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

1. Consult/Conduct a Comprehensive Needs Assessment
2. Set Vision, Mission, Beliefs with Stakeholders
3. Create SMART Outcome Goals
4. Fund Plans vs. Plan for Funds
5. Communicate with Stakeholders
### Conducting a Comprehensive Needs Assessment

#### Target and Consult
- Target funding to activities and students that need it most.
- Consider the following subgroups:
  - each major racial and ethnic group,
  - children from low-income families,
  - children with disabilities,
  - English learners,
  - gender,
  - migrant students,
  - students experiencing homelessness, and
  - children and youth in foster care
- Who needs to be at the table?

#### Plan
- Craft a plan for collecting data that will be used to progress monitor student outcomes.
- Consider academic and behavioral impacts.
- Align funds to current needs and initiatives.

#### Research
- What does the evidence say?
- Consult resources and tools that lead you toward making strategic decisions around programming and funding.
- Reach out to partners and experts.
Strategic Planning (cont.)

Strategy Maps in Cognia

<table>
<thead>
<tr>
<th>Vision</th>
<th>Engage learners in meaningful experiences to promote 21st Century Skills while meeting critical &amp; educational standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>We prepare students whose work ethic promotes success in an increasingly competitive world.</td>
</tr>
<tr>
<td>Beliefs</td>
<td>Engage families &amp; community in learning &amp; achievement.</td>
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<tr>
<td></td>
<td>Use best practices to engage students.</td>
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<tr>
<td></td>
<td>Provide a relevant curriculum to meet individual needs.</td>
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<tr>
<td></td>
<td>Continue to increase knowledge &amp; effectiveness in education.</td>
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<tr>
<td></td>
<td>Create a culture of safety &amp; respect.</td>
</tr>
<tr>
<td></td>
<td>Celebrate accomplishments &amp; progress.</td>
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<td></td>
<td>Fossil Responsibility.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety and Respect</th>
<th>Administration aligns with faculty and staff in preparing, sustaining &amp; responding to the evolving cultural needs of our students in a wide variety of solutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Integrated initiatives to pull communities together and continually ameliorate these initiatives to the changing needs of our population.</td>
</tr>
<tr>
<td>Operations</td>
<td>Efficient allocation of funds is an essential part of ensuring and maintaining a quality educational experience. Strategic planning aligns with the way in which are funds are directed.</td>
</tr>
</tbody>
</table>

| Objectives | All stakeholders will be active partners in the execution of the district. |

Critical Initiative

Consider what you are already setting outcome goals around...
ND Choice Ready

Consider what you are already setting outcome goals around...
Build a Strong School Improvement Team

• 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

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

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

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

- Combines funding sources into one category
- Funding sources lose original identity
- Requires statutory authorization
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.
ESSER Funding
- Districts receive an allocation based on census data
- LEA Use of Funds - ESSER I, II, and III
- Maximum flexibility

LEA Use of Funds - ESSER I, II, and III
- Federally funded
- NDDPI monitored
- Academic Recovery for high needs students
- Pandemic-related challenges

Academic Recovery for high needs students
- PD aligned to school needs
- Looking to create a systematic change
- Multi-year program
- Need to work with a team to ensure work is being completed
- Evidence-based
- Data-driven

Leadership and or teacher coaching can be implemented
- Supplemental supports (interventions and tiers)
- NDDPI TA support, along with REA

EXAMPLE – BRAIDING FUNDING for Learning Recovery Efforts

Schools are identified by state
- Schools will focus on identified targeted groups or a focus goal
- Focuses on supplemental supports, curriculum and interventions

TSI/CSI
• 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
# ESSER Sustainability Recommendation

<table>
<thead>
<tr>
<th>Expand</th>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovate</td>
<td>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</td>
</tr>
<tr>
<td>Scale</td>
<td>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</td>
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</tbody>
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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.
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?
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