exercise to build your sustainability team.

Focus sustainability planning with grant strategies

During sustainability planning, grantees often need to move from high-level, strategic (and sometimes vague) thinking to focused, prioritized, and clear planning that centers on their grant's key strategies. EED grantees typically have 4–6 key grant strategies that are supported by activities. Activities are the "doing" of grant implementation, and they represent the core tasks that aim to influence outcomes. Put in grant terms, they are the performance measures of your grant.

KEY TERM: GRANT STRATEGY

A system of support to increase educator quality (e.g., a mentoring program for new teachers).

Strategies and their associated activities play a key role in sustainability planning because they clearly identify what will be sustained within the organization (or partner organization). For example, if a grant strategy is a mentoring program for new teachers, then activities to support that strategy may include: professional learning activities to build mentorship skills, mentor stipends or bonuses for additional time and work outside the classroom, professional learning community time for mentors and mentees to meet, school administrator time to oversee the program and engage in district-level planning, and so on. Defining specific activities enables sustainability planning to be focused and precise. See Figure 2 for a summary.

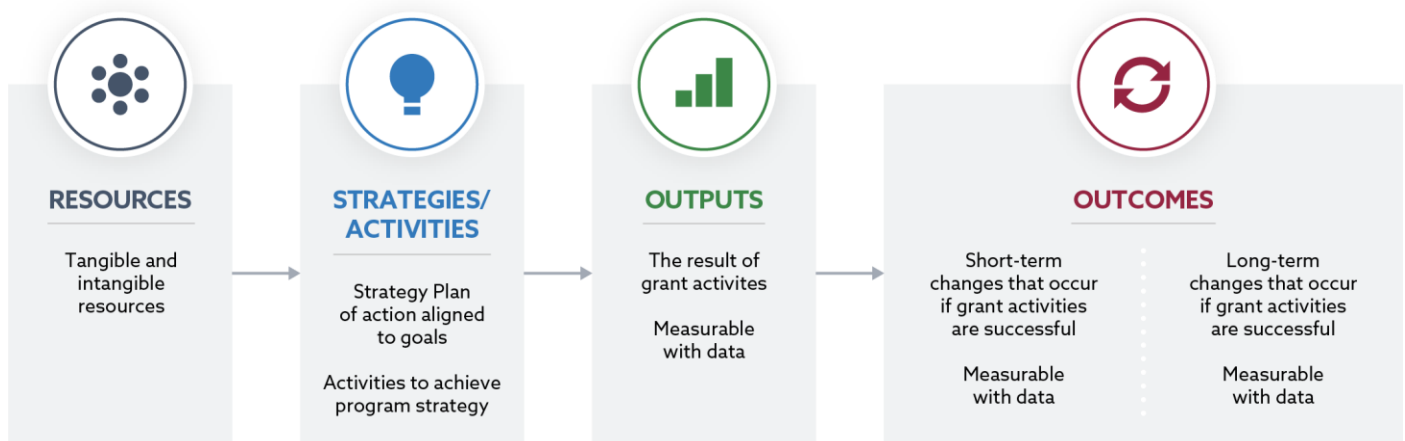Lastly, grant strategies (and their associated activities) must align[2] to measurable outputs and outcomes. The measurement of outputs and outcomes is also crucial in sustainabiltiy planning because not all grant strategies and activities have equal impact on performance outcomes. Demonstrating grant strategy impact on goals assists with sustainability tasks, such as prioritizing which strategies and activities to focus on for sustainment (i.e., choosing not to sustain strategies that are not making an impact), engaging leadership and gaining partnership buy-in by articulating how grant strategy impact will influence their strategic priories, and making a case for resource reallocation from legacy programs that are not producing better outcomes. See Figure 2 for an example of a logic model that summarizes a grant's strategies, activities, outputs, and short- and long-term outcomes. Note that a grantee logic model will have multiple strategies.

Suggested next steps

Refresh your EED Program logic model using the EED TA Center resources such as the *EED New Grantee Orientation Meeting 2020* (logic model discussion starts at 1 hour and 30 minutes), *Logic Model Alignment and Measurement Checklist*, *Q&A: Logic Models and Project Plans*, and *EED Programs Example Aligned Logic Model With Measurement*, to ensure your grant strategies are aligned to measurable outputs and outcomes, and clearly state the key activities of each strategy.

FIGURE 2
EED Programs logic model

RESOURCES — Tangible and intangible resources

STRATEGIES/ACTIVITIES — Strategy Plan of action aligned to goals; Activities to achieve program strategy

OUTPUTS — The result of grant activites; Measurable with data

OUTCOMES — Short-term changes that occur if grant activities are successful; Measurable with data | Long-term changes that occur if grant activities are successful; Measurable with data

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[2] Strategy alignment means that outputs and outcomes are measurable with data and measure the goal of the strategy.

