

SY22-23

KY CPE District Partnership Program Overview



Dear District Leaders,

Thank you for your interest in the OneGoal District Partnership Program. This program provides the opportunity for your district to be among a select group of districts across Kentucky that want to ensure all students are equitably supported to achieve their college and career dreams.

The District Partnership Program includes two strands of support: First, we offer school and district leaders our **Postsecondary Leadership Series (PLS)**, a unique professional learning opportunity where leaders learn from their peers and receive one-on-one coaching from our experienced team. Second, our **classroom model** delivers our postsecondary curriculum to students beginning Junior year of high school and continues with remote support from OneGoal one full year into students' chosen postsecondary paths.

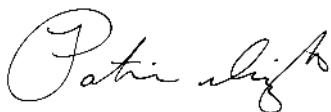
For leadership teams, the **PLS** consists of three distinct services that help leaders organize for improvement and build the capacity of all adults to address the behaviors, practices, and organization that affect postsecondary outcomes at the system-level. These services include:

- District Postsecondary Readiness Rubric Assessment Series
- Postsecondary School Improvement Collaborative
- Postsecondary Improvement Leadership Coaching

All selected districts will receive these services in 2022-2023 and 2023-2024 with an option for continuing in 2024-2025. This document is intended to give you an overview of these offerings. We look forward to discussing them with you and your leadership team.

We are excited to partner with you in the coming years to broaden our reach and to build the capacity of staff and leadership teams in the postsecondary space.

Sincerely,



Patty Diaz-Andrade
Chief Impact Officer

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Why OneGoal?



The landscape of higher education is a subject matter that must be explicitly taught to first-generation students.”

CARA Policy Brief / 2020

Students from low- and high-income communities aspire to complete their postsecondary education at similar rates, but those from low-income communities face enormous systemic barriers to earn their degrees, an injustice made worse by COVID-19. As a result, hundreds of thousands of young people transition to adulthood without the skills, experiences, and credentials needed to build careers and lives of their choosing. **Only 22% of students from low-income communities earn a postsecondary degree (bachelor’s and/or associate), compared to 67% of their peers from high-income areas.**

OneGoal addresses the depth and breadth of the problem by focusing on three pivotal transitional years from high school through the first year of college, technical school or other postsecondary path, while working in close partnership with districts, high schools and postsecondary institutions. We partner with high schools in low-income communities to ensure college and career planning, preparation, and support are not treated as extracurricular activities, but as integral components of the high school experience for *all* students.

Our Impact

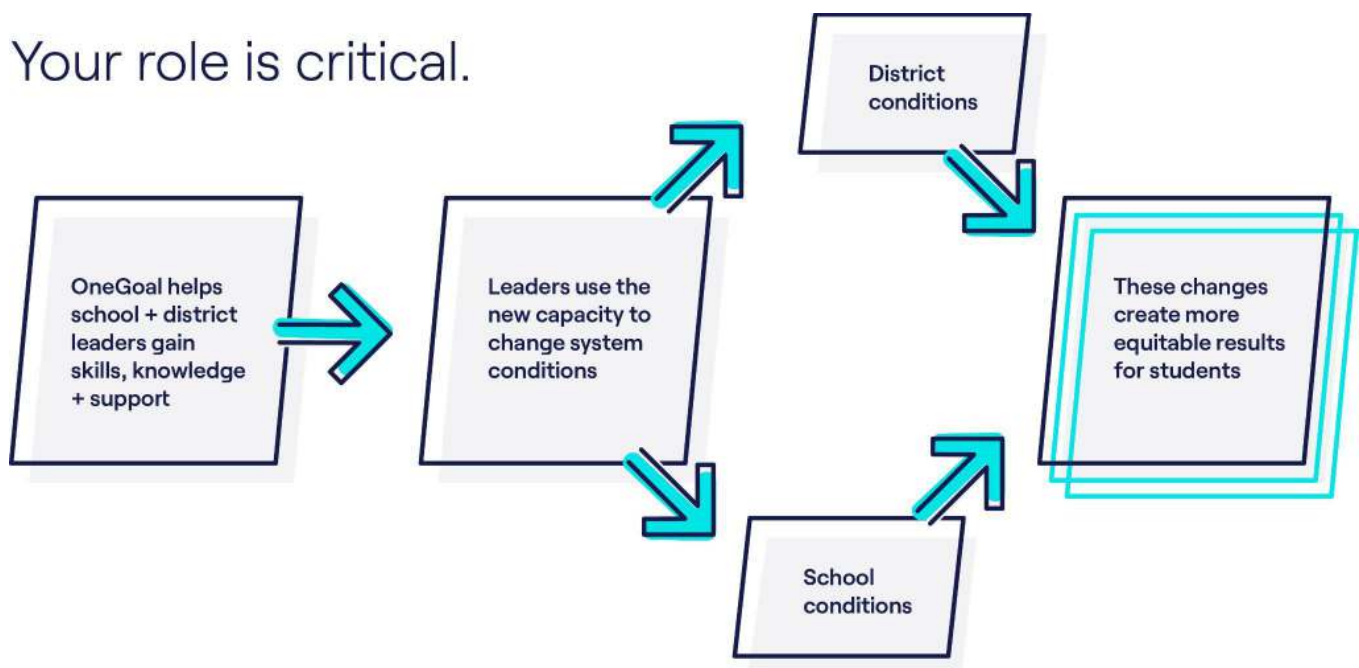
Across our partners, 84% of OneGoal high school graduates enroll in a postsecondary institution and 75% of those persist one year after high school graduation. A 2022 evaluation from UChicago Inclusive Economy Lab found the OneGoal students in Chicago were 40% more likely to earn a postsecondary degree than their peers from similar backgrounds and also found significant positive effects on other critical high school and postsecondary outcomes.

