

Education Post-COVID:
Learning to Move Forward

SERIES



Equity and Sustainability: Budgeting to Build Schools Back Better

May 18, 2021, 1:00 p.m. ET

The program will be starting shortly

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Aleesia Johnson
Superintendent
*Indianapolis
Public Schools*



Anu Malipatil
Vice President,
Education
*Overdeck Family
Foundation*



Karen Hawley Miles
President and CEO
*Education Resource
Strategies, Inc.*

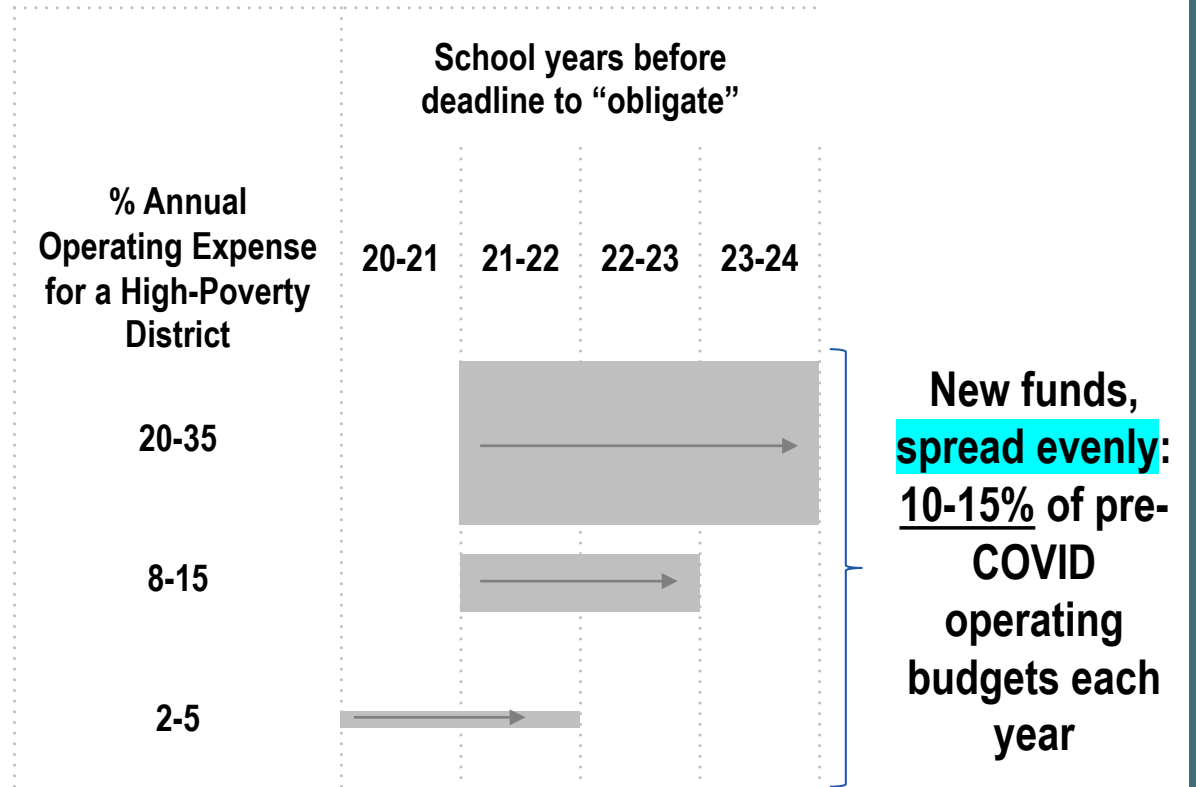
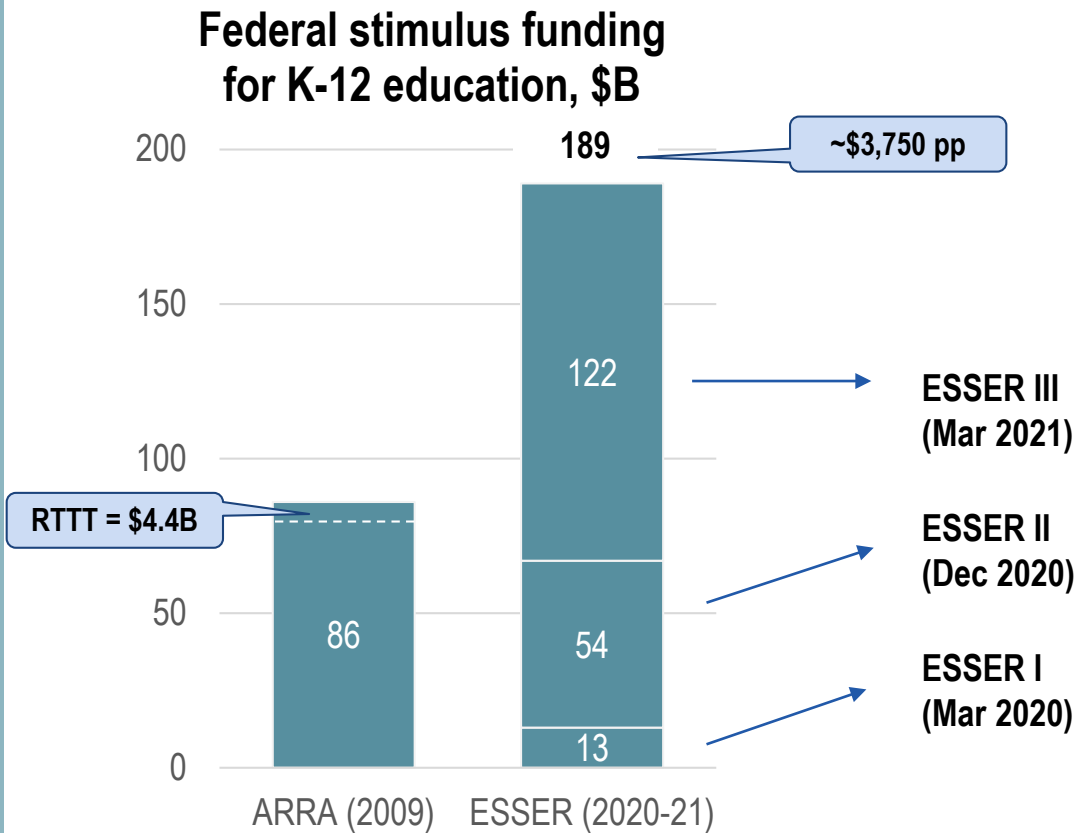