Focus on the key components of sustainability

The heart of the sustainabilty planning team's effort focuses on four key components:

1. Partnerships, stakeholder engagement, and communication and stakeholder support;

2. Widespread use and continuing with fidelity;

3. Data and evaluation; and

4. Cost analysis and financial support. (see Figure 3)

Sustainability planning framework

All four components are: 1) essential to ensuring that sustained grant strategies continue to serve the needs of their users and maintain the human, financial, and technical resources to do so, and 2) related to one another — capacity built in one area extends to the other areas of sustainability. For example, a program may need to communicate the benefits of particular strategies to teachers and principals (i.e., partnerships and stakeholder support) in order for them to adopt and use the strategies in their ongoing professional practice (i.e., widespread use). Similarly, calculating an initiative's value to the Professional Learning Department in a district (i.e., data and evaluation) may encourage the district to include the costs of the initiative in the district's budget (i.e., financial support). More details about each component of the sustainability framework are included further within this guide.

To help clarify your thinking on which strategies should be sustained after grant funding ends we include guiding throughout the next sections on the four key components of sustainability. Use this guide as a resource to stimulate your team's thinking and identify next steps and actions in your planning across all years of your grant cycle.

Complete the sustainability self-assessment tool

Before using the *Sustainability Guide*, the grant leadership team should complete the *Sustainability Self-Assessment* (see Appendix) to assess your grant team's current capacity to sustain grant strategies. The tool provides the leadership team with a reflective process for identifying areas of strength and areas in need of improvement. The self-rating will: 1) inform your prioritization of which sustainability factor(s) to focus on for sustainability action planning, 2) help you form your sustainability planning team, and 3) build your awareness and understanding of where you and your partner organizations are in the process of ensuring sustainability of your grant strategies. From there, use the questions throughout the rest of the guide to inform and substantiate the planning process.

Factor 1: Partnerships, stakeholder engagement, & communication

Identify areas of need and opportunities to improve partnerships, stakeholder engagement, and communications; increase the number of program champions to sustain the educator quality program strategies.

Partnership and stakeholder engagement are foundational to the long-term sustainability of educator quality program strategies because they:

- Ensure the appropriate organizations and individuals own and implement the work;

- Ensure the initiative's goals, approach, and execution are responsive to the expectations and needs of those whose work is impacted by it;

- Broaden support for the initiative by distributing ownership; and

- Increase perceived and actual value to participants.

KEY TERMS

Partnerships
Relationships between two or more organizations that are focused on collaboratively designing and implementing a grant initiative. Each partner is responsible for overseeing and implementing some or all of the grant program strategies.

Stakeholder engagement
Buy-in and involvement of key stakeholders is critical to an initiative's success. Stakeholders are organizations or individuals who are directly or indirectly affected or involved with the grant program and should be engaged in the planning and implementation to ensure it addresses and supports their needs. Effective stakeholder engagement is bi-directional; that is, stakeholders are actively contributing toward the educator quality program, not just being informed about it.

Internal stakeholders
Those whose work is directly affected by the program (e.g., principals, teachers).

External stakeholders
Those whose awareness and support of the program are critical to its sustainability (e.g., public, community organizations, news media, etc.).

Program champions
Organizations or individuals that have formal or informal authority and influence and whose support of the grant program is important for sustainability. Program champions advocate for the work — for example, by raising awareness about the program and about its importance. Grantees may identify champions of the set of grant strategies or champions of a particular strategy.

Partnerships

- What lessons (e.g., barriers to overcome or effective strategies to replicate) have you learned from current or prior partner and stakeholder engagement efforts?

- Could current partnerships and/or stakeholder engagement efforts be modified/expanded to accomplish the educator quality program goals?

- Which organization(s) and roles currently own and are responsible for implementing the strategy within your grant program? Have you assessed their capacity to avoid over-tapping the same individuals and organizations?

- What structures are in place to promote and support the involvement of organizations that are part of the partnership? How frequently do organizations in the partnership meet?

- Do the organizations in the partnership have the capacity to implement and sustain the strategy? If not, what types of capacity building are needed?

- What (if any) long-term role will partners (vendors, districts, universities, non-profits, etc.) play in the educator quality program strategy?

- Preparing for and following the end of the grant, what (if any) transitions need to occur with the owners and/or responsible parties to ensure sustainability? Has knowledge transfer been included in vendor or partner contracts?

- What leadership, program champion, or partnership structures need to shift in terms of role, authority, or responsibility to ensure work continues within your or your partner organization after the grant funding ends?

- How are you working with state and/or regional offices to help them understand the value of the initiative and to encourage transfer of grant strategy work after the grant funding ends?

Stakeholder engagement

- Who are the internal (to your organization) stakeholders that must be engaged now and following the end of the grant? What is the current level of engagement, and what are the plans for future engagement with them?

- Who are the external stakeholders (organizations (e.g., universities, districts) and individuals (e.g., administrators, faculty, staff, principals, teachers) that must be engaged now and following the end of the grant? What is the current level of engagement, and what are the plans for future engagement with these external stakeholders?

- Have you clarified the purpose, value, and goals (i.e., what you want to achieve) of each engagement? If so, what are they?

- What roles and responsibilities does each stakeholder have in the success and sustainability of the program/strategy? And what level of engagement (i.e., inform, consult, involve, collaborate, or empower) must you have with them for them to perform those roles and responsibilities well?

- What will each stakeholder group produce (e.g., recommendations, decisions, resources)? How will those outputs be used, and by whom?

- How will stakeholders be convened (e.g., means, frequency, period of time) to support the roles/responsibilities/outputs expected of them?