The District Partnership Program

Beginning Fall 2022

The primary goal of OneGoal’s Postsecondary Leadership Series (PLS) is to equip district and school leaders to effectively sustain equitable postsecondary planning and advising services over time. By engaging in the PLS and establishing high-quality school/district leadership development services, districts adopt sustainable systems and structures for postsecondary success as shown in our Theory of Action:

Your role is critical.



The PLS is a three-year partnership that includes four stages of work:

- **Need Assessment / Diagnosis // Year 1 //** We begin our work by getting to know your district through conversations with individuals and analysis of postsecondary data. We use the *OneGoal Postsecondary Readiness Rubric* to understand your current state vs. desired state and provide a robust analysis of available data using OneGoal’s analytic methods.
- **Focused Plan / Defined Priorities // Year 1 //** Each district is unique. As such, we tailor our support to affirm your theory of action and strategic priorities related to postsecondary success. Through an inclusive process of stakeholder engagement, participating districts bring together a “postsecondary transformation team” that carries out the work over the course of the 3-year partnership and beyond.

- **Tailored Support / Ongoing Implementation Monitoring // Year 1-3+ //** We remain engaged after the plan is developed and continue as your implementation partner. This work could include helping you refine your postsecondary data systems structures and/or adopting more intrusive student-facing interventions to directly address gaps in progress.
- **Sustainability Planning / Scaling Success // Year 3+ //** As our partnership concludes, we help you plan for sustainability through empowering others and distributing postsecondary success work across your districts' systems.

To facilitate your district's progression through the four stages of our partnership, we'll engage district leaders in the following activities and services:

a | District and School Postsecondary Readiness Rubric Assessment Series

In this series, we utilize OneGoal's *Postsecondary Readiness Rubric*, a tool endorsed by the National College Attainment Network, to provide a framework for self-assessment of your postsecondary readiness landscape and system-level solutions. Our team facilitates beginning-of-year self-evaluation sessions to establish a baseline of your districts' status against our seven established focus areas, followed by end-of-year sessions to evaluate your growth. With an emphasis on surfacing patterns and trends across data sets, your district will be equipped to identify and evaluate key growth areas, implement improvements, and monitor progress over the duration of our partnership.

b | Postsecondary School Improvement Collaborative

In four to six sessions per year of our three-year partnership, we bring together school leadership teams in communities of practice to build their capacity and support your districts' postsecondary improvement priorities. With an emphasis on addressing the impact, effects, and barriers to equitable postsecondary success, we support district analysis of postsecondary data and of the variation across student demographics by identifying root causes at the system- and school-level. This emphasis on improving the postsecondary readiness landscape as an act of equity and justice grounds our work internally and with the districts we support. As an approved **EILA Provider**, participants can earn credit for their engagement in these sessions.

c | Postsecondary Improvement Leadership Coaching

Because your district has unique postsecondary needs, our improvement coaching is tailored, contextualized, and customized to meet the needs of each school when building sustainable postsecondary systems and structures. Our experienced coaches begin by analyzing and diagnosing postsecondary trends and challenges at each site, then identify shared postsecondary priorities that are codified by your district.