Celine Coggins
Executive Director
*Grantmakers for
Education*



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The federal government is providing significantly more K-12 stimulus support than during the Great Recession



Notes: ARRA = American Recovery and Reinvestment Act; ESSER = Elementary and Secondary School Relief Fund. Total for K-12 excludes set-asides for non-public schools and for Governor's Fund (GEER)
 Source: ERS; [District Administration](#); [National Conference of State Legislatures](#)



ERS has identified 5 research-based 'power strategies' to accelerate equity-focused recovery and redesign

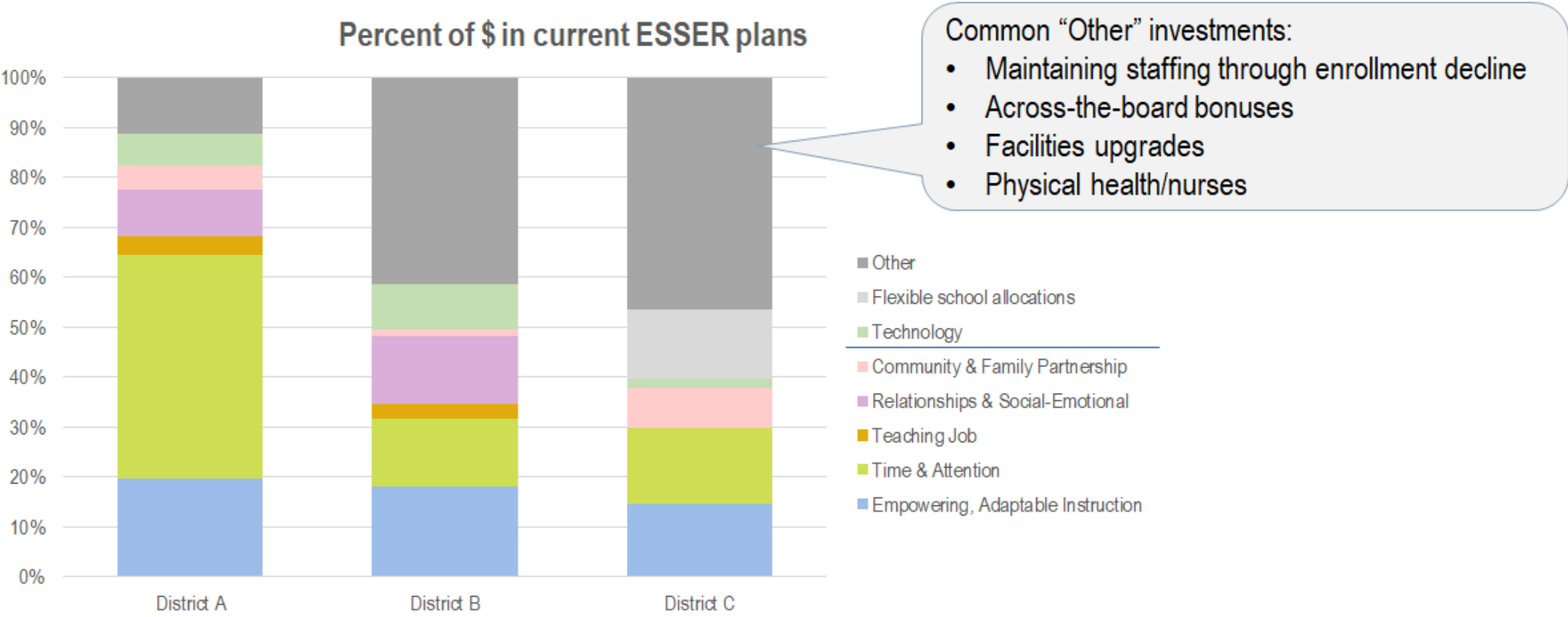
1	Empowering, Adaptable Instruction	Ensure teaching teams have high-quality curriculum, time and support to collaboratively assess and accelerate learning and provide just-in-time support.
2	Time and Attention	Expand and target individual attention and learning time inside and outside of traditional school hours, especially for students with the greatest learning needs.
3	Teaching Job	Restructure teaching jobs and roles to be more rewarding, collaborative, and sustainable while enabling excellent instruction from a diverse teaching force
4	Relationships & Social Emotional Support	Organize to cultivate positive student-adult relationships and ensure support for wellness and social emotional needs
5	Community & Family Partnerships	Engage families, community partners, and other out-of-school resources to increase academic, health, social, and emotional support for students.

