

# Fiscal Responsibility of Federal funds

August 10<sup>th</sup> , 2022

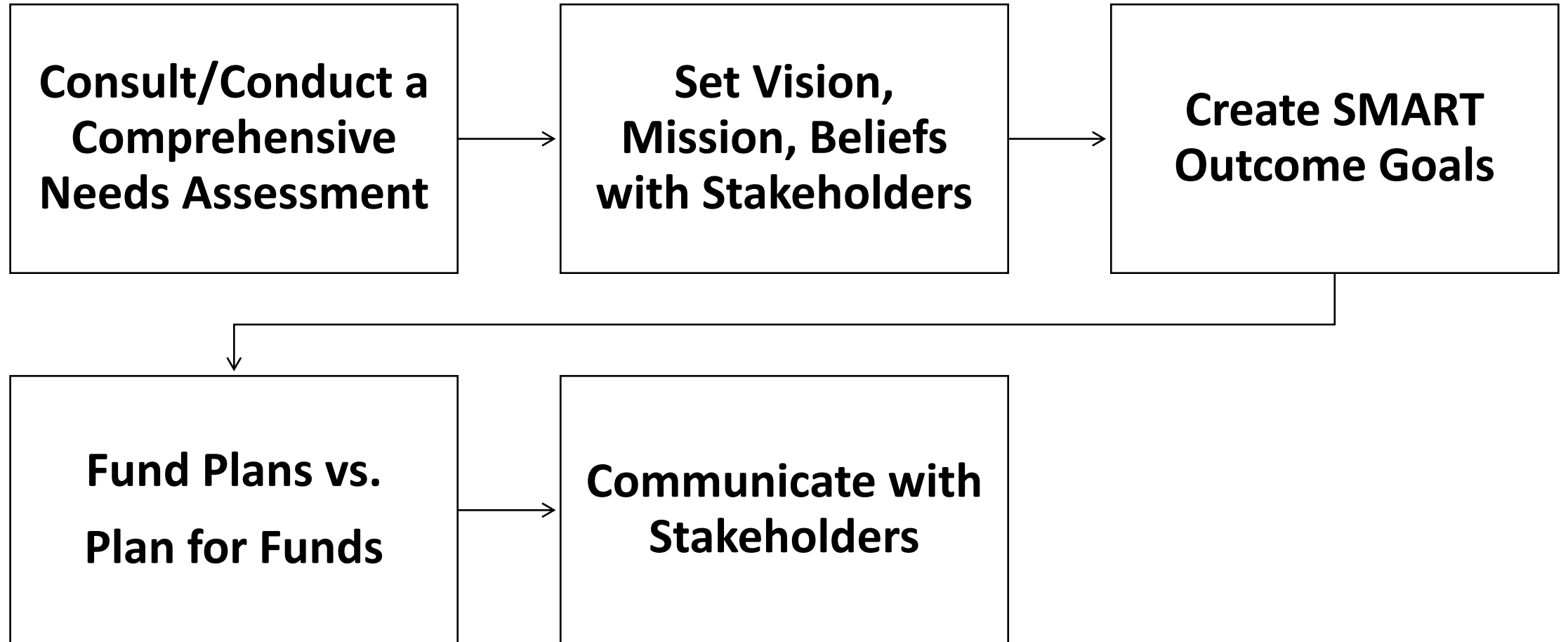
Amanda Peterson, Director, Educational  
Improvement and Support

# Session Objectives

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.

Align school improvement efforts to strategy map expectations, different federal plan requirements, and various funding streams.