- What are the barriers to engaging key internal and external stakeholders in the grant strategy?

Documentation

- What documentation exists in the following areas and how is it disseminated and maintained?
  - Roles and responsibilities
  - Processes and/or manuals
  - Training materials
- What types of documents do you currently use to codify and track your planning and grant work?
- Are your documents and plans accessible to your team, partners, and stakeholders?
- What is your biggest challenge regarding documentation?

Program champions

- Which organizations and individuals within those organizations must champion the educator quality program strategies for it to be sustained beyond the grant? Do they represent the spectrum of influence type you need (e.g., peer, organizational, fiscal, legislative, community)?
- What are the current levels of engagement and support by these organizations and individuals?
- What plans (if any) do you have to increase the engagement and support of each program champion? How does the program strategy benefit the program champion? Does the strategy align with the program champion's goals and priorities?
- What are the barriers to developing and maintaining a meaningful partnership with the organizations involved in sustaining your strategies?

Communications

- Do you have a communications plan to identify key messages for communication, the strategies and format of communication, and the timing of communication? If so, what is the status of its implementation?
- Have you identified 3–5 key messages related to your work that are shared consistently across communications?
- Which roles and organizations are currently being communicated with, via what mechanisms, how frequently, and about what?
- Have you tailored the purpose, content, and mechanism for each stakeholder group?
- Have you established key points of contact within LEAs and schools responsible for in-person communications?
- What communication changes are necessary to bolster sustainability after the grant ends?
- Who will be responsible for leading communications after the grant funding ends?
- What is your biggest challenge regarding communications?

Use the *Creating a Communications Toolkit* resources to help inform and build your repository of communications materials.

Capture next steps in planning

Identify specific goals and objectives, action steps, timeframe, and additional notes from your discussions about the guiding questions in the table below.

Summary & next steps for partnerships, stakeholder support, & communication

GRANT STRATEGY *Fill in the strategy*				
Areas of partnerships, stakeholder support, & communication	What are the main goals & objectives to focus on?	What are initial action steps? Who is responsible?	Timeframe	Additional notes
Partnerships				
Program champions				
Stakeholder engagement				
Communications				
Documentation				

Follow-up notes & questions

Factor 2: Capacity for widespread use & continuing with fidelity

Identify the human, organizational, structural, and material capacities required of your home organization and partners' organizations to implement, monitor/evaluate, continuously improve, and sustain the grant activities.

Capacity for widespread use and continuing with fidelity are foundational to the long-term sustainability of educator quality program strategies because they require:

- Alignment of personnel and their ability to carry out the work;

- Engagement of the appropriate levels of organizational authority;

- Data and data systems guiding decision-making and program impacts; and

- Alignment of program strategies to key educator competencies and to your vision of instructional improvement.

KEY TERMS

Widespread use
Teacher and/or principal strategies for support continue at classroom, school, and district levels, and/or in universities and colleges. *(Locations in the system)*

Continuing with fidelity
How well teacher and principal support strategies continue after grant funding. *(Quality, accuracy, validity)*

Organizational capacity
Partnerships, relationships, and communications among individuals within and outside the system, which shape culture.

Structural capacity
Elements within and outside the system that exist independent of the individual involved — such as *policies, procedures, and practices* of a system and integration of the strategy into the system.

Material capacity
Fiscal and staffing resources and other material supports, including preparation and provision of training materials and procedures, matching funds, in-kind time, facilities, tools, technological capabilities, and transportation/travel.

Human capacity
Knowledge, skills, and behaviors of key stakeholders within and outside the system. Human capacity to ensure widespread use includes:

- **STAFF CAPACITY:** Knowledge, skills, expertise, appropriate resources, and autonomy to implement and operate the strategy.

  Levels: Classroom, school, district administration, and university/college

  Example of staff capacity needed for Teacher and Principal Recruitment strategy: Knowledge of evaluation system, recruitment channels, teaching and leadership needs, retention strategies, knowledge of current policies and procedures

- **LEADERSHIP CAPACITY:** Appropriate functional authority to support (e.g., keep strategy elevated organizationally) and administer (e.g., allocate resources) the strategy.

  Levels: District administration, university/college administration

  Example of organizational authority needed for Teacher and Principal Recruitment strategy: department directors, chiefs, and assistant superintendents (for example, of human resources and educator evaluation)

Human capacity & organizational capacity/authority

- Who currently is implementing your grant strategy? Who is the appropriate organizational authority? Who else might need to be involved in this grant strategy to balance capacity and authority? (Answer the same questions for each of your partner organizations: Who's responsible and who has the authority for your grant strategy in those organizations?)

- Based on the key partners identified in the last section, which specific staff members will continue to support your grant strategy once the grant is finished?

- What competencies or human capacities (such as knowledge, skills, expertise) are needed to implement the grant strategy? Do the identified key staff members have the capacities needed to be successful in sustaining the strategy?

- Will job descriptions need to change, and/or additional job roles need to be identified?

- Do key staff members in the grant strategy have the time to spend on the work?

- What level of organizational authority do you have to engage to take strategic or institutional ownership of the strategy?

- Have you engaged those who have the requisite organizational authority to make staffing changes so that they can re-allocate the time and resources necessary to move the work forward after grant funding ends, such as those individuals within cabinet-level staff?