5/19/2021

Source: Education Resource Strategies



We see significant variation in how districts are spending dollars, with less emphasis on the teaching job



5/19/2021

Source: Education Resource Strategies analysis of three district plans in three different states

This year has brought dramatic changes in mindset about what is possible in K-12 education

- **Rapid change in school design** is possible
- **Families** can and must be more deeply involved in supporting student learning
- **Technology** can be central part of instruction, teacher collaboration and professional development
- Teacher **roles can be differentiated** to benefit everyone
- Learning can be facilitated **outside of typical school hours** with a variety of partners and programs
- Tackling **racial inequity** and the systems, structures and practices that sustain it is everyone's job



Pressure to address immediate needs can limit efforts to change underlying cost structures

- **Rapid timeline, limited/taxed capacity**, combined with **pressure to spend** stimulus **quickly**
- **Needed focus on the immediate and urgent**, without time or staff to work on long-term planning
- **Lack of strong processes** to determine how best to invest these funds or track the impact of these investments
- Historic premium on spending new dollars on staff positions in schools
- Systems need to simultaneously **support schools to use these resources well** in new designs

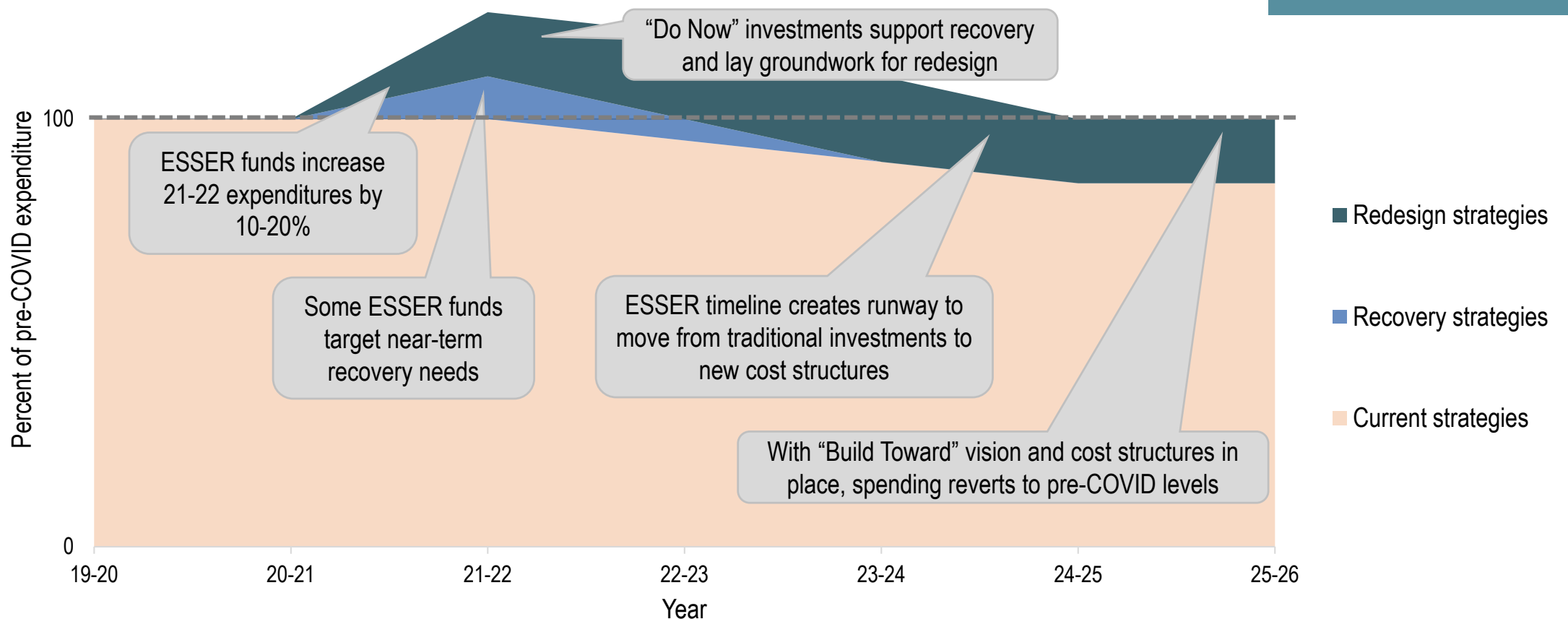


Result to avoid: Using stimulus funds to pad budget shortfalls, reinvest in the status quo, or layering in 'add on' approaches that will disappear when the funds run out

ESSER gives districts a three-year runway to implement a “do now, build toward” approach

Shifting spending with a “Do Now, Build Toward” approach

ILLUSTRATIVE



5/19/2021

Source: ERS



Time and Attention: Expand and vary time and provide more individualized attention to students in and outside of traditional school hours

Do Now...

- Extend core instructional time in a specific grade or subject
- Assign existing non-teacher staff to small-group instruction at targeted times in the day
- Identify a partner to provide high-dosage tutoring for a subset of high-need students

Build Towards...

- More learning time via extended school days and years, intersessions, intensive “high-dosage” tutoring, and other after-school learning opportunities.
- Smaller class sizes in priority grade levels and subjects, and where student needs are greatest, offset by larger class sizes in other areas
- Integrated learning experiences across live and asynchronous platforms
- Specialized and advanced HS classes offered online to maximize access and free teachers for more individualized instruction




Example district plan for recovery and redesign



