

Strategic Planning for Continued Recovery



Prioritize Efforts for Ongoing Recovery & Transformation

Webinar #2

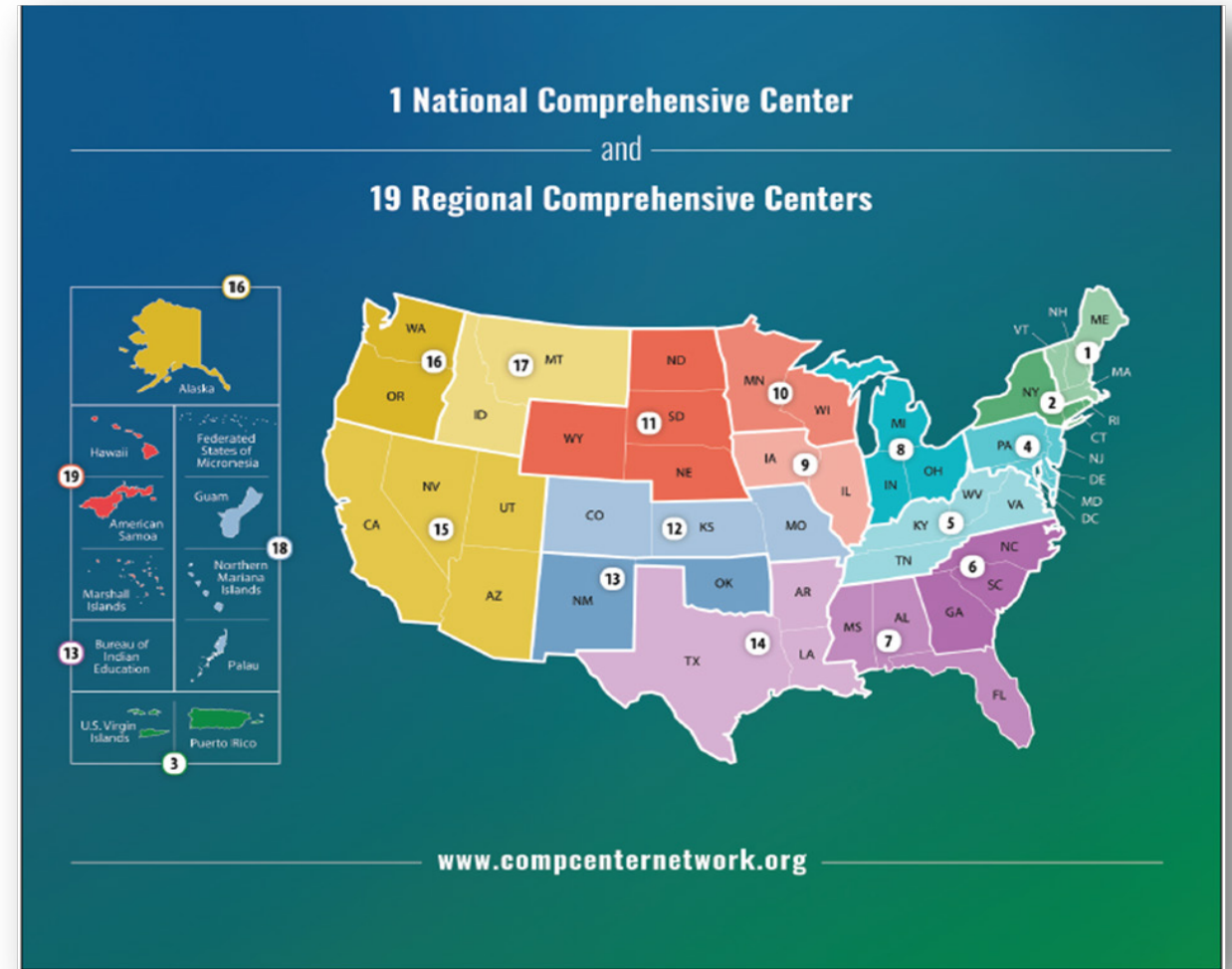
December 6, 2023



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The National Comprehensive Center and the CCNetwork work with SEAs and LEAs to...

- Improve education opportunities and outcomes for disadvantaged and low-income students
- Increase awareness and use of evidence-based practices related to school improvement
- Enhance human, organizational, policy, and resource capacity



Overview of the Strategic Planning for Continued Recovery Initiative

- >> Strategic Planning for Continued Recovery (SPCR) offers supports to state and local educational agencies (SEAs and LEAs) to sustain high-leverage strategies, funded by American Rescue Plan and other COVID-relief funds.
- >> We will use the six strategies outlined below throughout the initiative:

Determine impact
of investments

Prioritize efforts for
ongoing recovery &
transformation

Achieve
sustainability
through financial
planning

Ensure access &
opportunity for all

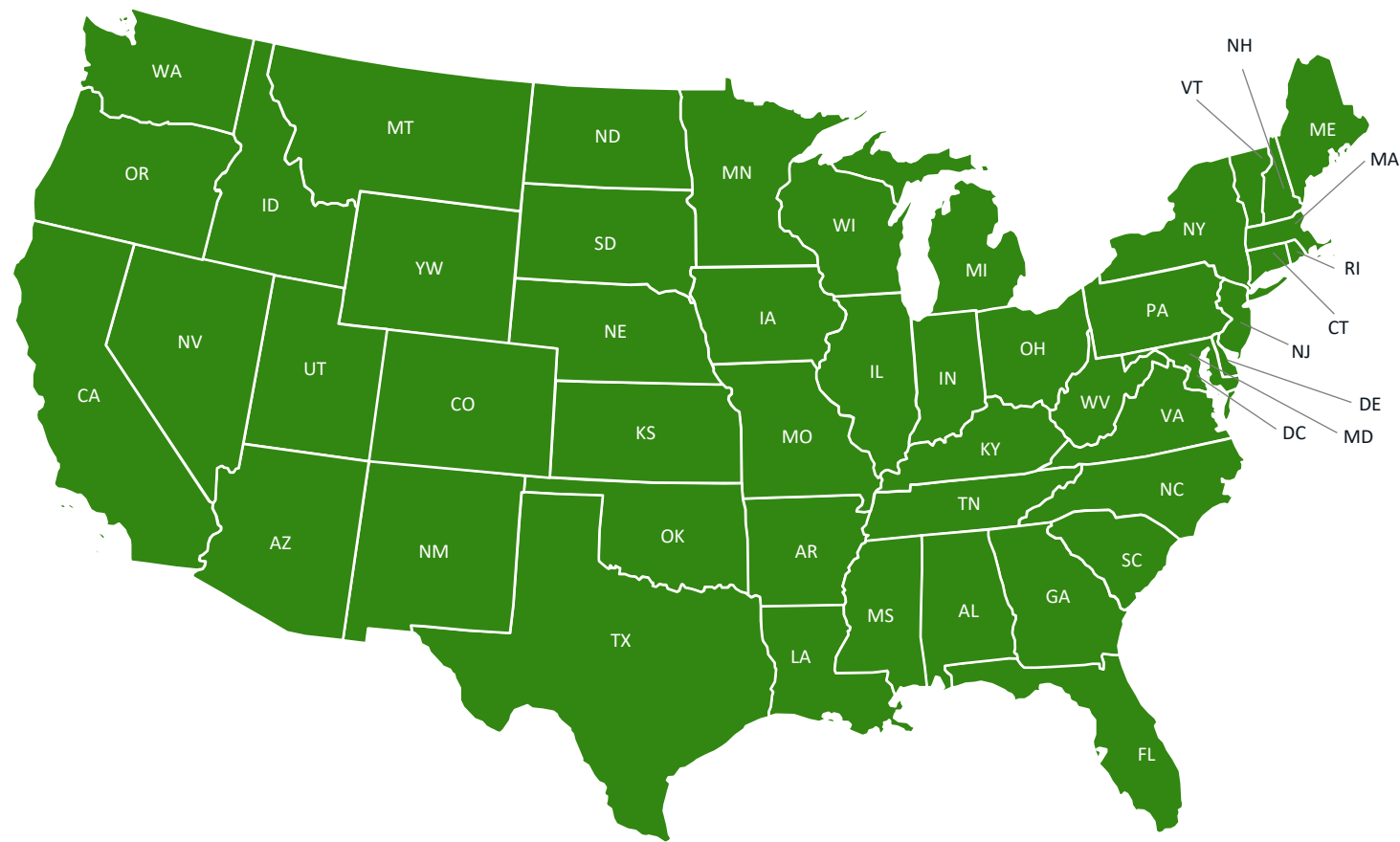
Communicate
impact of
investments


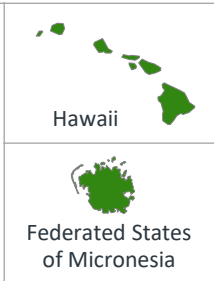


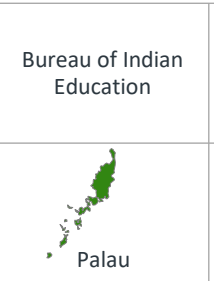


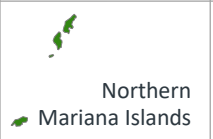

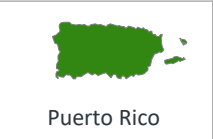
Support/sustain
systemic capacity
building

- >> We will also identify how SEAs might use five levers (Grantmaking, Policy, Monitoring, Technical Assistance, and Partners) as they engage in their own planning and support LEAs around these strategies.

We encourage you to adapt the content and materials to your local context.

>> Unitary systems:
consider applying
described LEA
supports to
schools or regions



 Alaska	 Hawaii	 American Samoa	 Marshall Is.	Bureau of Indian Education	 U.S. Virgin Is.
	 Federated States of Micronesia	 Guam	 Northern Mariana Islands	 Palau	 Puerto Rico

Each SEA can customize its “SPCR pathway” to meet their needs. Here are some possibilities.

	Universal Webinars	Resource Portfolios	Individual SEA Consultation	Cross-SEA Team Collaboration (one-time)	Individual SEA Coaching	Cross-SEA Team Collaboration (ongoing)	Independent Work
SEA Team 1	★	★	★	★	★	★	
SEA Team 2	★	★	★	★			★
SEA Team 3		★			★	★	★
SEA Team 4	★	★					★
Create Your Own Path							

The SPCR's supports are varied, with different ways to get involved.



Prioritize Efforts for Ongoing Recovery & Transformation



Presenters



Dr. Ventura Rodriguez

NCC

Education Resource Strategies



Jessica Swanson

NCC

Edunomics Lab

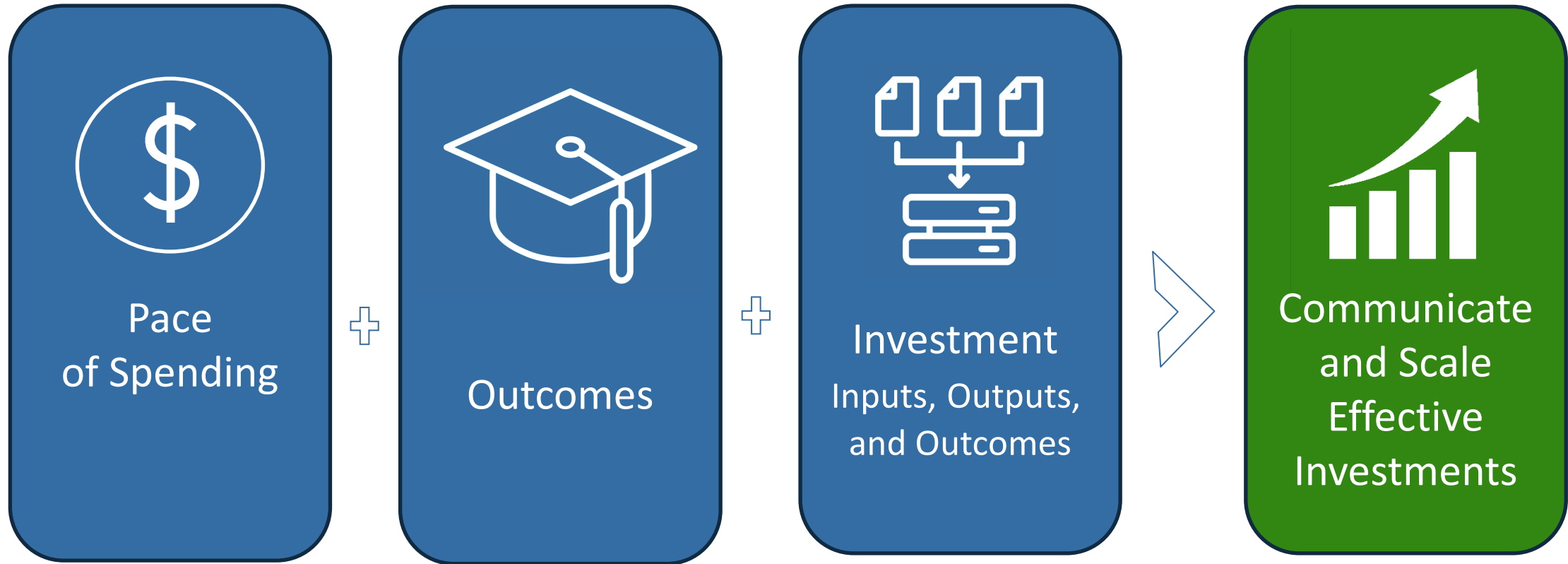


Jack Schwarz

NCC

R7CC Co-Deputy Director

In our last webinar, we talked about ways that SEAs could support LEAs to determine the impact of their investments.