- Refer to your own *and* your partners' organizational charts to assess if the right levels of staff member capacity and organizational authority are engaged to be successful in both implementation and sustainability.

Structural & material capacity related to data

- How do you use data to make programmatic decisions?

- What types of decisions (e.g., resource allocation, staffing decisions) do you need to make about this strategy? What evidence (data) do you need to inform those decisions (e.g., process outcomes, results, performance outcomes, impact)?

- To what extent has your research and/or information technology department(s) been engaged in the grant work, so they understand what types of data you need to make grant program decisions? Are they members of your grant and sustainability planning teams?

- Have you identified and communicated to your internal data teams and partner organizations the types of data needed to make those decisions?

- Do you need data from your partner organizations? If so, have those data been identified, and what will it take to obtain them?

- Are data-sharing agreements in place between partner organizations? Are partner organizations engaged in data sharing to support grant implementation and outcomes?

Continuous improvement

- How have key grant processes been codified, so that the program's key processes are replicable (i.e., fidelity of implementation) and sustainable when staffing changes occur?

- How will fidelity of implementation be measured, monitored, and acted upon?

- How are you using feedback from educators to improve and strengthen your program?

Alignment & integration

- What principal and/or teacher competencies (knowledge, skills, behaviors) are embedded in this strategy? Which ones are most important?

- How does this grant strategy align to your organization's strategic plan? With your partners' strategic plans?

- How does this strategy align with the competencies prioritized within local principal or teacher evaluation systems and professional learning systems?

- Does this strategy require revisions of your district policy or practice and/or your partners' district policies and practices? If so....
  - What previous policies, practices, and procedures will be eliminated or redesigned?
  - How and where will those changes be codified in the institutional systems?
  - Have you anticipated and addressed potential barriers to those revisions, such as state laws, state boards of education rules and regulations, human resource policies, and organizational culture?
  - Are the appropriate levels of organizational authority and staff engaged to enact those revisions?

Capture next steps in planning

Identify specific goals and objectives, action steps, timeframe, and additional notes from your discussions about the guiding questions in the table below.

TABLE 2

Summary & next steps for planning for widespread use & continuing with fidelity

GRANT STRATEGY *Fill in the strategy*				
Areas of widespread use & continuing fidelity	**What are the main goals & objectives to focus on?**	**What are initial action steps? Who is responsible?**	**Timeframe**	**Additional notes**
Staff capacity & organizational authority				
Systems capacity				
Continuous improvement				
Alignment & integration				

Follow-up notes & questions

Factor 3: Measurement & evaluation

Identify the measurements for outcomes that demonstrate evidence of impact. Identify the appropriate data collection that must take place to support making the case for continued support of the program.

Measurement and evaluation are foundational to the long-term sustainability and determination of return on investment of educator quality programs. Measurement and evaluation support:

- **Alignment of value to outcomes**
  In demonstrating return on investment, it is important to consider the value of achieving intermediate and long-term outcomes, if not in monetary terms, at least in terms key stakeholders can recognize as valuable. Reviewing the data related to the relevant outcomes for a program strategy can help to determine the tangible benefits that have been or could be realized, both one-time benefits as well as those that will be ongoing and can be scaled and/or replicated.

- **Understanding of effectiveness**
  Effectiveness of the effort depends on how the demonstrated outcomes of the program strategy impact the expectations of the key stakeholders. Effectiveness might be determined through efficiencies gained, cost savings, improvement to outcomes, or realization of outcomes that were not possible prior to implementing the program strategy. Note: the effort of determining the impact of the outcomes should be weighed against the effectiveness of demonstrating the value.

- **Leveraging data on incremental progress**
  Capturing evidence of cost-benefit analysis provides concrete examples of the value gained through outcomes of the program strategy. Incremental progress toward a goal can be leveraged to maintain interest and support for the program strategy.

KEY TERMS

Cost-effectiveness calculations
Measure [qualitative (e.g., cost savings) or quantitative (e.g., equity across sectors)] of the economic or social value your project yields to its stakeholders. Calculate the most tangible financial gains or benefits that can be expected from a project versus the costs for implementing the suggested program or solution.

Cost-benefit analysis
Quantifies both tangible and intangible (or "soft") expenditures and resulting value.

Quantitative measures
Quantifiable; expressed in numbers. For example, operational or administrative cost savings of retaining and supporting effective teachers compared to higher cost of attrition and need for recruiting, hiring, and developing new teachers.

Qualitative measures
Descriptive; expressed in characteristics. For example, describing the social benefits of program strategies such as educator job satisfaction. In many cases, qualitative measures are most compelling when paired with quantitative measures, to provide context and meaning to those numbers.

Formative & summative evaluation
Overall evaluation for the grant program that is either planned or in progress to assess achievement of short-, intermediate-, and long-term outcomes.

