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Office of English Language Acquisition

2017 Project Directors Meeting

In Pursuit of Higher Education for All



STRATEGIES FOR THE SUSTAINABILITY OF GRANT-FUNDED PROGRAMS

Presented by:
Jamila Smith

OBJECTIVES FOR THIS SESSION

- Participants will build their understanding of the description and elements of performance management and sustainability.
- Participants will identify opportunities to communicate and engage with their stakeholders and partners about their progress.



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WHAT IS PERFORMANCE MANAGEMENT?

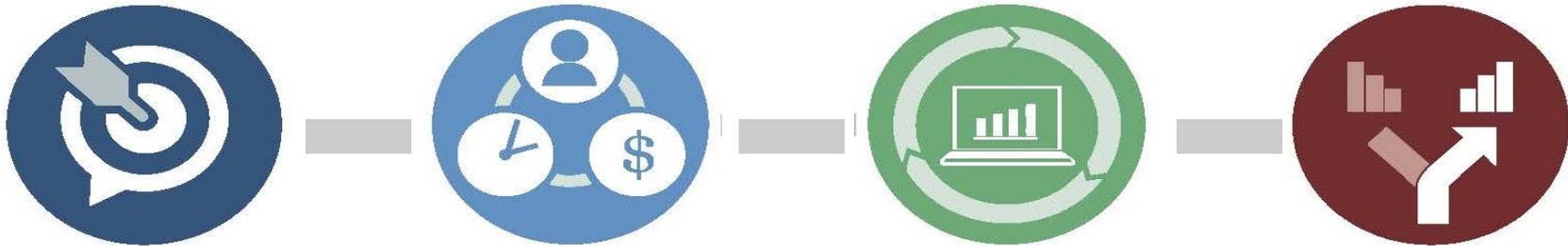
What does “performance management” mean to you?



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A DESCRIPTION OF PERFORMANCE MANAGEMENT



Performance management is a **systemic approach** to ensure quality and progress toward organizational goals by **aligning structures, processes and routines** through a set of reinforcing activities that enable an agency to methodically and routinely monitor **the connection between the work underway and the outcomes sought.**



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THERE ARE FOUR ELEMENTS OF PERFORMANCE MANAGEMENT



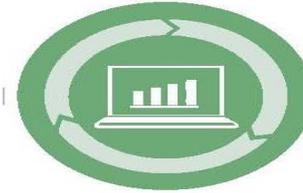
Clarity of Outcomes and Theory of Action

- Set student outcome targets to achieve project goals
- Establish a theory of action and strategies for implementing priority reforms
- Develop plan(s) that align strategies with project goals



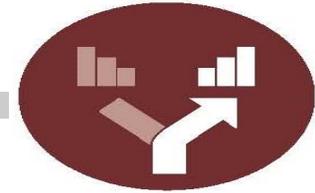
Alignment of Resources

- Directing resources to project priorities
- Establishing clear leadership of project goals and reforms



Collection and Use of Data

- Ensure quality data on performance
- Ensure quality data on implementation
- Using data to review processes and make mid-course corrections



Accountability for Results

- Link internal accountability to results
- Link external accountability to results
- Engage stakeholders about results



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WHAT IS SUSTAINABILITY?



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THE DEPARTMENT ENGAGED 17 PARTNERS TO HELP BUILD FRAMEWORKS AND TOOLS TO SUPPORT RACE TO THE TOP GRANTEES



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SUSTAINABILITY WORK GROUP

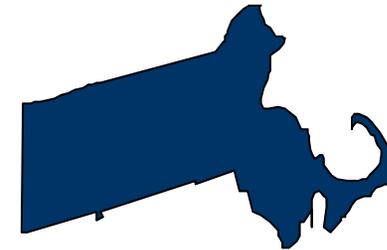
Delaware



Georgia



Massachusetts



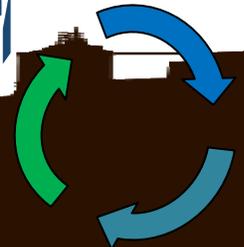
Hawaii



New York



Maryland



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DESCRIPTION OF SUSTAINABILITY

Sustainable reforms are **durable, adaptive** and **persistently focused** on priority goals for improved student growth in the face of **changing conditions**.