Today we're going to focus on how SEAs can support LEAs to prioritize efforts for ongoing recovery and transformation.

Questions for SEA Team Consideration

- » How can SEAs support LEAs in prioritizing investments that show evidence of key academic, behavioral, or mental health outcomes?
- » What actions should SEAs and LEAs take to determine the financial cost and investigate sustainable resources for promising investments?
- » How can SEAs support LEAs in navigating budget decision trade-offs while remaining focused on improving key academic, behavioral, or mental health outcomes?
- » How might SEAs and LEAs ensure the prioritization efforts result in equitable outcomes and practices?

Here's what we plan to accomplish today:

- Identify at least one strategy or resource SEA teams can use to strengthen their support for LEAs in prioritizing investments for ongoing recovery and transformation
- Consider how the needs and desired supports related to prioritization of investments shared by today's LEA presenter might apply to your SEA context
- Understand levers SEAs can use to support LEAs to prioritize investment strategies and make trade-offs

Agenda

Making Trade-Offs to Maximize Student Outcomes: The LEA Context

Using a System Strategy to Determine Return on Investment

Applying Strategic Prioritization Strategies

Spotlight on LEA Practice: Hamilton County School District

Using SEA Levers to Support LEAs

Invitations and Opportunities

Making Trade-Offs to Maximize Student Outcomes

The LEA Context



Sustaining recovery and transformation requires LEAs to be able to effectively prioritize based on student needs and a refined understanding of what's working.

➤ In the last session, we asked, “Based on the evidence you have, which investments made by your LEAs should be sustained to support continued learning recovery?” Here’s what you said:

SEL Staffing &
Supports

Tutoring

Summer
Programming

Interventionists &
Additional Staffing

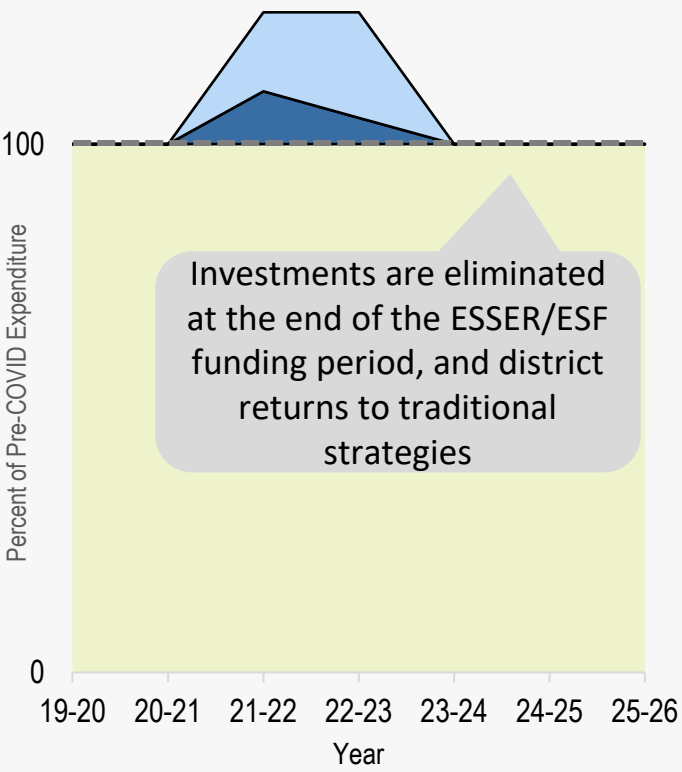
Professional
Learning

CTE Opportunities

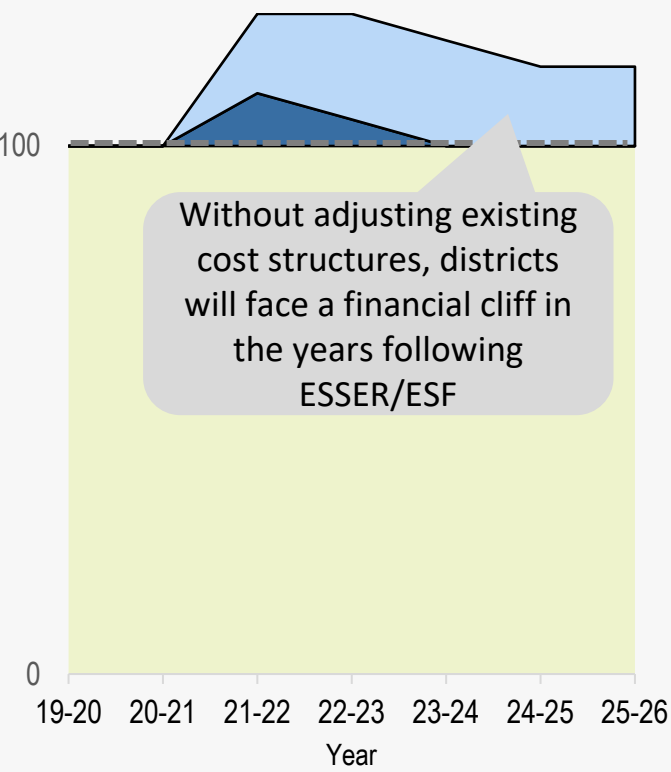
As we approach the end of ESSER/ESF, system leaders are taking a different approaches to prioritization.

Illustrative

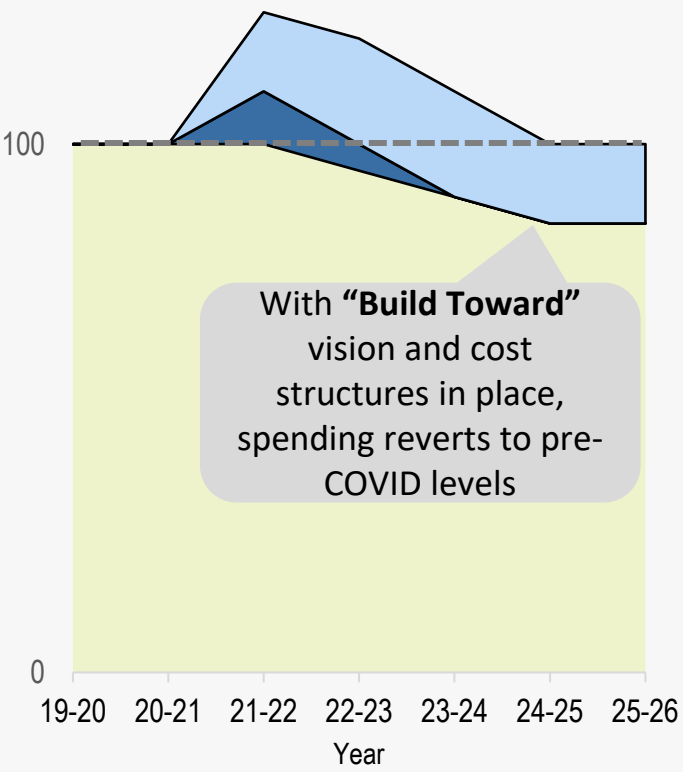
Scenario 1: Ramp up redesign and then ramp down once the funding period ends, getting back to baseline in FY25



Scenario 2: Ramp up redesign and ramp down some programs without making trade-offs, betting on additional funding



★ **Scenario 3:** ESSER/ESF gives districts a three-year runway to implement a “do now, build toward” approach



LEAs will need to make strategic choices about trade-offs to decide what to sustain and communicate to interested parties.