# Strategic Planning

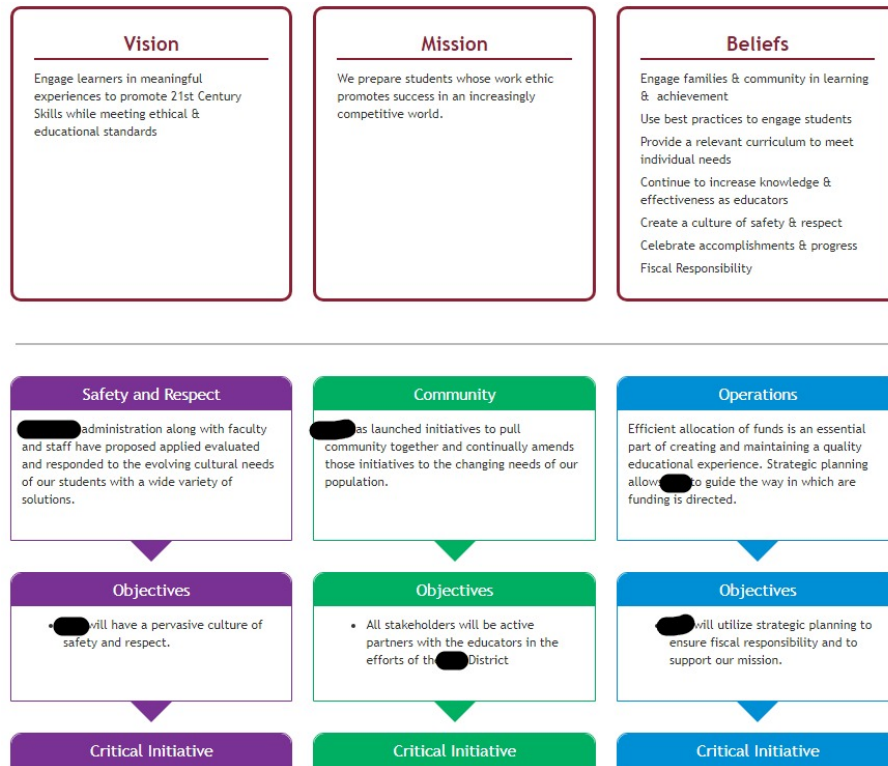


# Conducting a Comprehensive Needs Assessment

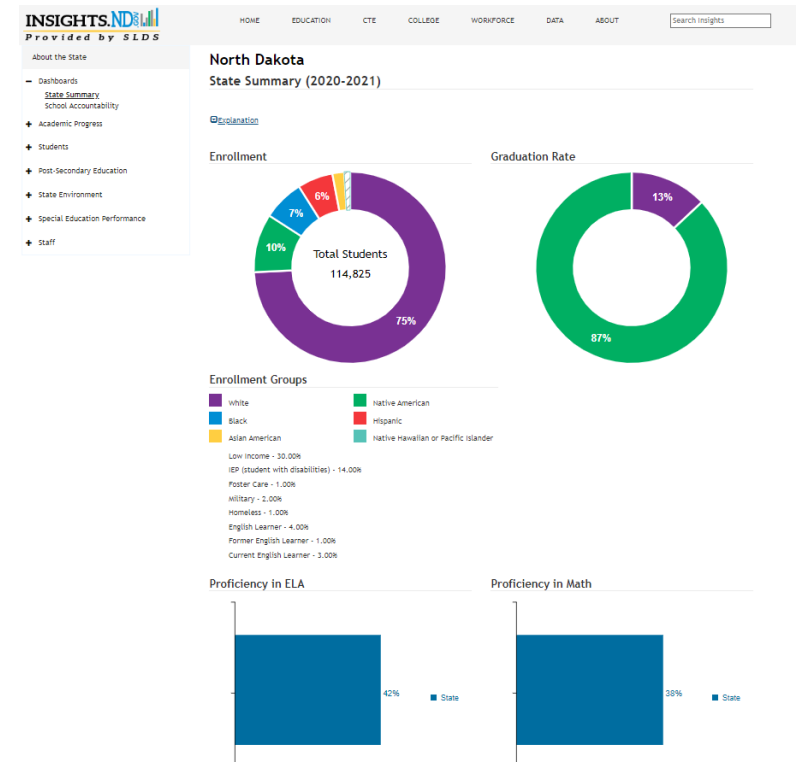
Target and Consult	Plan	Research
<ul style="list-style-type: none"><li><input type="checkbox"/> Target funding to activities and students that need it most.</li><li><input type="checkbox"/> Consider the following subgroups:<ul style="list-style-type: none"><li>✓each major racial and ethnic group,</li><li>✓children from low-income families,</li><li>✓children with disabilities,</li><li>✓English learners,</li><li>✓gender,</li><li>✓migrant students,</li><li>✓students experiencing homelessness, and</li><li>✓children and youth in foster care</li></ul></li><li><input type="checkbox"/> Who needs to be at the table?</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Craft a plan for collecting data that will be used to progress monitor student outcomes.</li><li><input type="checkbox"/> Consider academic and behavioral impacts.</li><li><input type="checkbox"/> Align funds to current needs and initiatives.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> What does the evidence say?</li><li><input type="checkbox"/> Consult resources and tools that lead you toward making strategic decisions around programming and funding.</li><li><input type="checkbox"/> Reach out to partners and experts.</li></ul>

# Strategic Planning (cont.)

## Strategy Maps in Cognia



## Insights Dashboard



Consider what you are already setting outcome goals around...

# ND Choice Ready



## NORTH DAKOTA CHOICE READY

The North Dakota **CHOICE READY** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY**, **WORKFORCE READY**, and/or **MILITARY READY**.