Strategic investment	Cost (% of budget)
#1 Empowering Instruction	
Assess/shore up standards-aligned curricula and assessments to be empowering and high-quality. Includes cost to roll out and for professional learning support for effective adoption	1.6%
Create more time in the school week for shared- content collaboration led by instructional experts	2.1%
Create more time in the school week for shared student collaboration among all the adults supporting each student academically and social-emotionally.	0.5%
Create time and leadership roles to provide teachers with frequent observation and coaching that helps them improve their instructional techniques	0.6%
#2 Time & Attention	
Increase time for all students through a longer school day and/or year	1.0%
Radically reduce class sizes in priority grade-levels and subjects (e.g. early literacy, 9 th grade)	1.2%
Provide intensive tutoring to students who need the most help (partnerships and/or time with existing staff)	0.2%
Offer low-enrollment, specialized, or advanced courses online across multiple campuses; re-assign teachers to higher-need grades and subjects	0.8%



Example district plan for recovery and redesign

Strategic investment	Cost (% of budget)
 #3 The Teaching Job	
Expand “shelter and develop” models for pre-service and early career teachers, including by expanding partnership with a local school of education to integrate student-teachers or residents in targeted classes on a part-time basis.	0.2%
Reward highly effective teachers who take on rigorously selected teacher leadership roles that require greater expertise or time	1.0%
 #4 Relationships & Social-Emotional Support	
Assign each staff member to regularly touch base with a small group of families , with the goal of identifying student needs and connecting them to crucial resources.	0.2%
Scheduling and staffing models help educators and students build and sustain positive relationships — for example, block schedules, looping, and drastic class size reductions in top-priority courses and grade-levels.	1.0%
Pro-actively use, capture, and share data on student need, supports provided, and impact/outcomes to guide continued support and growth. Includes routines to identify students who are chronically absent and engage their families through direct outreach and support.	0.1%
Contract with third-party partners to provide additional social-emotional support based on student need	0.5%
 #5 Family & Community Partnerships	
Conduct systematic outreach to families whose students are chronically absent or who have unenrolled from school	0.1%
Total Cost (% of budget)	11.2%

5/19/2021

Source: Education Resource Strategies



7 Principles for Investing Federal Stimulus Dollars

Define Vision & Strategy for Recovery & Redesign

✓ Understand and quantify students' needs.