Identification of quantifiable & aligned outcomes

- What outcomes of your program strategy are most relevant for your key stakeholders (reference key stakeholders identified in Factor 1)?
  - If more than one key stakeholder group was identified in the above question, consider this for each of the key stakeholder groups. *(Note: Outcomes should be closely aligned to the project, reflect quantitative and qualitative measures, and be measurable in a reasonable timeframe.)*
- How can you quantify each of the relevant outcomes (identified in the first bullet)?
- Do you have the capacity to measure and quantify relevant outcomes, or do you need support from outside partners (including access to specific data)?
- Do you understand what measures are already available and in use, both within your organization and in your partner organizations, and have you identified how they might support determining outcomes of your program strategy?
- Which of these relevant outcomes are straightforward to quantify, and which are difficult?
  - Why, and what strategies could be used (either alone or with university, district, or other partners) to address the difficulties?
- Who is collecting and assessing the effect of the program strategy on the defined outcomes?
  - If a partner (district, university, or other) has ownership of this, how will you collaborate with partners to ensure the information is collected on relevant outcomes and program costs?
- How aligned are these outcomes to those of your partner organizations?
- In what timeframes can each of the relevant outcomes be measured or quantified for demonstrating evidence? Does this timeframe meet the needs of communicating with your stakeholders?

Alignment of value to outcomes

- How will you determine if relevant outcomes that you and your partners achieve are a result of your program strategy?
- How can you determine if evidence regarding the relevant outcomes is reliable? Are you certain that the key stakeholders have confidence in the evidence? If not, how can you instill confidence?
- Does this program strategy generate a one-time or multiple-year impact? How does that influence the value of the outcome to key stakeholders?
- How transferable are the relevant outcomes to other schools, districts, and university stakeholders? What are the limitations?
- What are the potential barriers for your ability to demonstrate cost-benefit analysis for the program strategy? How can you work with your partners to mitigate these?

Documenting & communicating

- Are you capturing as much evidence of cost-benefit analysis as possible and offering concrete examples of the value gained through outcomes of the program strategy?
- Are you systematically searching for and capturing success stories that are the result of your program strategy?
- What incremental progress or small successes can you leverage to maintain interest within your organization and with other partners in your program strategy?
- How are you maintaining complete records so that you can be transparent in your methods and avoid issues that can arise due to staff turnover?
- Who is responsible for keeping abreast of stakeholders' priorities?
- What is the best method and timeframe for dissemination of this information for each stakeholder audience?
- How will partners collaborate to disseminate information that meets all partners' needs?

Planning formative & summative evaluation

- To what extent does your grant evaluation include a focus on assessing achievement of short-, intermediate-, and long-term outcomes of the program strategy?

- Is the program evaluation aligned to your EED Programs grant logic model? If not, how will you align with the focus of the evaluation plan?

- Are your partner organizations conducting their own evaluation(s)? If so, how can you coordinate efforts to assess the program strategy's effectiveness and ensure coherency across measurement?

- What kinds of formative or summative evaluation data are currently being collected (both quantitative and qualitative) that relate to the program strategy? When are these data available?

- What other educator quality, student or financial data, or other information is needed to demonstrate the relevant outcomes of the program strategy? Are these data currently being collected in your district or your partner district and/or schools?

- Is baseline or historical data available for comparisons before and after the program strategy was implemented?

- Who is responsible for coordinating data needs/collection as a part of the overall evaluation, and what is the process to engage this individual?

- What are the data that you can collect within your own institution, and what data is needed from your partners?

- How are your data-sharing agreements and processes structured to obtain the data according to your timeframe for analysis?

- How can you maximize the role of the internal or external evaluator to support cost-benefit analysis of the program strategy?

Assessment of effectiveness

- Are there outcomes that provide financial savings and efficiencies for your organization? If so, are comparable data available before and after the program implementation so that cost effectiveness can be measured and readily available for these data?

- Are there outcomes that provide financial savings and efficiencies for your partner districts and/or universities?

- What strategies can be used to demonstrate a return (outcome) that offsets the required effort and resources (investment)? For example, can a comparison group of similar schools, districts, or universities not participating in or receiving the program strategy be utilized to demonstrate the potential impacts of the strategy?

- For outcomes where the cost-benefit analysis is not financial, are there relevant qualitative data (i.e., written case studies, focus group data, informal interviews) that can demonstrate the effectiveness?

- How can you prioritize the efforts? Given the current scope of work and resources available:
  - Which cost-benefit analysis efforts are most feasible?
  - Are some more easily accomplished than others?
  - Are some tied to highly visible or mission-critical outcomes?
  - Would the demonstrated cost-benefit analysis be enough to convince stakeholders of the value of the program strategy?

Capture next steps in planning

Identify specific goals and objectives, action steps, timeframe, and additional notes from your discussions about the guiding questions in the table below.

Summary & next steps for demonstrating cost-benefit analysis

GRANT STRATEGY *Fill in the strategy*				
Areas of cost-benefit analysis	**What are the main goals & objectives to focus on?**	**What are initial action steps? Who is responsible?**	**Timeframe**	**Additional notes**
Identification of quantifiable & appropriate outcomes				
Planning formative & summative evaluation				
Alignment of value to outcomes				
Assessment of effectiveness				
Documenting & communicating				

Follow-up notes & questions

Factor 4: Ongoing financial support

Identify other avenues for securing ongoing financial support.

The placement of this section as the final focus area to consider is intentional. Ensuring stakeholder support and engagement, building capacity for widespread use, and articulating the measurement and evaluation of cost-benefits are critical inputs for identifying and obtaining ongoing financial support.