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THE SUSTAINABILITY FRAMEWORK CONSIDERS THE FACTORS THAT CONTRIBUTE TO LASTING REFORM



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PARTNERS and STAKEHOLDERS

Partners – a person or group of people who have an investment in the project’s goals, a partner brings something to the table—knowledge, skills, and/or resources—and stands to benefit in some way from the success of the project.

Stakeholders – a person or group of people who has an interest in the project’s goals. Includes SEAs, LEAs, and groups of non-organized people (e.g. teachers as a whole, parents as a whole), the field, and organizations that have influence over implementation of the project.



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MESSAGES SHOULD BE SIMPLE, BUT HAVE RATIONALE AND EMOTIONAL LEVELS

Do

Feel

EMOTIONAL

How do you want them to feel?

RATIONAL

What should your target think?

Think

ATTRIBUTES

What are the simple things that your target needs to know?

- Facts
- Dates
- Times
- Places
- People involved



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EXERCISE

What

Time

-
- With your facilitator, brainstorm a list of partners, and a list of stakeholders on flip chart paper ■ 5

 - Choose one partner and one stakeholder to complete the “Think, Feel, Do” template on brown paper. ■ 20
 - What role do you want them to play towards sustaining your project? What do you want to them to think, feel, and do in relation to your project?



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THE AIM IS TO CHANGE THE WAY WE LOOK AT OUR STAKEHOLDERS

From



To

- Passive recipients of information
- People to be managed
- Skeptics “across the table”
- Active participants in dialogue
- Equal partners in the project
- Problem-solvers alongside you



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THE 4 I'S FRAMEWORK OFFERS STRATEGIES TO INCREASE ENGAGEMENT



Inform

One-way emails, press releases, PPTs, web, etc.

Inquire

Listening, surveys, focus groups, etc.

Involve

More active engagement, advisory groups, steering committees, etc.

Inspire

Stakeholders as owners and champions



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ADDITIONAL RESOURCES



Reform Support Network

Performance Management

Collecting and Using Data to Measure Progress, Improve Results
February 2014

Reforms of the size and scale to which Race to the Top States have committed, require unprecedented planning, oversight and problem solving to implement. Although many factors influence the outcomes of these reform efforts, performance management is a key structural element in realizing *sustainable reforms* that are durable and adaptive, and persistently focused on improved student growth in the face of changing conditions.

The Reform Support Network (RSN) has prepared a series of four briefs to examine how Race to the Top States are pursuing performance management of their key education reforms. At the RSN's request, leaders from four States—Delaware, Hawaii, Massachusetts and Tennessee—agreed to describe early, promising work that embodies the basic elements of performance management. This brief—the third in the series—profiles how Delaware and Hawaii are collecting and using data to inform continuous improvement.

What is performance management?

Performance management is a systemic approach to ensure quality and progress toward organizational goals by aligning structures, processes and routines through a set of reinforcing activities that enable an agency to methodically and routinely monitor the connection between the work underway and the outcomes sought.

This brief addresses "collection and use of data," the third of four elements of performance management described in the *Sustainability Rubric* created by the Reform Support Network to support State education agencies (SEAs) endeavoring to improve their performance management practices. The rubric offers a template through which SEAs can identify key elements of sustainability and assess strengths and weaknesses to address in their sustainability planning.

The rubric's three categories are system capacity, performance management, and content for sustaining reform. Within the category of performance management are four elements: clarity of outcomes and theory of action, alignment of resources, collection and use of data, and accountability for results.

The Reform Support Network, sponsored by the U.S. Department of Education, supports the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms, while sharing these promising practices and lessons learned with other States attempting to implement similarly bold education reform initiatives.

- PERFORMANCE MANAGEMENT RESOURCES
 - Performance Management Briefs
 - Rhode Island Performance Management Case Studies



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ADDITIONAL RESOURCES

SUSTAINABILITY RESOURCES

- Full Sustainability Rubric
- Sustainability Rubric Summary
- Sustainability Self-Assessment Workbook
- Capacity Building Template
- District resources, too!