### ESSENTIAL SKILLS

Earn a **North Dakota high school diploma**

Complete a **9-week Career Education Course/Individual Counseling** (15.1-21-18), **Financial Literacy** (15.1-21-21), and pass **ND Civics Test** (15.1-21-27) and **four or more** additional indicators:

- 25 hours of Community Service
- 95% Attendance (not counting school-related absences)
- Career Exploration Experience
- Two or More Years in Organized Co-Curricular Activities
- Two or More Years in Organized Extra-Curricular Activities
- Successfully complete a Capstone Project
- Successfully Complete an On-line Learning Course
- Demonstrate Competency in 21st Century Skills

Students shall then complete **two or more** of the **CHOICE READY** components below.



### POST-SECONDARY READY

Complete a **Four-Year Rolling Career Plan**, and earn a **2.8 GPA or greater**, and complete one academic indicator set below:

ACT / SAT minimum or subsections scores:

ACT English—18	SAT Reading/Writing—480
ACT Reading—22	SAT Math—530
ACT Math—21	
ACT Science—23	

or

**Two or more** additional indicators:

- Advanced Placement Course (A, B, or C) (4, 3, or 2)
- Dual Credit Course (English or Math) (A, B, or C) or (4, 3, or 2)
- Algebra II (A, B, or C) or (4, 3, or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CREAM (Eng./Math) Course (70% or greater)



### WORKFORCE READY

Complete a **Four-Year Rolling Career Plan**, and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40 hrs.)
- NDSA (Reading/Math) Level 3 or greater or (ACT for Accountability: English 19/Mathematics 22)



### MILITARY READY

Complete a **Four-Year Rolling Career Plan**, **ASVAB score of 31 or greater** (as determined by branch), or acceptance into the military. **Quality Citizenship** (No Expulsions/Suspensions), **Physically Fit** (Students who have successfully completed required PE courses (A, B, or C) or (4, 3, or 2) and

Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options.

or

Complete two credits of JROTC or Civil Air Patrol.

Revised 07/11/2022

Consider what you are already setting outcome goals around...

# Build a Strong School Improvement Team

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- Schools and districts should form teams to help make strong financial decisions around outcome goals
- A team of **experts** make up a school improvement team
  - All members receive adequate professional learning
  - All members participate in all planning and training events
  - Subcommittees may be formed to carry out action planning, but should always report to the main school improvement team
- Representatives from the following areas should make up teams:
  - Administration
    - Superintendent
    - Business Manager
    - Grants Manager
    - Principal
  - Special Education
  - General Education
  - Instructional Leads

# Brainstorming

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Think of ALL the funding streams you can think of that your school or district has access to each year.






# Potential Federal Funding Streams

Title I, Part A – Improving Basic Programs	IDEA, Part B - Preschool
Title I, Part A – School Improvement Part 1003(a)	SRSA/RLIS
Title II, Part A – Preparing, Training, and Recruiting High-Quality Staff	Homeless
Title III – Language Instruction Educational Program (LIEP)	Perkins
Title III – Immigrant Student Education Program (ISEP)	BIE
Title IV, Part A – Student Support and Academic Enrichment	ESSER
Title V - Transferability	CLSD
IDEA, Part B – Flow-Through	21 <sup>st</sup> Century

# Learn

Think of all you might need to know about different funding streams to effectively implement planning and spending appropriately:

- Purpose/Intent/Goals of the Program
- Allowability
- Application Process
- Timeline/Grant Period
- Amount
- Resources
- Program Director at the State level
- Program Director at the School/District level



# For most federal funds, all requests must be reasonable, necessary, and allocable.

**Reasonable:** Not excessive in cost and based on prudent and sound purchasing practices

**Necessary:** Essential for carrying out a need as a result of the (i.e., for ESSER it needs to impact the ongoing impact of COVID-19 and loss of learning)

**Allowable/Allocable:** Consult allowable activities sections of relevant programs

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# Definitions



# Braided Funding

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

- Combines funding sources into one category
  - Funding sources lose original identity
  - Requires statutory authorization
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# Examples of Ways to Prioritize and Align Efforts