➤ Expanding on the idea of “trade-offs,” we see that for the same cost, a typical district can:

Reduce K–6 class
size by 2

OR

Add 90 minutes of collaborative
planning time for all teachers

Add three new advanced or elective
courses at each high school

OR

Expand early post-secondary
opportunities through internships and
dual-enrollment pathways

Menti: *You Try*: Which trade-off would you make?

Reduce K–6 class
size by 2

OR

Add 90 minutes of collaborative
planning time for all teachers

Menti: What information do you wish you had when making this trade-off decision?

Reduce K–6 class
size by 2

OR

Add 90 minutes of collaborative
planning time for all teachers

Menti: What supports do you think LEAs need to make informed and equitable trade-off decisions?

Reduce K–6 class
size by 2

OR

Add 90 minutes of collaborative
planning time for all teachers

Add three new advanced or
elective courses at each high
school

OR

Expand early post-secondary
opportunities through internships
and dual-enrollment pathways

Using a System Strategy to Determine Return on Investment



LEAs are not waiting for outcome data to make prioritization decisions.

Implementation

Short-term




Leading Indicators

Short- & medium-term



Outcomes

Impact is long-term & relationship between intervention & outcome is demonstrated



Examples

Fidelity

Uptake

Access

Equity




Implementation metrics should evaluate equity and cost of service delivery

Satisfaction

Short-term growth

Bright spots

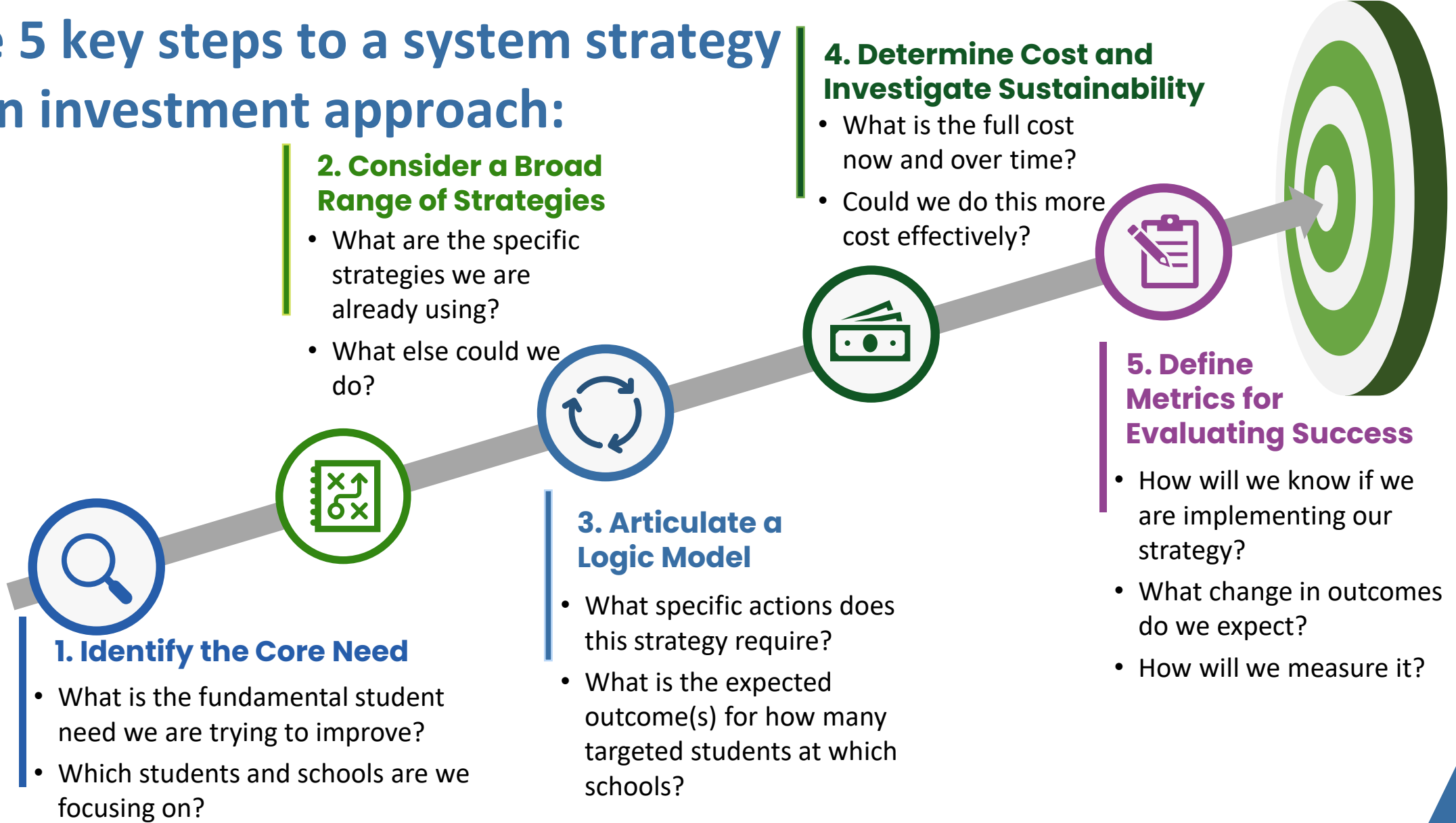


Leading indicators should be carefully selected using research-based evidence

Proficiency

Growth

Here are 5 key steps to a system strategy return on investment approach:



Determine cost and investigate sustainability for each strategy



Ask

What is the **full cost** of implementation **now and over time**?
Could we implement the **same strategy** more **cost effectively**?

What do we mean by full cost?

We need to consider **all** the costs of a strategy, not just the obvious ones. For example, summer school costs outside of teachers may also include special education supports, transportation, food service, building operations, and other staff.

Next, let's investigate sustainability...

Determine cost and investigate sustainability for each strategy.