As a result of the Postsecondary Leadership Series, OneGoal expects that districts will adopt sustainable systems and structures for postsecondary success.

Specifically, OneGoal prioritizes the following short-term and long-term outcomes:

- **Leaders as Postsecondary Experts** // Leaders acquire new knowledge and skills critical to advancing postsecondary readiness [Year 1-3]
- **Systems and Organizational Improvement** // Districts and schools strengthen their postsecondary readiness and structure [Year 1-3]
- **Postsecondary Culture** // Schools equitably engage all students in planning for life after graduation, fostering high expectations and collective responsibility [Year 2-3]
- **Postsecondary Readiness Leading Indicators** // Districts improve performance on priority indicators for current students (eg. early college coursework enrollment, # of students completing internships, FAFSA completion, etc.) [Year 2-3]
- **Postsecondary Enrollment and Persistence** // Districts strengthen postsecondary enrollment and persistence of alumni students [Year 3]

Becoming a District Partner

Characteristics, Responsibilities + Commitments

Initial Characteristics

OneGoal uses the following characteristics and data to identify potential partner districts:

- Geographic diversity
- Free/Reduced Price Lunch Eligibility (FRPL)
- District Size
- Overall postsecondary enrollment + postsecondary enrollment gaps by race, gender, and socio-economic status
- Significant gaps in postsecondary enrollment + attainment between groups of students, mostly by FRPL status

Leadership Investment + Communication

In addition to the initial characteristics above, partner districts have:

- Strong desire to build their own postsecondary support capabilities/capacity and willingness to dedicate human and financial capital to postsecondary success work
- A consistent leadership team to participate in the KY CPE/OneGoal partnership, a district point person, and commitment to sharing regular updates with their local school board
- Willingness to communicate openly and honestly with OneGoal and respond to inquiries in a timely manner

Data Sharing

- Districts commit to sharing ongoing postsecondary success leading indicators such as Advanced Coursework Completion, CTE Enrollments/Early Postsecondary Opportunities, percent of students achieving Transition Readiness with OneGoal at regular intervals. Additional data may be requested from the Kentucky Department of Education and/or KYSTATS.

Attendance + Engagement Expectations

- District attends OneGoal training sessions (3 hours every other month, 50% virtual and 50% in-person) and coaching check-ins (3 hours each month, 50% virtual and 50% in-person). We estimate this commitment to equal between **50-60 hours per year**.
- District leaders, to the best of their ability, implement the strategies and action steps discussed in OneGoal coaching conversations and trainings, and hold other key stakeholders accountable.
- District organizes participation of high school leadership teams in the Postsecondary School Improvement Collaborative (**6-8 sessions per year**) by investing high school leaders in the series, working with OneGoal to schedule sessions in line with the district calendar, and ensuring attendance and participation. District leaders should prioritize joining these sessions as well.

Becoming a District Partner

Partnership Costs

KY CPE will cover the cost of districts’ participation in the Professional Leadership Series (PLS) during the 2022-2023 and 2023-2024 school years. We will work with individual districts and KY CPE to identify a path to sustainability after these two years.

Beginning Fall 2022 - The cost of OneGoal’s Postsecondary Leadership Series for district and school leaders includes: training, monthly coaching, postsecondary resources, and postsecondary data dashboards and visualizations. The tables below outline the per-district cost and total cost for the Postsecondary Leadership Series.

Although the Postsecondary Leadership Series will help the district build sustainable systems and structures for postsecondary success throughout the initial two years, the third year of participation in the Postsecondary Leadership Series will further strengthen and accelerate this work.

Year-by-Year Cost for Districts

	Postsecondary Leadership Series
Year 1 // SY 22-23	\$60,000 (Covered by KY CPE)
Year 2 // SY 23-24	\$60,000 (Covered by KY CPE)
Year 3 // SY 24-25+	\$60,000 (Payment structure TBD)

Overall Partnership Costs

	KY CPE	District
Year 1 // SY 22-23 <i>Invoice dates: Sept 1, 2022 + Mar 1, 2023</i>	\$780,000 (13 districts in Year 1 of PLS)	\$0
Year 1 // SY 22-23 <i>Invoice dates: Sept 1, 2023 and Mar 1, 2024</i>	\$780,000 (13 districts in Year 2 of PLS)	\$0
Year 1 // SY 22-23 <i>Payment due Sept. 1, 2023</i>	\$60,000/District (Districts in Year 3 of PLS)	We will work with districts and KY CPE to identify a path to sustainability after the first two years of partnership.

