

Braiding and Blending Your Funds

Making the Outcome Not The Process The Final Goal

Federal Programs - ESSA and IDEA - Summer Professional Learning Series

July 15, 2021



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Federal Programs - ESSA and IDEA - Summer Professional Learning Series
Presenters



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Federal Programs - ESSA and IDEA - Summer Professional Learning Series Agenda

- ⌘ Defining Braiding and Blending
- ⌘ Transfers
- ⌘ Consolidation of Funds
- ⌘ Whole Child
- ⌘ Examples



Fund your plan
rather than
plan for your
funds

Reading
Interventions

Math
Supports

PBIS

Community
Engagement

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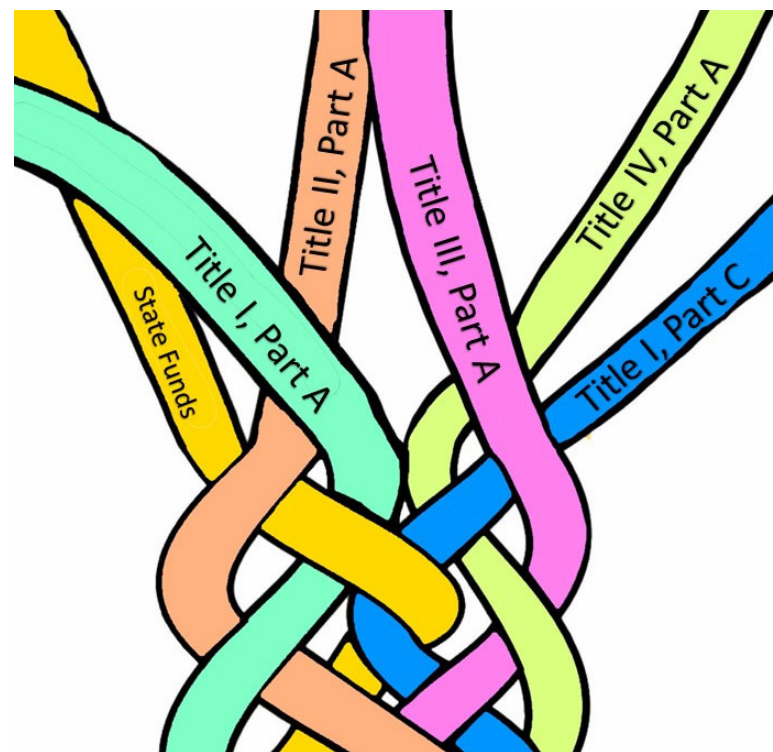
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Braiding

Braiding is the lacing together of funds from multiple sources to support a common initiative.

Can be accomplished without statutory authority

Each program maintains its specific identity

Funds are tracked back to their source through the entire process



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Transfers

Blending mixes funding from multiple sources to meet a common initiative

Funding sources lose their individual identity

Requires statutory authority

Funds must meet the intent and purpose of funding source(s)

In Georgia this is
Consolidation of Funds

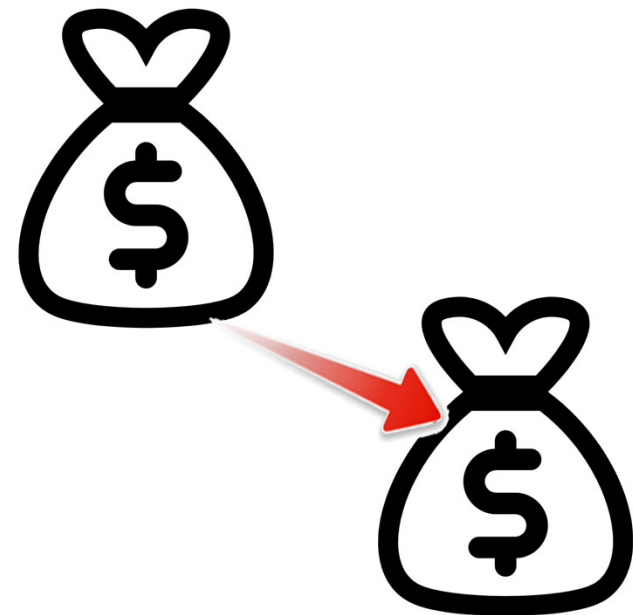


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Transfer

As an added flexibility LEAs can **transfer** funds

Title II, Part A and Title IV, Part A can be transferred out to another program(s)