# Example – Braiding funds for Summer School

**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.

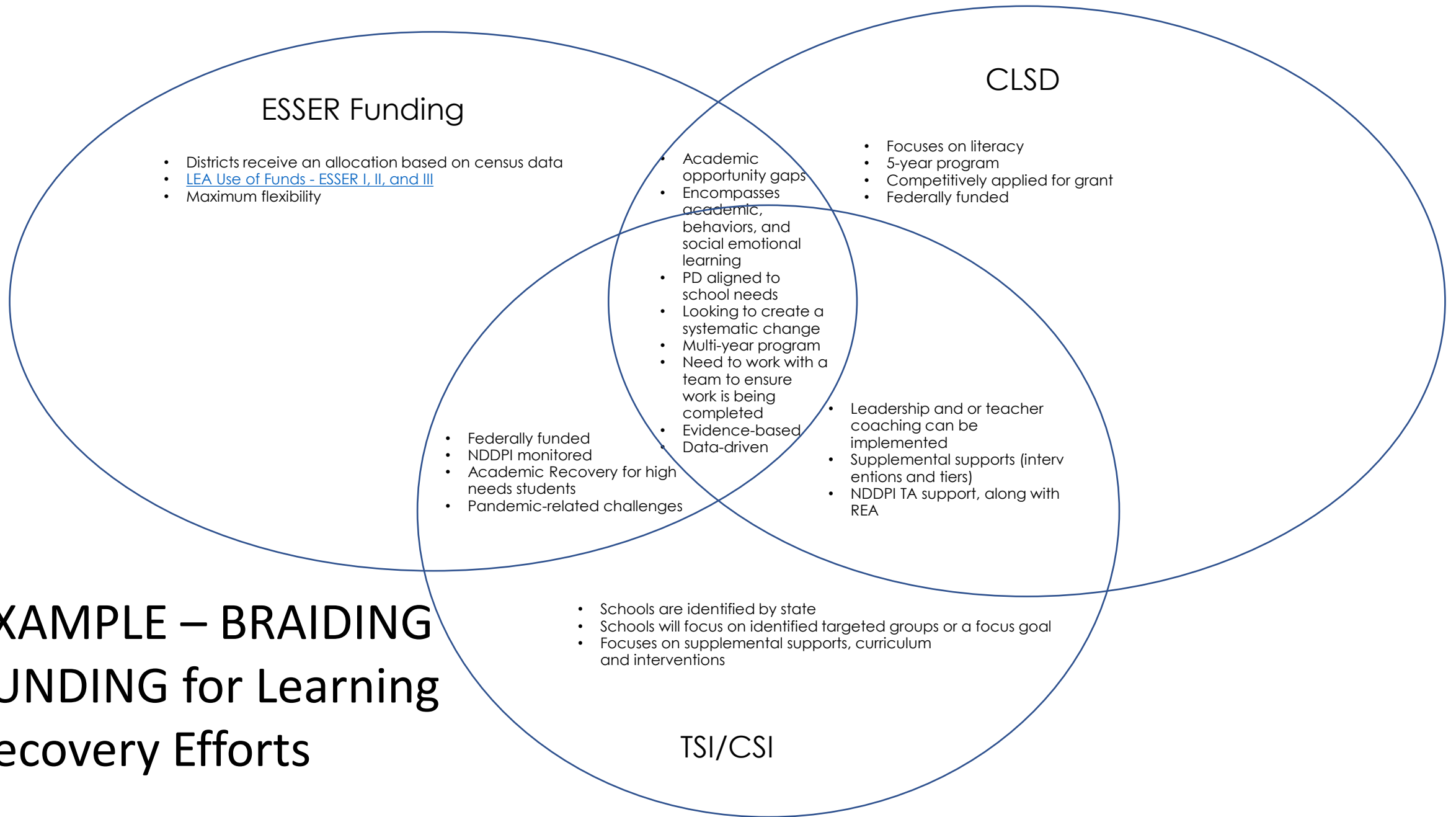
Title III – Costs related to supplemental programming to support English Learners for the summer school program.