Becoming a District Partner

Timeline

Partner Recruitment + Pre-Implementation Meetings

Application Opens May 23	OneGoal engages in interest conversations with potential partners.
Application Deadline August 15	District Partners complete online application .
Summer 2022	OneGoal and potential partners discuss expectations, time commitment, and leadership structures. District then communicates expectations with participating school leadership teams.
September	OneGoal announces Fall 2022 partners!

Postsecondary Leadership Series Implementation

Mid August - Early September	<ul style="list-style-type: none"> ○ OneGoal conducts launch meetings with districts to learn context and discuss the shared vision for each partnership. ○ Districts and OneGoal sign MoU
Early September - Early October	OneGoal begins Postsecondary Readiness Rubric Series to assess districts' current postsecondary strategies and uncover areas of strength and for growth
October	<ul style="list-style-type: none"> ○ School and district staff begin receiving tailored OneGoal support. ○ First Postsecondary School Improvement Collaborative (cross-district community of practice) session takes place.

If you're ready to partner with OneGoal, fill out the application [here!](#)

Priority deadline is Monday, August 15th for applications.

Start Here ↗

A printable version of the application is included below, but **OneGoal will only review/accept applications submitted via our [online form](#).**

District Partner Application

PLEASE NOTE This document is for reference purposes only. **OneGoal will only review/accept applications submitted via our [online form](#).** Please ensure that the individuals completing your districts' application are the leaders at the district and school level who are responsible for decisions around postsecondary readiness.

District Name (Full Name)	
Educational Cooperative (Circle One)	Central Education Green River Kentucky Educational Development Cooperation Kentucky Valley Northern Kentucky Southeast/South Central West Kentucky
<u>Region:</u>	
Name of primary contact	
Title of primary contact	
District or School Leader (Circle One) If you are a school leader, please list the name of your high school	
Email	
Phone Number	

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PART ONE

Identify Team Members

Identify the team members who will comprise the district leadership team for the KY CPE/OneGoal partnership, including each team member’s title and role (i.e., leadership, data, counseling). Teams should consist of at least four individuals and must include all individuals, at the district or school level, that are responsible for decisions arounds postsecondary readiness.

Team members typically include any individuals that work on postsecondary success at your district. Such as:

- District Leadership Representatives e.g., Assistant Superintendent, Chief Teaching and Learning Officer, Postsecondary Success Director, etc.
- District Counseling Representative e.g., Director of School Counseling, Director of Student Supports or Director of Student Engagement
- District Data Representative e.g., Director of Research + Evaluation, Accountability Director, Data Strategist, etc.
- Departmental Managers + Coordinators e.g., College + Career Office Specialist, Dual Enrollment Manager, etc.

For districts with one high school, we recommend 1-2 individuals that sit at the district leader level (e.g., Asst. Supt./Director of Secondary Education/Executive Director of School Supports) + 2-3 individuals that sit at the school leader level (principal, assistant principal, counselor). For districts with multiple high schools we recommend either a) 1-2 individuals that sit at the district leader level (e.g., Asst. Supt./Director of Secondary Education/Executive Director of School Supports) + the principals at all of your high schools or b) a team completely comprised of district leaders that own postsecondary success (Asst. Supt, Executive Director of Secondary Education, Head Counselor, Executive Director of High Schools, etc.).

Leaders should use the overall number of high schools in their districts plus the size of their central office staff to choose between these two options.

Name	
Role	
District or School Leader (Circle One) If you are a school leader, please list the name of your high school.	
Email	
Phone Number	

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PART TWO

The following questions are used to get a sense of your district’s vision for postsecondary success and why you want to be a part of the KY CPE/OneGoal Partnership.