Ongoing financial support is foundational to the long-term sustainability of educator quality programs because:

- Acquisition of funds, other non-monetary resources, or in-kind support from multiple sources is essential for longevity and success of a program strategy that shows evidence of effectiveness.

- Building an awareness of the actual costs of implementation, showing how the strategy produces cost savings for the local education agency, finding strategic ways to reduce program expenses, and developing the buy-in and support

stakeholders have for ongoing implementation can contribute to the team's ability to identify resources that can be reallocated, costs that can be reduced, and possibilities for cost-sharing within and outside of the organization.

KEY TERMS

Fiscal sustainability
The ability of an organization to sustain its current spending, resources, and policies in the long run.
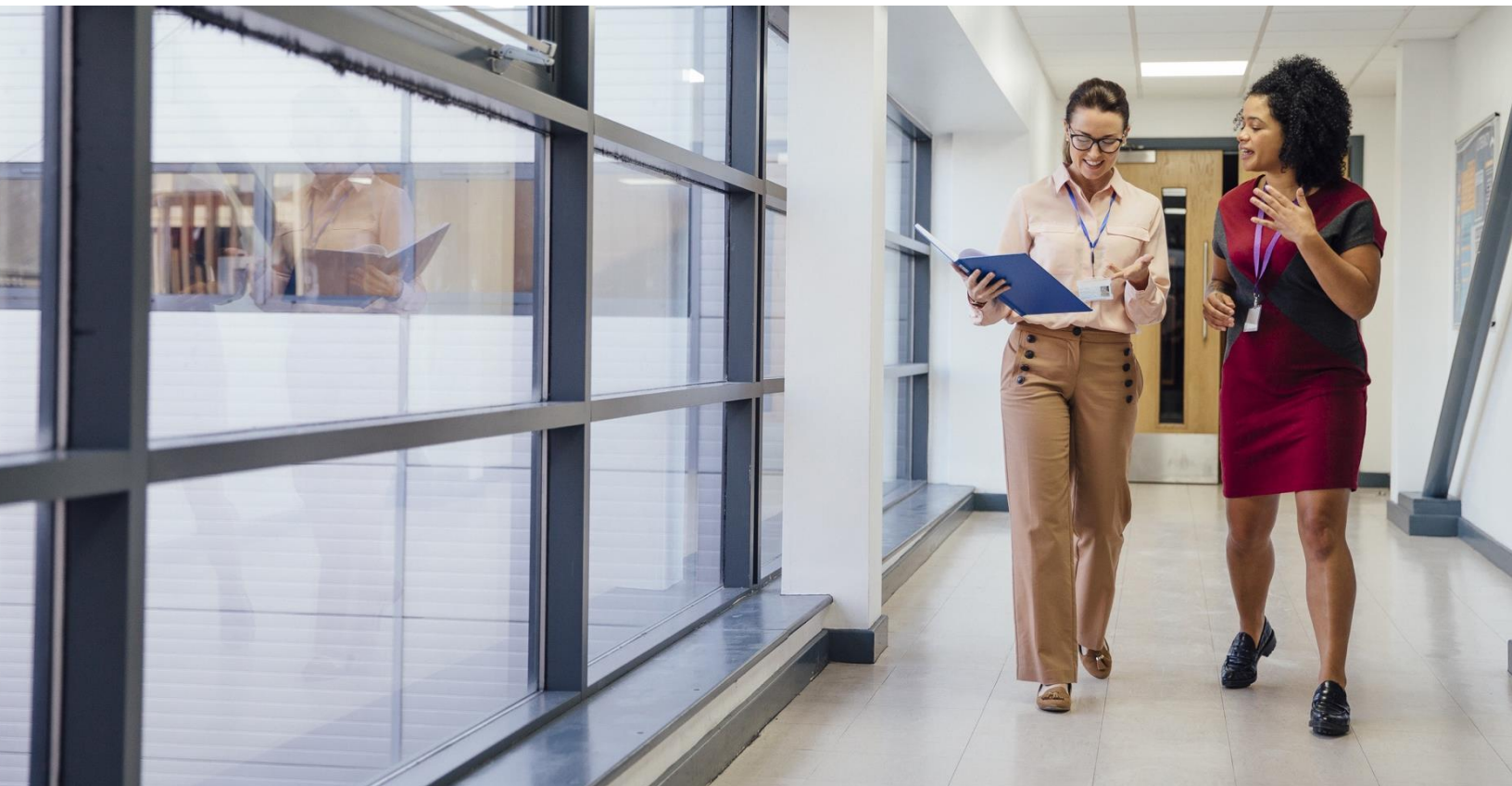
Calculation of full cost of implementation

- What is the annual funding needed to sustain your program strategy?
  - Be sure to include in the full cost of implementation: staff time (for training, implementation, monitoring, data collection, evaluation, reporting, communicating, engaging/working with partners, updating resources), resources (materials, in-kind time or materials, technology, guidebooks, web-interface, policies, etc.), and partners (trainers, mentors, evaluators, funders, policymakers, etc.).
- How will funding differ five years from now, ten years from now? What do you need less of in five or ten years? What will you need more of?
- How do staffing changes impact your cost of implementation? Have you taken this into account? Should you consider staff turnover?