To investigate sustainability for each potential strategy, we must:



Ask: How could we implement the same strategy more cost effectively?



Test: Make sure that cost-saving changes do not change strategy or make it less effective

Ask	Test
Could we hold summer school sessions at sites that are already hosting other summer programs to reduce facilities operations costs?	Possibly, yes. Investigate whether logistical programmatic needs can be met at these sites.
Could we use volunteers instead of certified teachers to reduce staff costs?	No, this fundamentally changes the strategy and could impact the expected outcomes.

Source: Education Resource Strategies [Taking a System Strategy ROI Approach](#)

Completing a grid like this for each potential investment allows for a comparison of the potential strategies to meet a core need.

Potential Strategy	Specific Action	Target Population	Likelihood of Achieving Intended Impact	Estimated Cost Per Pupil
Summer School	60 hours of small-group reading instruction with a certified teacher	250 students in grades 7–8 grades >1 grade level behind in reading	Medium-High	\$1,000 per pupil
High-Dosage Tutoring Through School Year	75 hours of 2:1 tutoring with a non-certified tutor	250 students in grades 7–8 grades >1 grade level behind in reading	High	\$2,500 per pupil
Reduce R/LA Class Sizes	Reduce all middle school R/LA class sizes by three students	All middle school students	Low	\$70 per pupil

Menti: LEAs in my state have a defined process to determine the return on investment of different initiatives.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

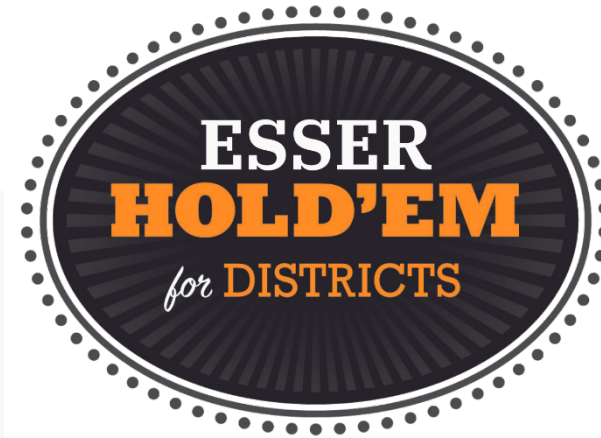
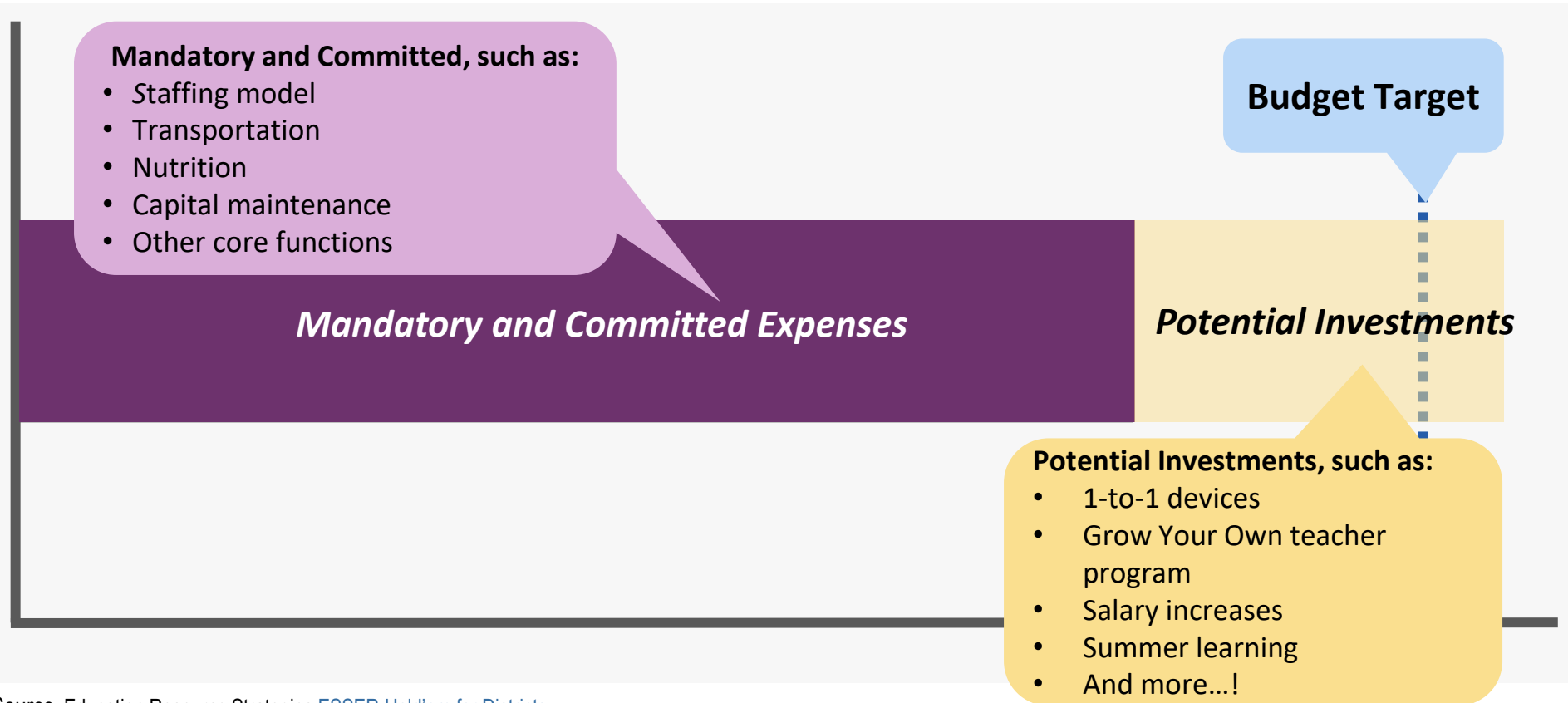
Menti: One support my SEA could provide to LEAs to help determine the ROI of different investments is . . .

