

# PARTNERSHIPS FOR STUDENT SUCCESS GRANT

Bidders' Workshop

Tuesday, July 5, 2016

Utah State Board of Education

# Senate Bill 67, Utah 2016 Legislature

Senator Ann Millner

Representative Rebecca Edwards

R277-924 Partnerships for Student  
Success Grant Program



# PURPOSE:

“...to improve educational outcomes for low income students through the formation of cross-sector partnerships that use data to align and improve efforts focused on student success.”



# DEFINITIONS:

**“Eligible Partnership”** : A partnership that includes at least:

1. A Local Education Agency that has designated an eligible school feeder pattern
2. A local nonprofit organization
3. A private business
4. A municipality or county in which the eligible school feeder pattern is located
5. An institution of higher education within the state
6. A state or local government agency that provides services to students attending schools within the eligible feeder pattern
7. A local philanthropic organization
8. A local health care organization



# DEFINITIONS:

**“Eligible Partnership”**: (Continued)

AND

...has designated a local education agency or local nonprofit organization to act as the lead applicant



# DEFINITIONS:

## “Eligible School Feeder Pattern”:

The succession of schools that a student enrolls in as the student progresses from kindergarten through grade 12 that includes, as designated by the local education agency:

1. A high school;
2. An eligible junior high that is a district school within the geographic boundaries of the high school, or is a charter school that sends 50% of the charter school’s students to the high school
3. An eligible elementary school that is a district school within the geographic boundary of the high school or is a charter school that sends at least 50% of the charter school’s students to the junior high school



# DEFINITIONS:

**“Local Education Agency”:**

**A school district or charter school**



# FUNDING:

- \$2,000,000 total
- \$ 80,000 set-aside for administration and evaluation
- \$500,000 per year maximum per partnership/applicant
- No minimum amount



# PARTNERSHIPS:

Memorandum of Understanding between the members of the eligible partnership to plan and implement a partnership that:

1. Established shared goals, outcomes, and measurement practices based on unique community needs and interests that are aligned with the recommendation of the 5- and 10-year plan to address Intergenerational Poverty

[http://jobs.utah.gov/edo/intergenerational/igp5\\_10yearplan.pdf](http://jobs.utah.gov/edo/intergenerational/igp5_10yearplan.pdf)



# PARTNERSHIPS:

Memorandum of Understanding between the members of the eligible partnership to plan and implement a partnership that:

2. For students attending a school within an eligible school feeder pattern, address:

- a. Kindergarten readiness
- b. Grade 3 mathematics and reading proficiency
- c. Grade 8 mathematics and reading proficiency
- d. High school graduation
- e. Postsecondary education attainment
- f. Physical and mental health
- g. Development and career skills and readiness



# PARTNERSHIPS:

Memorandum of Understanding between the members of the eligible partnership to plan and implement a partnership that:

## 3. Coordinates and aligns services to:

- a. Students attending schools within an eligible school feeder pattern
- b. The families and communities of the students within an eligible school feeder pattern



# PARTNERSHIPS:

Memorandum of Understanding between the members of the eligible partnership to plan and implement a partnership that:

## 4. Implements a system for:

- a. Sharing data to monitor and evaluate shared goals and outcomes in accordance with state and federal law
- b. Accountability for shared goals and outcomes



# PARTNERSHIPS:

Memorandum of Understanding between the members of the eligible partnership to plan and implement a partnership that:

5. Commits to providing **matching funds** equal to **two times the amount of the grant.**

- a. At least half of the matching funds provided must come from a local education agency
- b. Matching funds may include cash or in-kind donations



# COMPETITIVE PRIORITIES:

USBE shall prioritize funding for an eligible partnership that:

1. Includes a low-performing school as determined by the Board
2. Addresses parent and community engagement



# PARTNERSHIP RESPONSIBILITIES

A Partnership that receives a grant under this part shall:

1. Select and contract with a technical assistance provider identified by the Board
2. Continually assess progress toward reaching shared goals and outcomes
3. Publish results of the continual assessment on an annual basis
4. Regularly report to the Utah State Board as requested
5. As requested, share information and data with the third party evaluator in accordance with state and federal law



# COLLECTIVE IMPACT

The practice of bringing people from different organizations together, in a structured way, to achieve social change.

1. Common Agenda
2. Shared Measurement for Continuous Improvement
3. Mutually Reinforcing Activities
4. Continuous Communication
5. Strong Backbone Organization



# Theory of Action: Creating Cradle to Career Proof Points

GATEWAYS:

## Exploring

## Emerging

## Sustaining

## Systems Change

## Proof Point



Shared  
Community  
Vision

A cross-sector **partnership** with a defined **geographic scope** organizes around a cradle to career vision.