> **ADDITIONAL RESOURCE**
>
> See the *Institute of Education Sciences (IES) Cost Analysis: Starter Kit* for additional resources for calculating the cost of implementation.

Cost-sharing from other initiatives

- Are other initiatives or programs with similar goals being implemented at your organization, which could serve as potential partners?
- What policies would need to be addressed in order to implement combined initiatives?

Reducing costs through program modification

- What aspects of the program strategy could be streamlined or reduced while still maintaining fidelity of implementation? Could existing activities be reduced, while still maintaining quality? For example, could an instructional coach or assistant principal serve as a classroom substitute for a mentor to observe a novice teacher instead of hiring a substitute for one period? Or could shorter or less frequent observations be conducted? Could the cost of stipends or incentives be reduced while still maintaining their effectiveness?
- What aspects of the program strategy could a partner implement to streamline costs? For example, could a local university provide professional development aligned to program objectives in exchange for placement of student teachers or access to teachers for action research?

Resource reallocation

- What other funding sources are available within your organization or a partner's organization that could fund this program strategy? Who is responsible for those funds and what changes would need to be made to make use of these funds? For example, could you combine training for this program strategy with other scheduled training for educators?

- Are there programs being implemented that no longer align to the organization's vision, that are lower priority, or that evaluation results show are less effective than others, where funds could be reallocated to support this program strategy?

- How might you engage your program champions as influencers to help identify funding reallocation opportunities?

Pursuit of multiple funding sources

- What other potential sources of funding are available to support this program strategy (beyond funding from your organization or a partner organization)? For example, foundations, fees, mutually beneficial trading of services, in-kind services, or funding from another level of government? How might you leverage the EED community to discover potential funding sources?

- How might you reallocate Title I, II, or IV funds to support this program strategy? If you are not sure, how will you find out?

- How might you use discretionary funds at college, university, or state levels to support this program strategy? If you are not sure, how will you find out?

- Which program champions can support and influence to help you identify other national, foundation, local, or federal funding opportunities? Which program champions can help you apply for the identified funding?

- How could you use your successes and progress on outcomes as leverage for obtaining new or additional funding?

Capture next steps in planning

Identify specific goals and objectives, action steps, timeframe, and additional notes from your discussions about the guiding questions in the table below.

TABLE 4
Summary & next steps for ongoing financial support

GRANT STRATEGY *Fill in the strategy*				
Areas of cost-benefit analysis	**What are the main goals & objectives to focus on?**	**What are initial action steps? Who is responsible?**	**Timeframe**	**Additional notes**
Calculation of full-cost of implementation				
Reducing costs through program modification				
Resource reallocation				
Pursuit of multiple funding sources				
Cost sharing from other initiatives				

Follow-up notes & questions

Next steps for sustainability planning

The planning work your team has done over the course of using this guidebook can serve as a springboard to further develop a plan for sustainability. Bring your ideas together from the sections and tables above and think about what your program priorities are and what steps should follow. Use Table 5 to capture the activities that your team needs to do after to engage others in sustainability planning.

TABLE 5
Additional action steps & responsible person

ACTION ITEMS / NEXT STEPS	RESPONSIBLE PERSON

Appendix
Sustainability Self-Assessment Tool

The Sustainability Self-Assessment Tool provides a framework for examining your grant's progress toward establishing a firm foundation to sustain the key strategies supported by the grant (e.g., Preparation, Career Ladders, etc.). The framework is based on four factors that underlie sustainability: partnership, stakeholder support, and communication; capacity for widespread use; making the case for cost-benefit analysis; and ongoing financial support. To assess your progress toward developing these factors, **first choose one strategy** to work with. Then go through each factor and:

- Consider the guiding questions in column 1 in relation to that strategy, noting in column 2 the progress you have made toward developing each factor and the challenges you have experienced or expect to experience in column 3.

- Provide a self-rating for each sub-factor, and enter it in column 4 using this scale:

  1 = Unknown/no progress

  2 = Making progress, but facing substantial challenges

  3 = In progress, expect to have in place by year 3 of grant

  4 = Completed/in place now

- Add the ratings to get a total for each factor, then divide by the number of sub-factors to get an average for each factor.

This self-rating will inform your prioritization of which sustainability factor(s) to focus on in sustainability action planning, as well as build your awareness and understanding of where you and your partner organizations are in the process of sustainability planning of your grant program.