Applying Strategic Prioritization Strategies



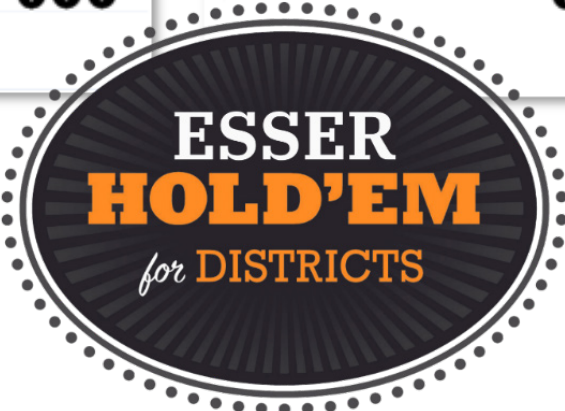
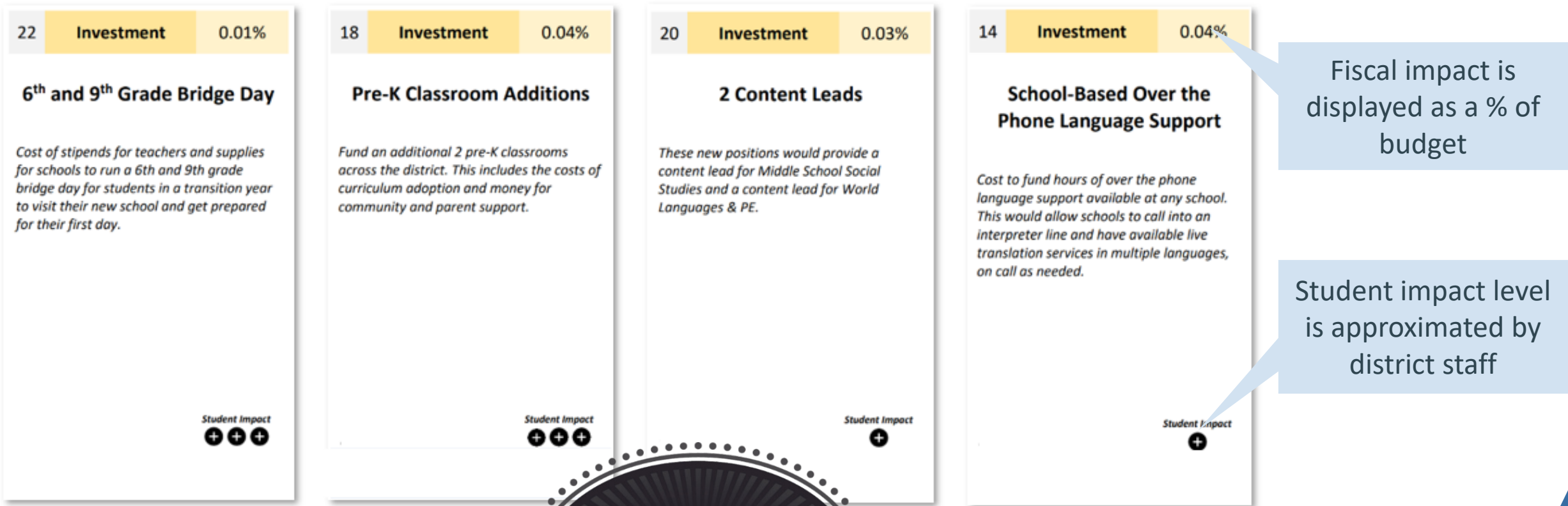
System leaders are taking a full-funds approach to the budgeting process to be able to prioritize spending in alignment with strategy.

➤ For example, one system engaged a cross-functional decisionmaking team to consider how to prioritize potential investments based on the pool of available resources.



Hold'em is a budget decisionmaking tool that simulates the process of engaging in trade-off decisionmaking.

To decide how to prioritize, district leadership engaged with department leads to understand the student and budget impact of possible investments.



Spotlight on LEA Practice

Hamilton County School District
Tennessee



Our panelist today is...



Mary Ellen Heuton

Chief Financial Officer

Hamilton County School District

Hamilton County Schools used the FY24 budget planning process to make strategic prioritization decisions

>> District Profile:

- > 44,500 students
- > 28% economically disadvantaged
- > 13% students with disabilities
- > 11% English learners

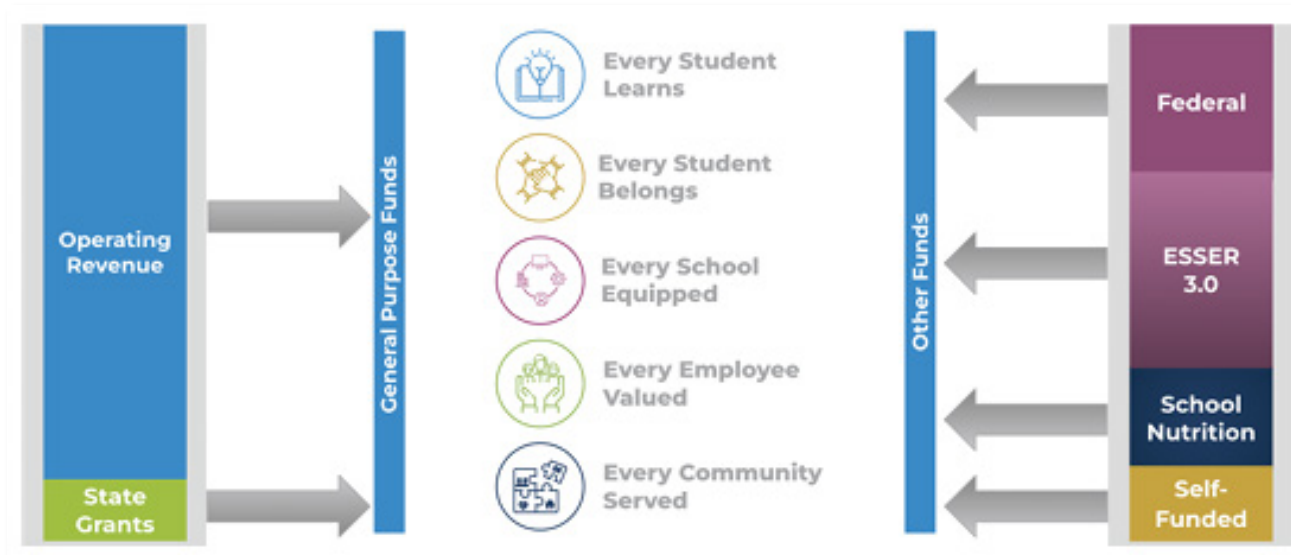
>> Budget:

- > \$677M total revenue in FY24
- > \$143M total ESSER/ESF allocation
- > \$56M ESSER/ESF budgeted in FY24

>> Schools & Staff:

- > 79 schools
- > 6,000 staff including 3,000 teachers

>> District Strategic Commitments:



Source: [Hamilton County Schools 2023-2024 Proposed Budget](#)

Using SEA Levers to Support LEAs



We are focusing on five levers SEAs can use to assist LEAs to prioritize and sustain effective interventions.