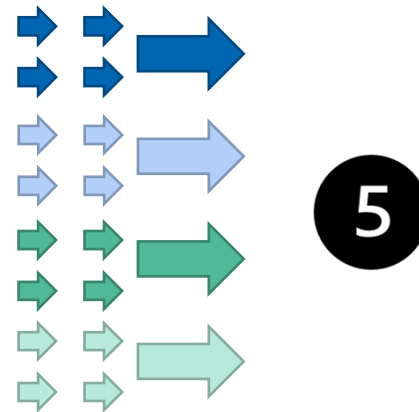
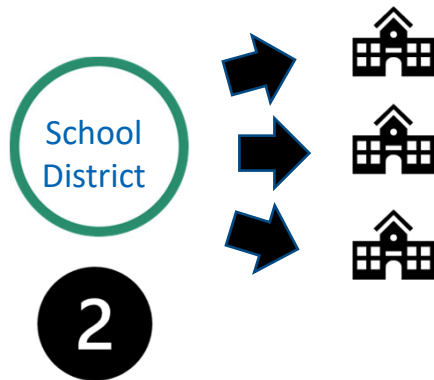
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Federal Programs - ESSA and IDEA - Summer Professional Learning Series Consolidation of Funds – The Logistics

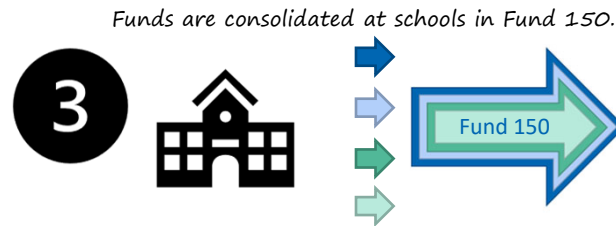
GaDOE allocates funding streams to LEAs.



LEAs determine school level allocations.

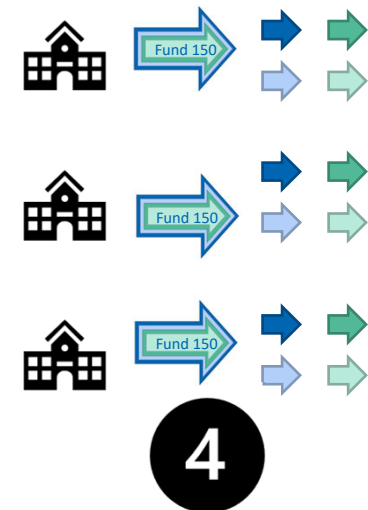


Each school's program total is combined to determine LEA total for drawdowns.



Each month schools use Fund 150 to carry out their SWP.

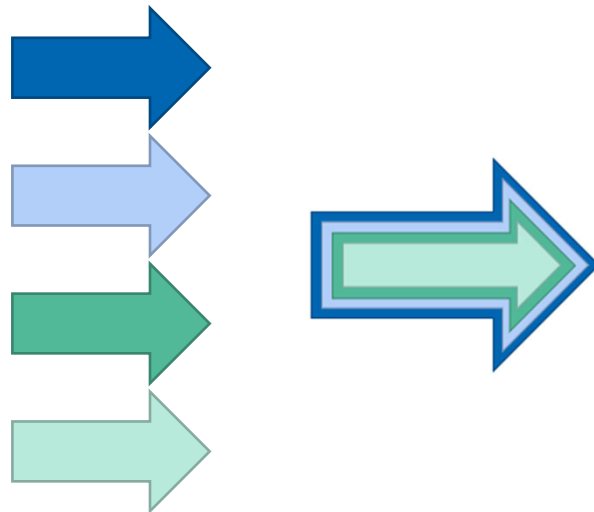
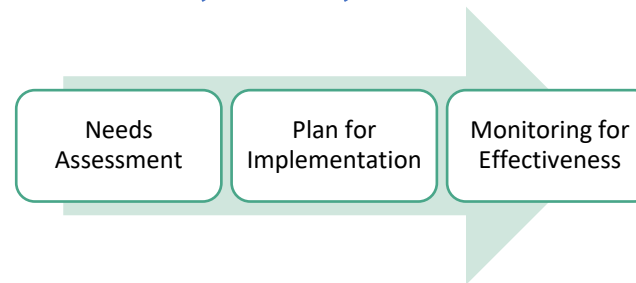
Expenditures are then attributed to programs by percentage.



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Consolidation of Funds – Assess Needs, Plan, Monitor Effectiveness

