



Using a Braided Approach to Fund Initiatives

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Purpose of Presentation

It is our hope that this presentation and the supporting materials will empower school and district leaders, grant administrators, educators, and other stakeholders to maximize the use of federal and state funds by providing information on how different federal and state funds may be used independently or together to meet specific, identified student and staff needs.

Braiding funds is a way for districts and schools to use multiple federal and state grants to support various parts of an initiative while maintaining the award-specific identity of the funds and meeting the purpose of each specific grant program.

What is Braided Funding?

- ▶ Using several sources to fund an initiative
- ▶ Each funding source maintains its identity
- ▶ No statutory authority necessary

Blended Funding

It is important to clarify that braiding funding is different from blended funding.

Blended Funding:

- ▶ Combines funding sources into one category
- ▶ Funding sources lose original identity
- ▶ Requires statutory authorization

This presentation focuses on braided funding.

Why Braid Funds?

- ▶ Braiding funding is cost-effective
- ▶ Braiding funding can allow districts to fund activities that they otherwise could not afford to do
- ▶ Braiding funding can maximize or stretch resources
- ▶ Braiding funding can help with sustainability
- ▶ Braiding funding can eliminate duplication of services
- ▶ Braiding funding ensures consistency across the district

Considerations

There are important considerations when a district braids multiple funding sources to support a single project

- ▶ Allowability
- ▶ Financial accounting
 - Records are sufficiently detailed to identify sources and application of grant funds to the individual expenditure level.
- ▶ Aligned to needs assessment

Identify Potential Funding Streams

Title I, Part A – Improving Basic Programs

Title I, Part A – School Improvement Part 1003(a)

Title II, Part A – Preparing, Training, and Recruiting High-Quality Staff

Title III – Language Instruction Educational Program (LIEP)

Title III – Immigrant Student Education Program (ISEP)

Title IV, Part A – Student Support and Academic Enrichment

Title V - Transferability

IDEA, Part B – Flow-Through

IDEA, Part B - Preschool

SRSA/RLIS

Homeless

Perkins

BIE

ESSER

CLSD

21st Century

Example – Summer School

Braiding Funding

Plan: To address learning loss, the district plans to offer a summer school program.

Funding Sources: ESSER III ARP, Title I-A, IDEA, Title II, Title III, Title IV

Costs claimed as follows:

ARP ESSER III – Costs related to teacher salaries and benefits.

Title I, Part A – Costs related to supplemental materials and supplies for the summer school program.

IDEA – Costs related to supplemental intervention programming for children with disabilities for the summer school program.

Title II – Costs related to professional development on the summer school program for all teachers.

Title III – Costs related to supplemental programming to support English Learners for the summer school program.

Title IV – Costs related to the well-rounded curriculum for summer school program.

Program Funding Contacts

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- ▶ Title III: Lodee Arnold – (701) 328-1876
- ▶ Title IV: Robin Lang – (701) 328-2265
- ▶ Title V: Ann Ellefson – (701) 328-2488
- ▶ IDEA: Mary McCarvel-O'Connor – (701) 328-4560
- ▶ SRSA/RLIS: Lisa Johnson – (701) 328-2824
- ▶ Perkins: Wayde Sick – (701) 328-2259
- ▶ BIE: Lucy Fredericks – (701) 328-1718
- ▶ ESSER: Jamie Mertz – (701) 328-2176; Laurie Matzke – (701) 328-2284
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- ▶ 21st Century Community Learning Centers: Joe Kolosky – (701) 328-2755
- ▶ Homeless: Jen Withers – (701) 328-4612

Sustainability After ESSER

Currently, most districts are flush with funding due to the infusion of the ESSER I, II, and III funds. These braided funding ideas will be critical after 2024 when ESSER funds are gone in order to sustain numerous initiatives.

Going Forward

The recommendation at this point in time, as districts have significant ESSER funding and are implementing numerous initiatives to address potential learning loss, is to come up with a process for evaluating effectiveness of the programs employed. When the ESSER funds are gone, districts will want to have a clear picture as to which initiatives were successful. Then, a braided funding approach can be used to continue these effective initiatives going forward.

Deep Dive

- ▶ Funding Choice Ready
- ▶ Funding a Community School

Questions

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