1. Please describe your district’s vision for postsecondary success. Include where you are seeing bright spots and opportunities for continued growth. *Please limit your response to 250 words or less.*

2. How do you believe a partnership with OneGoal would strengthen your postsecondary work? *Please limit your response to 250 words or less.*

3. Please share an organizational chart for your central office staff in your district. This helps us understand who leads postsecondary work, who supports the work, and how other areas of the district engage with the work. Describe where postsecondary success lives within your district’s organizational structure. *Please limit your response to 250 words or less.*

4. Please share the most recent Comprehensive District Improvement Plan (CDIP) +Comprehensive School Improvement Plan (CSIP) for the high schools in your district.. *Please limit your response to 250 words or less.*

5. If applicable, who are current external postsecondary partners that you/your schools work with? Please include strengths of these partnerships and areas where you would like to see improvements. *Please limit your response to 250 words or less.*

6. How would you invest school leadership teams (principals, assistant principals, and counselors) in this KY CPE/OneGoal partnership? *Please limit your response to 250 words or less.*

7. Discuss how you would ensure your team is able to meet the time commitments discussed above. What, if any, barriers do you anticipate? *Please limit your response to 250 words or less.*

8. Based on the timeline above, our goal is that selected districts will complete an approximately 2 hour partnership launch meeting in August or September 2022 and a 2 to 3 hour rubric assessment series in September or early October. Do you anticipate any challenges to this timeline? *Please limit your response to 250 words or less.*

9. Would your district be willing to host any of our cross-district Postsecondary School Improvement Collaborative Sessions? We expect 6-8 sessions, each lasting approximately 2.5-3 hours, and consisting of 5 district teams + their high school leadership teams. We do not expect more than 50 individuals per cohort.

- Y / N / Not sure at this time (Circle One)
- If so, what location/address would you be able to host at:

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PART THREE

The following questions are used to get a sense of what post secondary leading indicators your district tracks on a regular basis, so that OneGoal can best support postsecondary data practices at your district.

1. Which of the following postsecondary success indicators do you collect and aggregate? Please indicate where/how you track this data for each indicator (school/district created tracker, external company platform {Naviance, Overgrad, etc.}, state reporting)

- FAFSA: Y/N/Unsure (Circle One)
Tracking Platform: _____
- Early College Coursework/CTE/Postsecondary Acceleration Course Enrollment¹ Y/N/Unsure (Circle One)
Tracking Platform: _____
- Student Postsecondary Lists & Applications Status Y/N/Unsure (Circle One)
Tracking Platform:
eg. Naviance, Overgrad, SCOIR _____
- Other: _____ (list indicator)
Tracking Platform:
eg. Naviance, Overgrad, SCOIR _____

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¹ Includes: AP/IB classes, AICE/CLEP classes, Dual enrollment classes, Dual credit/concurrent enrollment classes, Early college high school classes

Appendix

Diversity, Equity + Inclusion Commitment

OneGoal is committed to building an organization that seeks and embraces diversity, actively pursues equity and fosters an environment of inclusion. Our commitment stems from an understanding of historic injustice and an unwavering belief that differences in perspectives, experiences, and identities ultimately get us closer to our vision and lead to stronger teams and better organizational performance. We value diversity across multiple dimensions, including but not limited to race, ethnicity, socioeconomic background, sexual orientation, religious beliefs, gender identity, disability status, and age. We additionally recognize and act on the impact of intersectionality because we understand that individuals may be further impacted by oppression when their identities overlap a number of marginalized groups. We live out this commitment by driving toward our organizational diversity, equity and inclusion aspirations:

- **Diverse representation at all levels.** We recognize that, in order to close the degree divide, we need the perspective of those who share the same racial/ethnic background, socio-economic status and/or first-generation college status of our Fellows across the organization.
- **All staff members have an equitable, engaging, and rewarding experience while working at OneGoal.** Staff bring their whole selves to work because the organization operates in ways that values people and allows them to show up authentically every day.
- **Policies and procedures that meet the needs of all staff members.** OneGoal consistently analyzes our policies and procedures to ensure that we are responsive and flexible to meeting the needs of all our staff members considering the intersection of racial, cultural, ethnic, gender, sexual orientation, and ability identities.
- **Staff members are developing a Liberatory Consciousness.** Our staff will engage in the ongoing work of developing a liberatory consciousness so that we can become increasingly more culturally competent and critically conscious. We are committed to seeking justice and eliminating systemic oppression.
- **An anti-racist journey.** We are on a journey to becoming an anti-racist organization so that we can tackle the systems that prevent our Fellows from having the real opportunity to achieve their highest potential.