Grantmaking



Monitoring



Policy

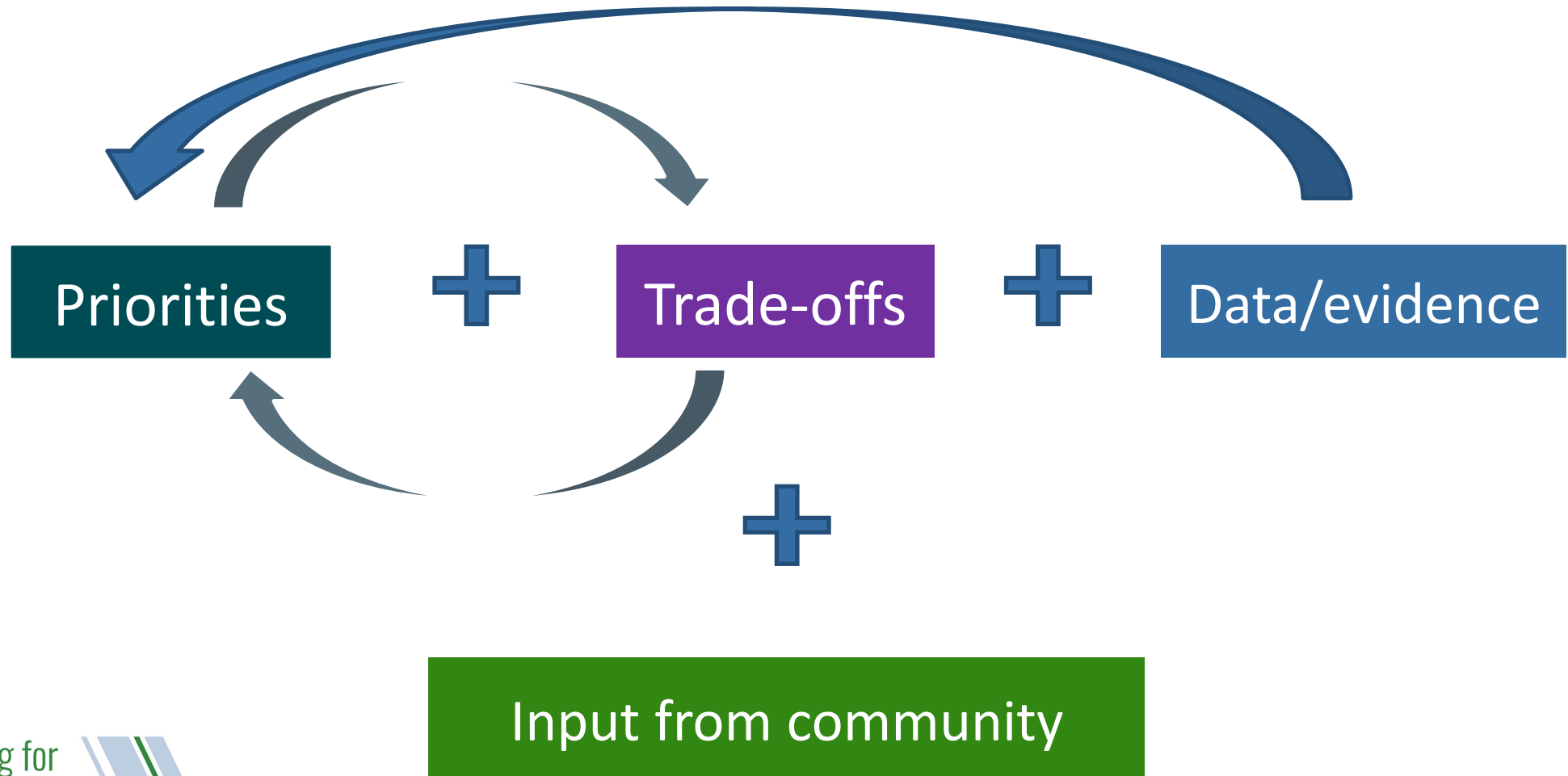


Technical Assistance



Partnerships

Difficult financial decisions can involve:



Use **technical assistance** and **grantmaking** to focus LEA efforts on your SEA's "North Star".

What is the SEA North Star? Be specific (e.g., reading recovery, middle school math recovery, other state-wide goals)



>> Spotlight LEA efforts in communications, convenings, case studies, or resource guides



>> Create targeted grant opportunities



>> Offer technical assistance to support relevant interventions

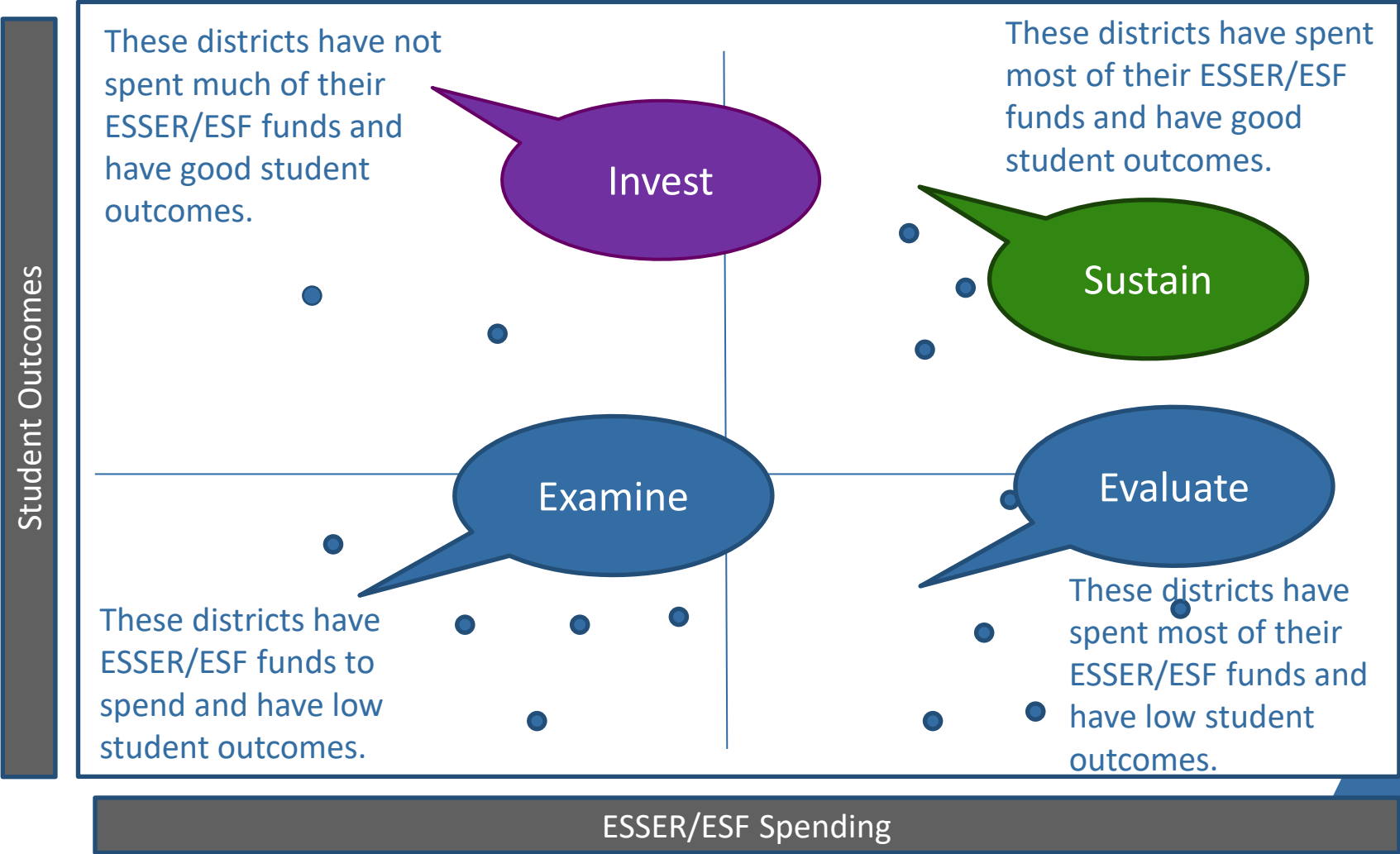
Provide differentiated support through **monitoring** and **technical assistance**.