STRATEGY: _____

1 = Unknown/no progress

2 = Making progress, but facing substantial challenges

3 = In progress, expect to have in place by year 3 of grant

4 = Completed/in place now

Factor 1: Partnerships, stakeholder support, & communication			
	PROGRESS	**CHALLENGES**	**SELF-RATING**
Partnerships • Have you identified, defined, and codified the role and ownership of work in each partner organization in your grant program? • Is there a shared understanding of roles and shared ownership of work? • Are your partners regularly and substantively engaged in the key decision-making aspects of your grant, particularly the grant strategies that involve them directly?			
Program champions Are there program champions at various levels in the implementing organization? • Top management (e.g., in superintendent's cabinet or dean's office) • Middle management (e.g., department or function heads) • Among program participants • Do you have strategies in place for remaining engaged with program champions, and have those strategies been effective?			
Identification of stakeholders Have all key stakeholders been identified? Such as: • Affected staff at all organizational levels and all units/departments that are critical to the strategy's operation • External stakeholders (public, community organizations, news media)			
Communications Have you developed a communications plan been developed that: • Provides all key stakeholders with regular communication about the strategy's goals, implementation, timelines, milestones, and achievements that is tailored to their interests • Uses a wide variety of communication channels (e.g., website, emailed news, events, school-level meetings, direct contact with program staff, press releases) • Provides venues for participant feedback (e.g., in-person meetings, surveys, focus groups) • Includes a strategy for communicating with the media • Identifies data collections to measure the effectiveness of communications?			
Documentations Have you developed guidebooks, manuals, handbooks, or other written documentation that clearly and completely describe how the strategy is intended to function and distributed them to program participants?			
Total of self-ratings for factor 1 stakeholder support and communication			

AVERAGE RATING FOR FACTOR 1 STAKEHOLER SUPPORT & COMMUNICATION: (DIVIDE BY 4)

1 = Unknown/no progress

2 = Making progress, but facing substantial challenges

3 = In progress, expect to have in place by year 3 of grant

4 = Completed/in place now

Factor 2: Capacity for widespread use & continuing with fidelity

	PROGRESS	CHALLENGES	SELF-RATING
Staff capacity & organizational authority • Have you identified the staff members who will continue this strategy? • Do these staff members have the knowledge, skills, and abilities needed to do the work well? • Do they have the time and resources they need to do so? • Are there clear onboarding and transition documents and trainings to support staff transitions as they occur?			
Data systems capacity • Have the data systems and other infrastructure needed to run the program been built? • Have you clearly defined the types of questions you need to answer with data? • Are appropriate partner data-sharing agreements in place to ensure sufficient access to PK-12 student, PK-12 teacher, and postsecondary-level data?			
Continuous improvement • Is there a comprehensive set of metrics that represent the key processes, implementation, and outcomes of this strategy? • Have fidelity of implementation metrics and evaluation of outcomes been used to continuously improve the strategy during the grant? • Have you established monitoring processes for assessing fidelity of implementation after the grant ends? • Have you established plans to continue to measure key intermediate and long-term outcomes after the grant ends?			

Alignment & integration
• Does the strategy clearly contribute to the organization's most important goals and priorities?
• Is the strategy aligned with other important initiatives (e.g., curriculum changes, instructional practice initiatives, school accountability systems)?
• Do other systems/practices support — or at least not work at cross-purposes —with the strategy? Examples:
  o Recruiting and hiring educators
  o Professional development
  o Educator evaluation			

Total of self-ratings for factor 2 capacity for widespread use & continuing with fidelity:

AVERAGE RATING FOR FACTOR 2 CAPACITY FOR WIDESPREAD USE & CONTINUING WITH FIDELITY: (DIVIDE BY 4)

1 = Unknown/no progress

2 = Making progress, but facing substantial challenges

3 = In progress, expect to have in place by year 3 of grant

4 = Completed/in place now

Factor 3: Measurement & evaluation	PROGRESS	CHALLENGES	SELF-RATING
Identification of quantifiable & appropriate outcomes Are the outcomes to be measured available, quantifiable, and of value to stakeholders? Such as: • Student achievement • Equitable access to effective teaching • Educator retention			
Planned formative / summative evaluation Is an evaluation planned or in progress to assess achievement of short-, intermediate-, and long-term outcomes?			
Assignment of value to outcomes Is it possible to put a value on achieving intermediate and long-term outcomes — if not in monetary terms, at least in terms key stakeholders recognized as valuable?			
Assessment of effectiveness Can costs and outcomes on similar measures be compared before and after program implementation, so that a cost-effectiveness analysis can be done?			
Total of self-ratings for factor 3 measurement & evaluation:			
AVERAGE RATING FOR FACTOR 3 MAKING THE CASE FOR MEASUREMENT & EVALUATION: (DIVIDE BY 4)			

1 = Unknown/no progress

2 = Making progress, but facing substantial challenges

3 = In progress, expect to have in place by year 3 of grant

4 = Completed/in place now

Factor 4: Ongoing financial support			
	PROGRESS	**CHALLENGES**	**SELF-RATING**
Calculation of full-cost of implementation Has the cost of fully implementing the strategy been calculated? • Staff costs • Materials • Information technology			
Reducing costs through program modification Have you identified and implemented efficiencies that modify program implementation to reduce costs without substantially reducing the effectiveness of the strategy or losing support from key stakeholders?			
Resource reallocation Can resources from other lower-priority programs be reallocated to fund this strategy after the grant ends?			
Pursuit of multiple funding sources • Have other potential sources of funding (e.g., foundations, fees, funding from another level of government) been pursued and obtained? • Is there a long-term strategy in place with internal (e.g., grant partners) and external funders (e.g., foundations, businesses, fees) for continuing to fund the strategy long-term?			
Cost-sharing from other initiatives Have other efficiencies been identified, such as cost-sharing from other initiatives with similar goals?			
Total of self-ratings for factor 4 ongoing financial support:			
AVERAGE RATING FOR FACTOR 4 ONGOING FINANCIAL SUPPORT (DIVIDE BY 4)			