Reform Support Network
Sustainability Rubric Summary
October 2013

Overview
As Race to the Top grantees make transformative, sustainable improvement or student achievement, state education agencies (SEAs) and local educational agencies (LEAs) will have to focus on and account for ongoing student outcomes in a manner that goes well beyond any particular program or funding stream. Race to the Top grantees must use the impact of any reform within a one-year time period, regardless of how well it is implemented. LEAs that successfully implement reforms at the district and classroom level, and SEAs that provide leadership support, providing directors offering limited but critical assistance and building capacity at all of a statewide scale in the course of this change, the role of the SEA will evolve from one focused largely on monitoring and compliance to one that includes leadership toward statewide goals for improved student growth, targeted support to LEAs and performance management of SEA activities.

What is Sustainable Reform?
Sustainable reforms are durable, adaptive and persistently focused on goals for improved student growth in the face of changing conditions.

Elements	Guiding Questions
1. SYSTEM CAPACITY	
A. SEA Capacity	
1. SEA leadership	Do all staff support leadership from their work, supports the SEA's priority goals and goals, and are they held accountable for that support?
2. SEA's culture of collaboration	Does our SEA have a culture of continuous improvement that progresses to descriptive feedback and drives robust professional learning for all staff in the SEA?
3. SEA's organizational structure	Does the organizational structure of our SEA facilitate leadership with LEAs to implement priority reforms and achieve priority goals?
B. State Capacity	
1. Extend capacity through leadership	Do the SEA's ongoing relationships with external stakeholder groups give it the resources and capacity to achieve priority goals and implement priority reforms?
2. Extend capacity in the field	Do we ensure that the field—regional delivery systems, LEAs, local teachers and educators in their own classrooms and beyond—is equipped and prepared to deliver on the State's priority goals for implementing its priority reforms?

The Reform Support Network, sponsored by the U.S. Department of Education, supports the Race to the Top grantees as they implement reforms in education policy and practice. In this work, we collaborate with other States attempting to implement similarly bold education reform initiatives.



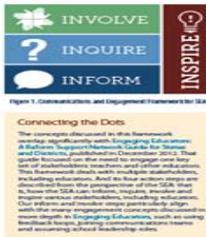
Reform Support Network
From "Inform" to "Inspire"
A Framework for Communications and Engagement

As Race to the Top grantees make far-reaching reforms, shift policies and practices, and implement new programs, they must engage a wide range of key stakeholders. This engagement is essential, but state education agencies (SEAs) have a responsibility to reach out to those many other stakeholders as well.

The Reform Support Network (RSN) encourages SEAs to reach out and engage key audiences and look for ways to improve opportunities, build consensus and expand reach. The Sustainable Communications and Engagement Community of Practice (SCEC) is developing a framework to help SEAs do this. In several areas, to start with, the SCEC helps SEAs work in a strategic way, to define internal and external audiences, and create clear and compelling messages. These messages, in turn, help SEAs to build relationships with key audiences and with partners. In the process, SEAs might need to build self-capacity to do this work. Finally, the SCEC helps SEAs to evaluate their work and use their data to adjust course as needed.

Figure 1 provides a map for SEAs to think about and implement these projects.

The framework recognizes that SEAs, as well as, at a minimum, regional delivery systems, local educational agencies, and systems, have a responsibility to reach out and engage key audiences and systems. However, these efforts will be more successful when audiences' unique needs are considered and these leaders learn to identify a clearly defined and compelling message to reach their audiences. SEAs will want to actively involve key audiences in the work to ensure a consensus of policies and programs. Ultimately, the most powerful results will occur when these leaders engage effectively and lead, based on what they have learned and the paths and programs they have identified.



COMMUNICATIONS RESOURCES

- 4 I's Framework
- Engaging Stakeholders Templates
- Social Media Guide and "Tip Sheets"



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Thank you!

For more Information

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Link to other Performance Management and Sustainability Resources and Tools:

- <https://rtt.grads360.org/>



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