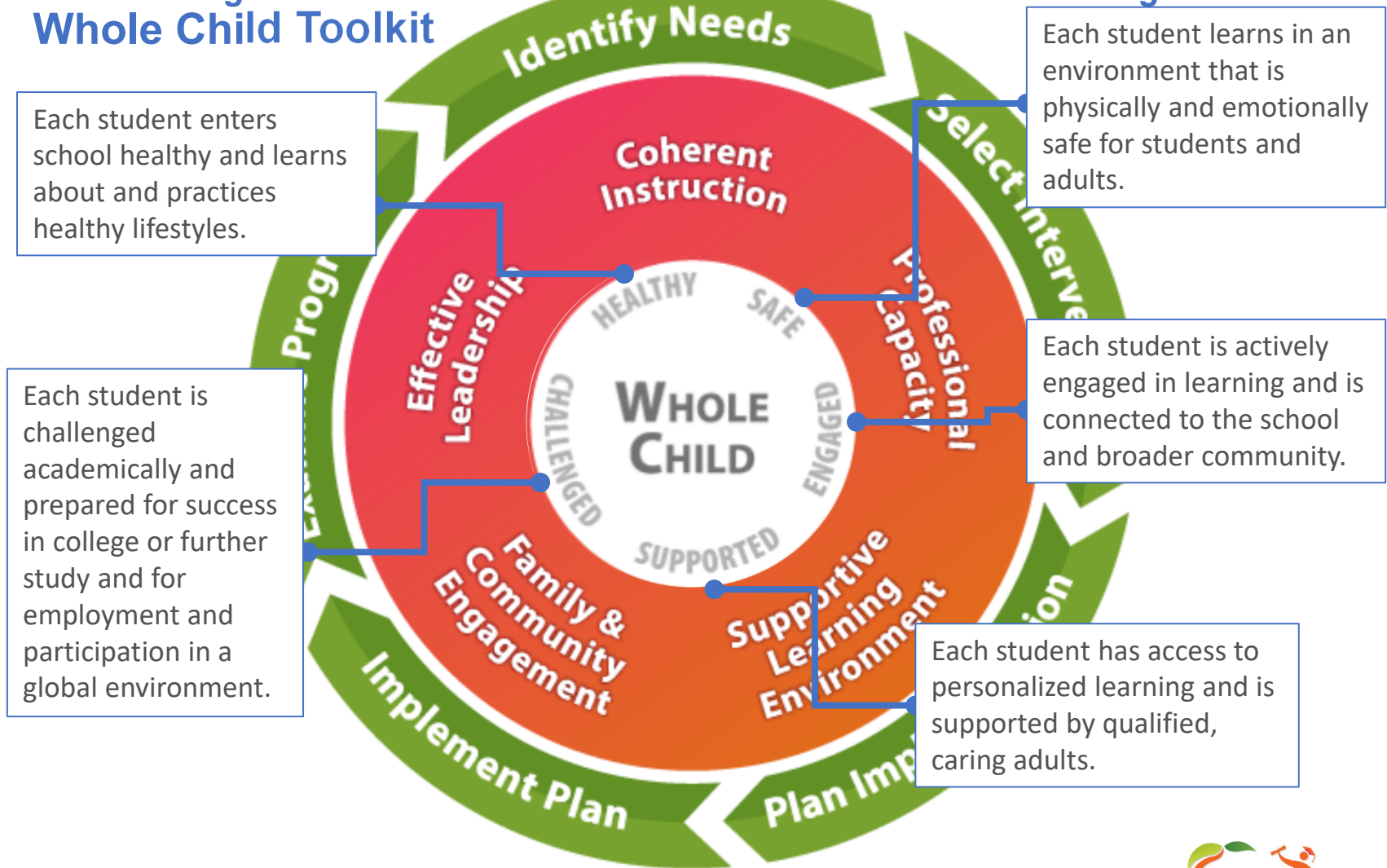


The principal of each consolidating school, in conjunction with LEA central office staff, has the discretion to

- Identify the unique needs of the students, faculty, leadership & community
- Develop a targeted & tailored schoolwide plan to implement & enhance the school's instructional program
 - Customize the instructional program of the school to address identified needs
 - Highlight how the SWP meets the Intent & Purpose of federal funding
 - Streamline budgeting & purchasing through the Fund 150 budget
- Evaluate the success of the schoolwide plan

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Whole Child Toolkit



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Whole Child Toolkit

The Whole Child Toolkit provides basic information to support efforts in educating the whole child.

<https://www.georgiansights.com/wholechild.html>



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Federal Programs - ESSA and IDEA - Summer Professional Learning Series Whole Child Toolkit

Mental Health Support

What is Mental Health Support?

Mental health in childhood means reaching developmental and emotional milestones and learning healthy social skills and how to cope when there are challenges and/or concerns. Supporting students in achieving these milestones and learning these skills is paramount in assisting with development and overall identification of mental health services, should they be needed. [Mental health is address in three tiers](#): universal school support, group therapy and individual services.