✓ Invest in proven, high-impact strategies.

✓ Design new scheduling and staffing models.

✓ Design for equity.

✓ Plan spending for long-term sustainability with a “do now, build toward” approach.

✓ Create system conditions.

✓ Define success, measure, and adjust.

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Design for equity.

- Act to disrupt long-standing patterns of inequity.
- Engage educators, students, and families.
- Target resources to differentiate based on need and context.

✓ Plan spending for long-term sustainability with a “do now, build toward” approach.

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✓ **Plan spending for long-term sustainability with a “do now, build toward” approach.**

- Size the full cost of implementing strategies over time.
- Integrate all funding sources.
- Invest in building bridges to new ways of organizing.
- Plan out how spending and organization will shift to sustain critical investments over time.

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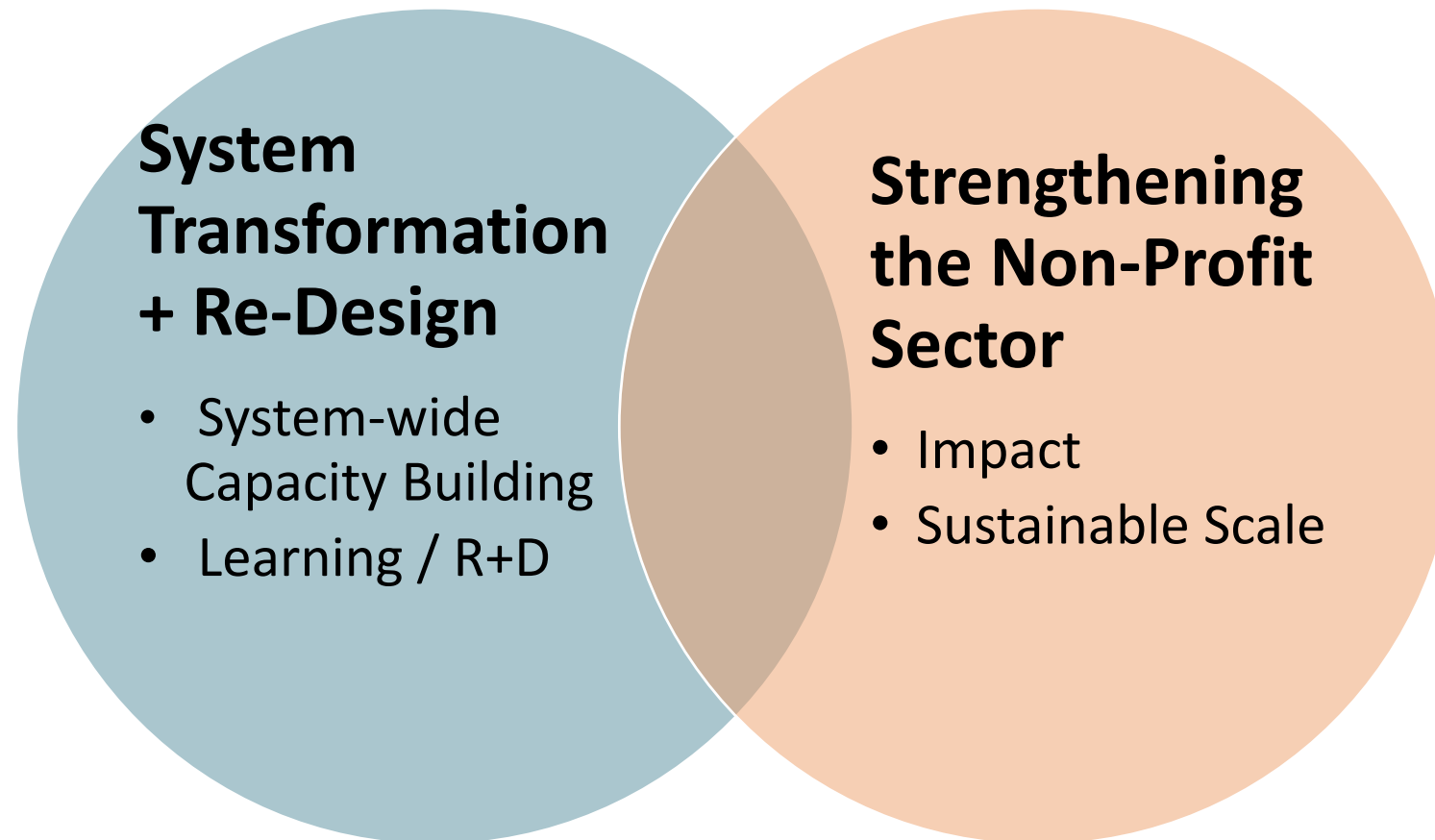
✓ Create system conditions.