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

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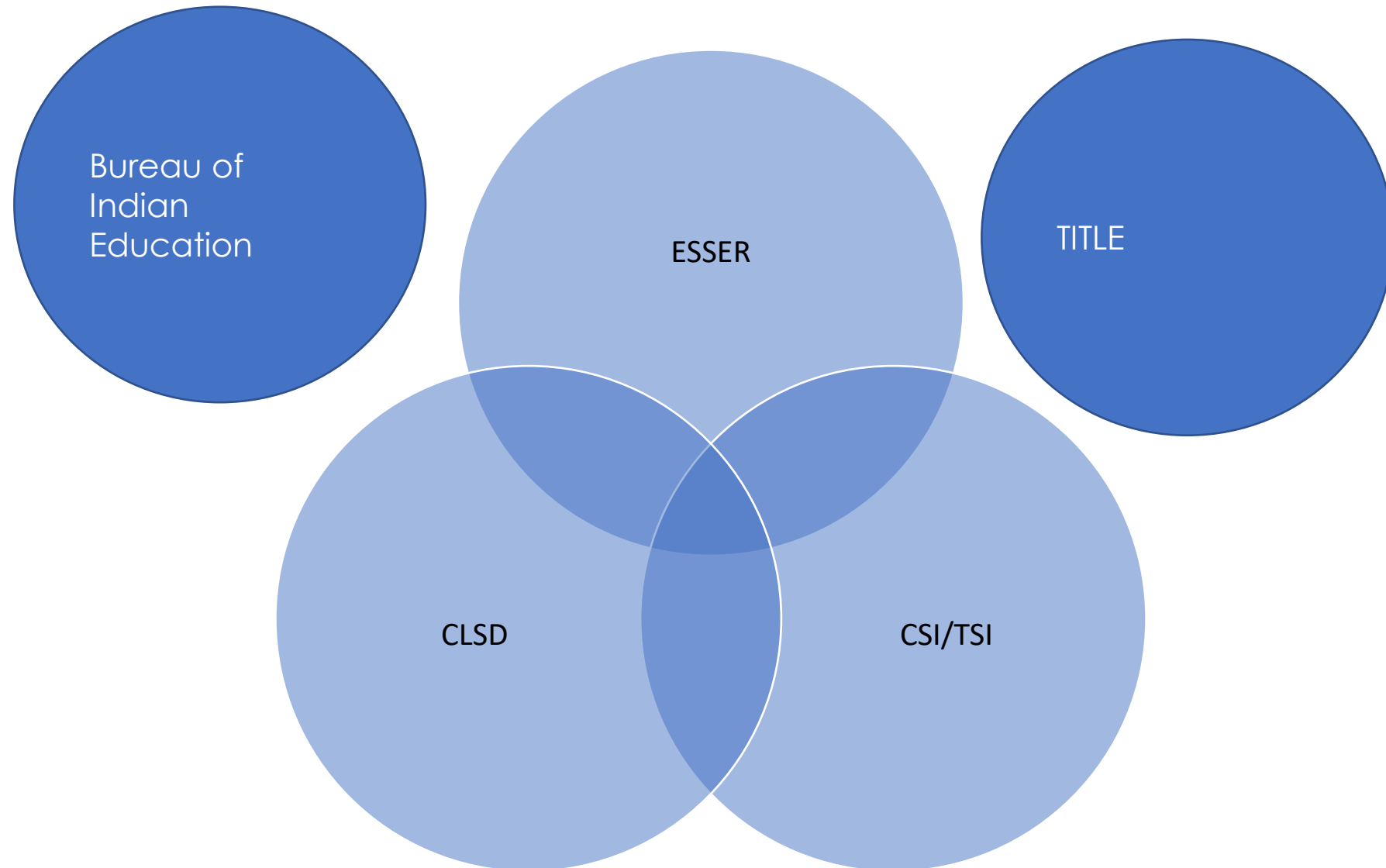


# EXAMPLE – BRAIDING FUNDING for Learning Recovery Efforts



# Action Planning

- Consider all funding streams and think of it as an overlapping Venn diagram
- Consider all intersected goal areas and allowable uses of funds to determine appropriate budgeting practices



# Sustainability After ESSER

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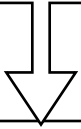
# ESSER Sustainability Recommendation

<b>Expand</b>	Spend 1/3 of the funds to expand programs you know have an impact the first year (i.e., hire more tutors, expand summer school and after-school program enrollment, etc.)
<b>Innovate</b>	Spend 1/3 of the funds the second year to be innovative and try new things you believe may be successful to aid student learning
<b>Scale</b>	Spend 1/3 of the funds to scale efforts that led to successful student outcomes and build a sustainable system of funding to continue programs with permanent federal, state, and local funds

# Next Steps

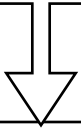
**Limit**

Limit the “plans” your school/district manages.



**Clarify**

Clarify the steps needed to meet the outcome goals of these plans.



**Braid**

Braid funds to support the goals of established plans.

# Actions



Districts have significant ESSER funding and are implementing numerous initiatives to address learning recovery.



It is critical to evaluate the effectiveness of the programs employed, especially as there is a legislative mandate to complete the learning loss report and a legislative expectation that this funding is being used to recover.



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 effective initiatives going forward.



Questions?



# Contact Me:

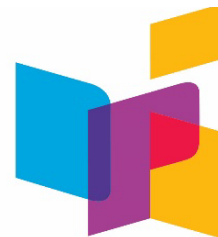
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NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**