Support districts to **invest** now with ESSER/ESF to sustain positive student outcomes

Support districts to **sustain** positive student outcomes post ESSER/ESF and identify trade-offs to continue investments that are working

Examine and **evaluate** district spending and outcomes and consider whether there are other distress signals to acknowledge and support



Use convening power through **partnerships** and **technical assistance** to encourage prioritization conversations.



>> Bring in partners to support SEA engagement and training



>> Bring districts together that have spent on similar interventions, have common challenges, or are otherwise similarly situated

Use tools shared through the SPCR:

>> ESSER Hold'em

>> The Investment Grid: Linking Costs and Outcomes

>> Evaluating Impact Using Logic Models

Use grantmaking and policy levers to help smooth out funding.



- >> Change state laws and regulations to give districts the flexibility to carry forward general operating funds from state and local sources
- >> Offer replication planning grants to give LEAs additional glide path

No State Restrictions on Reserves		
✓ AK	✓ MI	✓ SC
✓ AZ	✓ MN	✓ SD
✓ IL	✓ MS	✓ TX
✓ IN	✓ MO	✓ VT
✓ IA	✓ NV	✓ WA
✓ KS	✓ NC	✓ WI
✓ KY	✓ ND	✓ WV
✓ LA	✓ OH	
✓ MD	✓ OR	

Allow Reserves with Limitations	
✓ AL: 8% min	✓ DE: 1 month salary min
✓ CO: 3% min	✓ FL: 3% min
✓ AR: 20% max	✓ NJ: 2% max
✓ CA: 10% max	✓ NY: 4% max
✓ GA: 15% max	✓ OK: 14-40% max
✓ HI: 5% max	✓ PA: 8-12% max
✓ ID: 5% max	✓ TN: 3% max
✓ ME: 9% max	✓ UT: 5% max
✓ MT: 10% max	✓ VA: no reserves of state funds
✓ NE: 20-45% max	✓ WY: 15% max
✓ NH: 5% max	

Does Not Allow Reserves	
✓	CT
✓	DC
✓	MA
✓	NM
✓	RI



Use **partnerships**, **technical assistance**, and **policy** levers to promote clear and transparent communication about challenges ahead and available supports.



>> SEA finance and programmatic staff work together to create coherent technical assistance to share tools and strategies



>> Use transparent language to prepare interested parties for and engage them in discussions around potential trade-offs



>> Regularly publish publicly available student achievement data and ESSER/ESF spending details

Announcements and Opportunities



Find suggested resources associated with SEA levers within the "Prioritize" Resource Portfolio.

SEA Spotlight: Examples of the CCNetwork and Partners Helping SEAs Apply Their Learning



Mississippi Supports Their Professional Growth Systems

Mississippi created two crosswalks reflecting how the [Supporting Students in Poverty with High-Impact Instructional Toolkit](#) compliments an existing state priority: Professional Growth System for Educators.

[Mississippi Professional Growth System Teacher Rubric](#)

[Mississippi Administrator Growth Rubric](#)



Massachusetts DESE: How Do We Know

This [website](#) provides resources to help Massachusetts districts locate existing research and to support their ability to measure implementation and impact as part of their improvement strategy.



Ohio and Louisiana's Data Dashboard

Here are two examples of data dashboards OH and LA have used to help the public better "understand the impact of the pandemic on their students and progress towards academic recovery".

[View the Ohio Dashboard here.](#)

[View the Louisiana Dashboard here.](#)

Source: <https://compcenternetwork.org/ccnetwork-highlights/topic/8274/strategic-planning-continued-recovery>

Use the SPCR Planning Template to reflect on and apply today’s session content.

Strategy	Planning Components	SPCR Pathways for Additional Support (choose how your SEA will receive supports)
1. Determine impact of investments	<div><input type="checkbox"/> Template 1A: Create a Logic Model for Each Investment</div> <div><input type="checkbox"/> Template 1B: Dissemination Plan to Communicate the Impact of the Investments</div>	<div><input type="checkbox"/> Resource portfolio</div> <div><input type="checkbox"/> Consultation with SPCR content experts</div>
2. Prioritize efforts for ongoing recovery and transformation	<div><input type="checkbox"/> Template 2A: Incorporate Leading Indicators into a Logic Model</div> <div><input type="checkbox"/> Activity 2A: Compare the Full Cost of Investments</div>	<div><input type="checkbox"/> Resource portfolio</div> <div><input type="checkbox"/> Cross-SEA team Collaboration Meeting</div>
3. Achieve sustainability through financial planning		
4. Ensure access and opportunity for all		
5. Communicate impact of investments		
6. Support and sustain systemic capacity building		

Individualized support is available to help your SEA team use the SPCR Planning Template!

Here's another look at the supports planned through the SPCR:



Upcoming No-cost Supports

>> Individualized Consultations with SEA Teams

- > 60-minute strategy session related to determining the impact of investments and making trade-off decisions
- > Email Danielle Crain, SPCR Project Lead (daniellecrain@westat.com) with statement of need and proposed dates/times

>> Cross-SEA Team Collaboration

- > December 12, 2023, 1 p.m. ET – 60-minute facilitated conversations among interested SEA teams on a shared topic. Register using the link in the chat.

>> Next Sessions in the Webinar Series

- > January 11, 2024, 4 p.m. ET: Webinar #3: Achieve Sustainability Through Financial Planning
- > February 1, 2024, 4 p.m. ET: Webinar #4: Ensure Access and Opportunity for All

Please share your insights about today's presentation and express interest in additional SPCR supports using the Zoom poll.

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