- Ensure district-level enabling conditions.
- Clarify decision-making roles and flexibilities.
- Organize school support.

✓ Define success, measure, and adjust.

What is philanthropy's role?

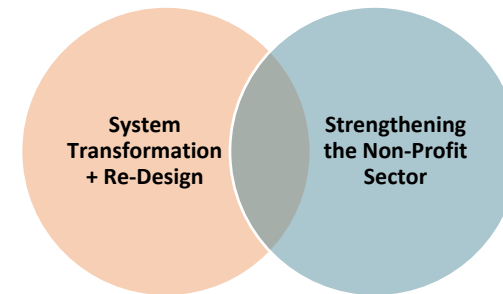
"A focus on scalable solutions will make real system change happen that much faster, and spectacular things happen when bottom-up momentum meets a top-down accelerant." – Kevin Starr, SSIR



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What is philanthropy's role?



System-wide Capacity Building

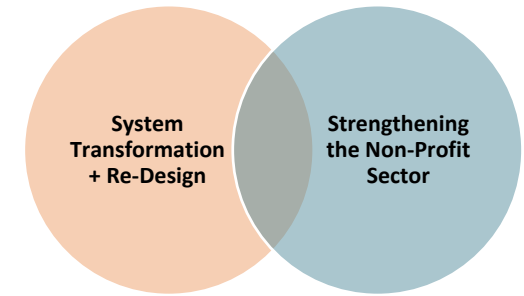
Support Vision Planning: Instructional, SEL + Operational

- **Coherent and unified vision** to provide opportunity for **efficiently coordinated action**
- **Identify and fund technical assistance** support through strategic, domain experts for strategic vision and planning

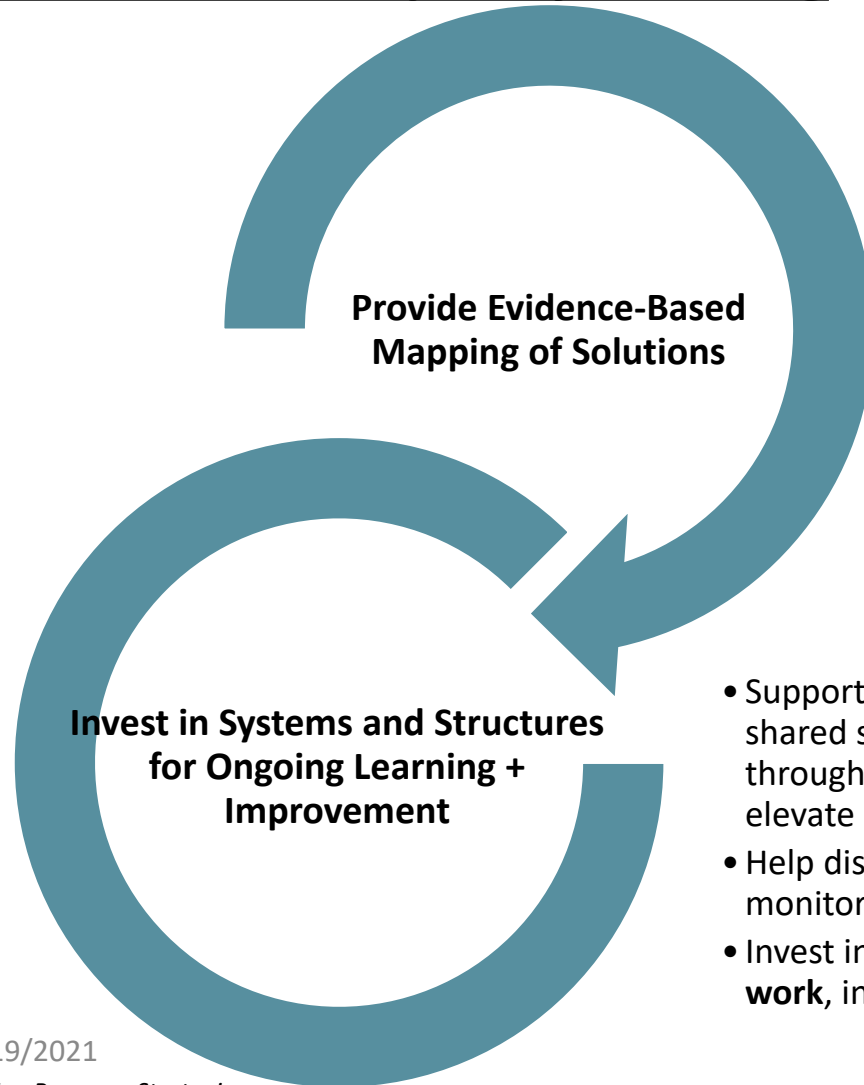
Provide Strategic Capacity Building for Decision-Making

- Support **categories of design changes** for schools that will be most **important for meeting students' academic and SEL needs now**, and that will **enable sustainability** over the long-term
- Provide funding to create **extra capacity in school systems** to focus on **long-term planning and community engagement** in this work **over multiple years** by freeing existing time, hiring additional staff to take this on, or bringing in outside service providers
- Advance the development of **easily accessible and translatable planning and design tools** that districts can use to guide rapid and complex decision-making
- Support **technical assistance with legal and procurement** supports

What is philanthropy's role?