A cross-sector **leadership table** is convened with a documented **accountability structure**.

The partnership formalizes a set of **messages** that are aligned and effectively communicated across partners and the **community**.

The partnership publicly releases a **baseline report card** to the community with disaggregated data.

The partnership operates with roles and responsibilities as defined in the accountability structure.

The partnership consistently informs the community of progress, including the release of an annual **report card**.

The partnership communicates a common, consistent message across internal partners.

Organizations, institutions and community members align their work to support the cradle to career vision

Partners effectively communicate in ways that demonstrate shared accountability for results and build community engagement



Evidence  
Based  
Decision  
Making

The partnership selects **community level outcomes** to be held accountable for improving.

The partnership selects **core indicators** for the community level outcomes.

The partnership collects and disaggregates **baseline data** by **key sub-populations** for core indicators.

The partnership prioritizes a subset of core indicators for initial focus.

The partnership continually refines indicators to improve accuracy and validity.

The partnership facilitates the collection and connection of academic data across the cradle to career pipeline and among partners to enable continuous improvement.

Student-level data is accessible and used regularly by relevant partners to inform actions to improve outcomes and narrow disparities



Collaborative  
Action

The partnership commits to using a **continuous improvement process** to guide the work.

**Collaborative Action Networks** are engaged and/or formed to improve community level outcomes.

Collaborative Action Networks collectively take action to improve the community level outcomes using continuous improvement.

Opportunities and barriers are identified by the Networks and lifted up for partners to take action to improve community level outcomes.

Partners use a variety of data to continuously improve and implement strategies that intentionally accelerate outcomes for populations facing persistent disparities

Collaborative action efforts are sustained to improve outcomes and narrow disparities

Community members are involved in the co-development of solutions to improve outcomes



Investment &  
Sustainability

An **anchor entity** is established and capacity to support the daily management of the partnership is in place.

The partnership engages investors to support the operations and collaborative work of partners to improve outcomes.

The partnership has in place the necessary capacity to support the daily management of the partnership, data needs, facilitation, communication and engagement of the community.

Partners support the operations work of the partnership.

The partnership mobilizes the community to improve community level outcomes.

Partners allocate and align resources to improve community level outcomes

The partnership develops plans to change, support, or inform local, state, or national policy to improve community level outcomes.

Public and private dollars are targeted to spread and sustain data-driven practices

Partners consistently build capability and staff are supported with sustainable funding to implement the evolving partnership strategy

Public and organizational policies change to support improvement of community level outcomes and narrow disparities

Leads to Systems Change

60% of indicators in the six cradle to career outcome areas maintained or improved

# TECHNICAL ASSISTANCE PROVIDERS

The Board will select two or more Technical Assistance Providers from which the partnership may select to assist the partnership in:

1. Establishing shared goals, outcomes, and measurement practices
2. Creating the capabilities to achieve shared goals and outcomes that may include providing leadership development training to members of the partnership
3. Using data to align and improve efforts focused on student success



# ELIGIBLE EXPENSES

A Partnership that receives a grant may use grant funds only for the following purposes:

1. To contract with a technical assistance provider identified by the Board
2. To plan or implement a partnership, including
  - A. Project management
  - B. Planning and adaptation of services and strategies
  - C. Coordination of services
  - D. Establishment and implementation of shared measurement practices
  - E. Production of communication materials and outreach activities to build public support



# ELIGIBLE EXPENSES (CONTINUED)

A Partnership that receives a grant may use grant funds only for the following purposes:

F. Establishment of data privacy and sharing agreements in accordance with state and federal law

G. Purchasing infrastructure, hardware, and software to collect and store data

H. Analyzing data



# BOARD INTERVENTIONS

The Board shall establish interventions for a partnership that

1. Fails to comply with the requirements of the grant
2. Is not making progress toward reaching the shared goals and outcomes established by the partnership in the approved application

*These interventions may include the reduction or discontinuation of grant funds.*



# TIMELINE:

<b>Grant Announcement Released</b>	Monday, June 13
<b>Applicant Bidders Conference</b>	Tuesday, July 5; 9:00 a.m. -12:00 p.m. (USOE)
<b>Letters of Intent Due</b>	Monday, July 18
<b>Applications Due to USOE</b>	Thursday September 1, 5:00 p.m.
<b>Grant Review Panel Meetings</b>	September 2-16
<b>Funding Recommendations Presented to State Board of Education</b>	Thursday, October 6
<b>Funding Decisions Announced to Grant Applicants</b>	Monday, October 10

# QUESTIONS

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