System Wide Capacity Building



- Help district decision-makers understand what their **highest leverage, evidence-based strategies and opportunities are for action (both in and out of school)**
- Provide **mapping tools and options with relevant and instructive informational inputs** (cost, scale, implementation difficulty) for providers in each of the high leverage, evidence-based strategy / action areas
- Support **networks and cohorts** of leaders and systems that are working on specific shared strategies and **translating lessons** for wider use - fund “learning cohorts” through CAO community, CCSSO, Council of Great City Schools, Chiefs for Change to elevate and amplify best practices, exemplars and active learning
- Help districts develop **strong continuous improvement structures** to pilot and monitor how these new approaches are working
- Invest in **support providers** to expand their **ability to help systems through this work**, including by working closely with cohorts of systems to rapidly learn together

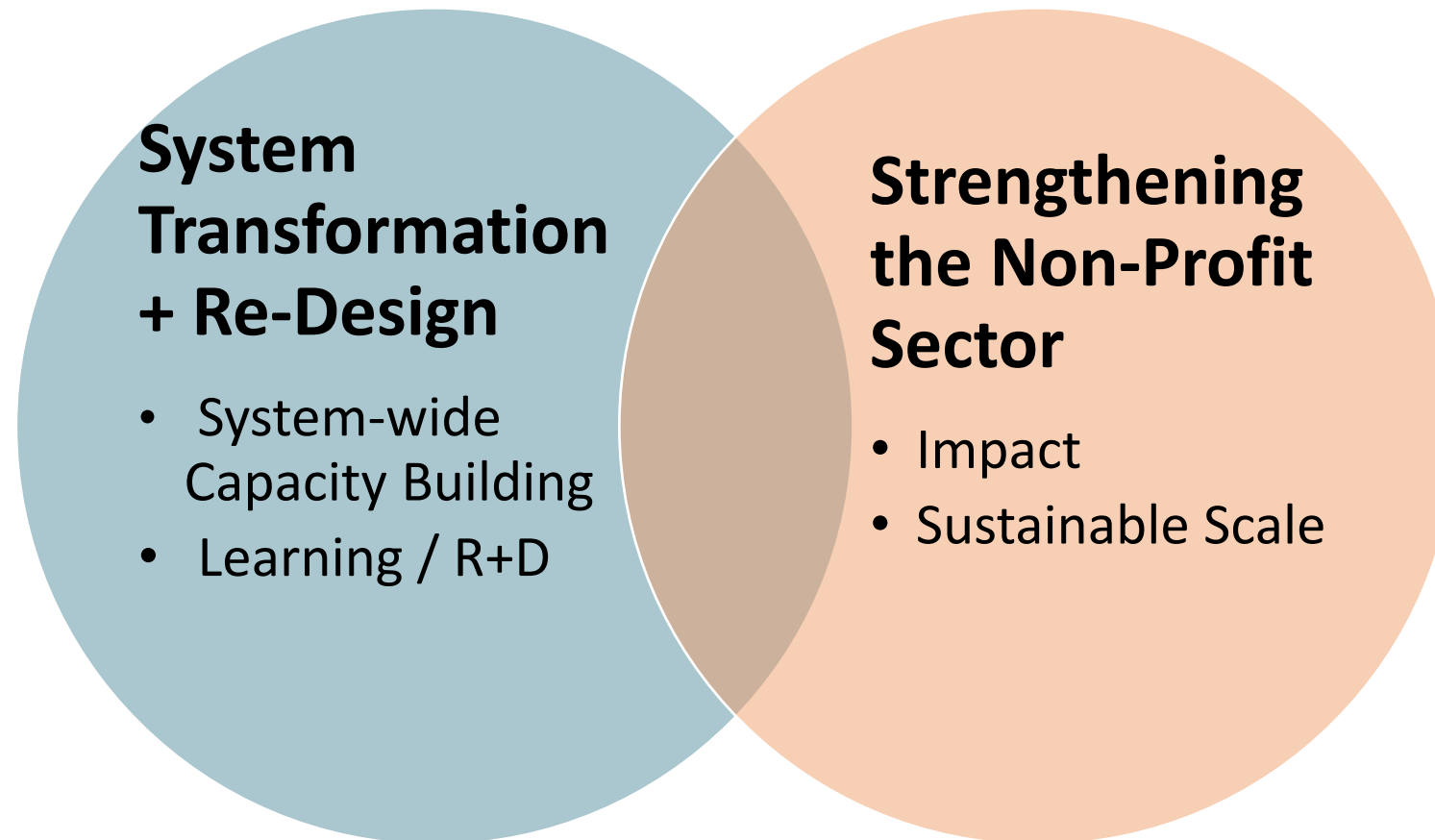
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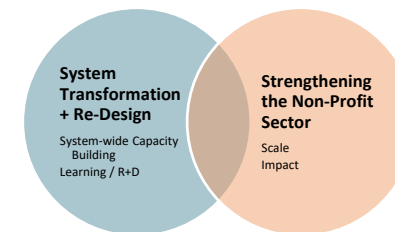
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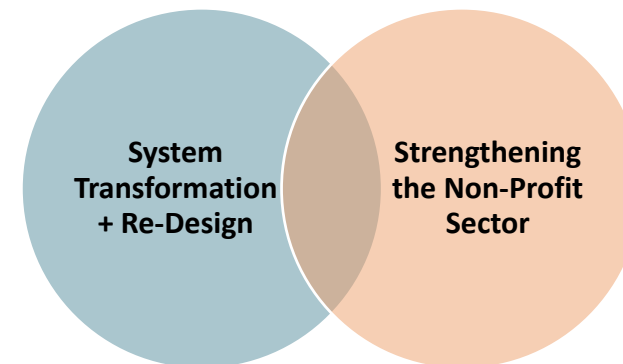
What is philanthropy's role?



Support Organizations that Reliably Deliver Outcomes for Kids

- Support organizations with evidence of impact, support them to build an impact base, or help them build the infrastructure to learn and improve, so they can learn about how to deliver greater, more cost-effective impact.
 - Prioritizing funding for organizations with evidence of impact when possible. If evidence is not available, funders can support nonprofits in building an evidence base or infrastructure to learn and improve, so they can learn how to deliver greater, more cost-effective impact over time for their intended beneficiaries.
 - For organizations that don't have strong systems of learning or research and development in place, funders can support programs like [Harvard's Strategic Data Project Fellowship](#) or [Ed Pioneers Data Fellows](#) to add capabilities to build internal data infrastructure, logic models, and focused learning agendas.
 - Funding opportunities to incorporate and analyze beneficiary feedback, through usage of industry benchmarks like [Net Promoter Scores](#) and streamlined services like [Listen for Good](#), which offers simple and systematic ways to build survey-based feedback loops with target populations.

What is philanthropy's role?

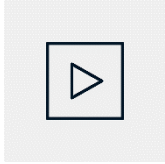


Scale Organizations Sustainably

<h3>Scale</h3> <p>("social innovations have scaled when their impact grows to match the level of need")</p>	<h3>Sustainability</h3> <p>(sustain itself over the long term, perpetuating its ability to fulfill its mission: this includes financial sustainability, as well as leadership succession planning, adaptability, and strategic planning)</p>
<ul style="list-style-type: none">• Scope of need + challenges will be larger than any one organization's product or service• Stay tight on mission and potentially even tighter on strategy• Focus on solutions that are simple enough that the doer-at-scale can do it. It needs to be systematic and replicable.• Price your offering so it is cheap enough that the payer-at-scale will pay, especially in the long-term.	<ul style="list-style-type: none">• In order for a nonprofit to be sustainable, the nonprofit's leaders need to know how much it costs to deliver the nonprofit's programs and services, so that the nonprofit can raise enough money to cover those costs.• Understand what drives impact (understand both cost and impact drivers) to drive strategic decisions about resource allocation, in the short-term and long-term• Support leaders to make strategic decisions about one-time expenses, external partnerships vs. growing operating budget

Source: https://ssir.org/articles/entry/were_beating_systems_change_to_death; https://ssir.org/articles/entry/why_proven_solutions_struggle_to_scale_up#; <https://www.councilofnonprofits.org/tools-resources/nonprofit-sustainability>; <https://www.the74million.org/article/malipatil-how-education-funders-can-support-nonprofits-and-schools-differently-to-keep-students-learning-during-and-after-covid-19/>

Coming up next...



For video of this webinar (available in about a week):

bit.ly/GFEpastprograms



May 19, 2021, 2:00 p.m. ET

Latest in Civic Education Policy



June 7, 12:00 p.m. ET

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