RESEARCH & DATA +

LEVERAGING FUNDS -

FEDERAL FUNDS:

- [Selecting Interventions: Allowable Federal Funding- Mental Health](#)

PROGRAMS & INITIATIVES +

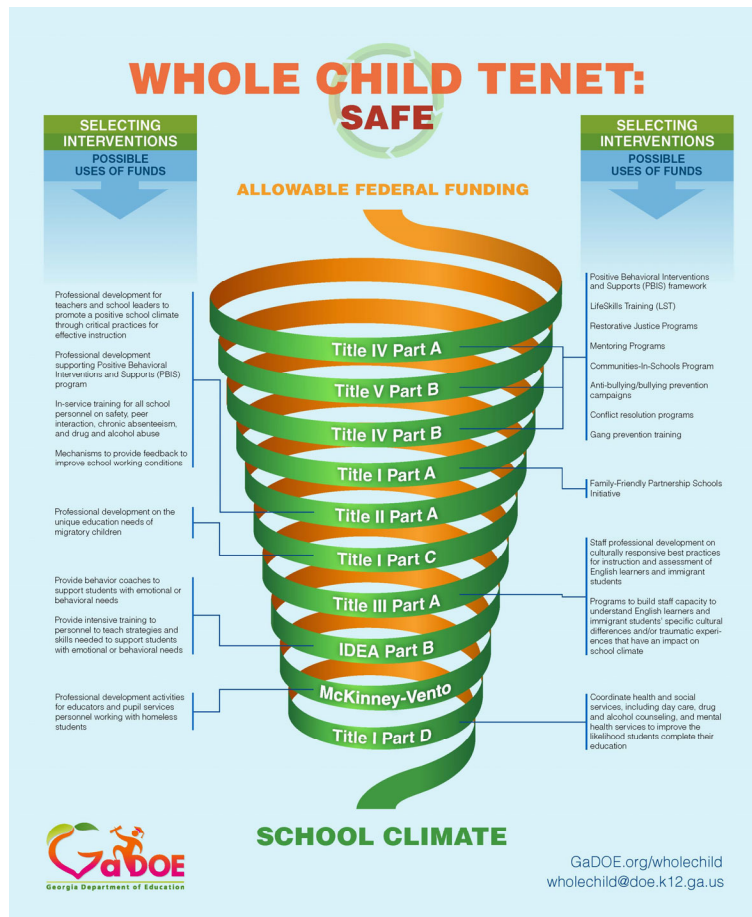
PARTNERS IN THE WORK +

TOOLS & RESOURCES +

SCHOOL/DISTRICT BEST PRACTICES +

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Federal Programs - ESSA and IDEA - Summer Professional Learning Series
Whole Child Toolkit



Each aspect of the whole child support has a one-page document that gives examples of how the different Federal Programs could be used to support an overarching need in the LEA.

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Federal Programs - ESSA and IDEA - Summer Professional Learning Series A "Challenged" Scenario

Data: ABC School System conducted a comprehensive needs assessment. In reviewing the system's AP Program, data from the CollegeBoard's instructional planning reports, organization score roster and summary reports revealed: fewer minority at-risk, disadvantaged, and underrepresented student populations participating in the AP program; fewer/limited AP courses offered to students; lower student performance (students scoring a 3 or higher) on AP Exams as compared to state performance.

Activity: ABC School System developed a 3-part plan to make the AP program accessible to more students by increasing equity and access to support traditionally underserved students. Federal funds were braided to support and fund the plan.

- *Increase Professional Capacity*
 - Teacher training at CollegeBoard's AP Summer Institutes (Title I, Part A)
 - Gifted training for AP teachers (Title II, Part A)
 - Professional development to identify gifted and talented English Learners who may benefit from AP courses (Title III, Part A)
- *Increase Student Supports*
 - An additional counselor for at-risk student advisement; cover AP Exam fees for economically disadvantaged students (Title IV, Part A)
 - Special education teacher and paraprofessional support to provide individualized instructional supports and strategies in the AP classroom (IDEA, Part B)
 - Supplemental tutoring services for migrant and homeless students participating in AP courses (Title I, Part C and McKinney-Vento)
- *Increase Instructional Resources*
 - Supplemental classroom resources for AP courses (Title V, Part B)

Expected Outcomes/Timeline: After 1-3 years of implementation, ABC School System had increased the number of AP courses offerings available to students. The percentage of traditionally underserved students participating in the AP Program increased. The percentage of students scoring a 3 or higher on AP Exams increased.

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Federal Programs - ESSA and IDEA - Summer Professional Learning Series An "Engaged" Scenario

Data: ABC School System conducted a comprehensive needs assessment. In reviewing the system's perception data from stakeholders, parent evaluations of parent engagement meetings, attendance records of those meetings, and the school climate rating, the school noticed a negative change in their data. The stakeholder perception data and the parent evaluations showed a downward shift in their perception of the school. Likewise, the school climate star rating went from a 4.2-star rating down to 3.1. Finally, their discipline data revealed a sharp increase in office referrals.

Activity: After analyzing their data and holding input meetings with stakeholders, the ABC School System developed a plan to make parent meetings more academically focused and student led and implement a PBIS program in all grades.

- *Increase Professional Capacity*
 - Teacher training on conducting effective parent conferences including student led conferences (Title II, Part A, Title V, Part B)
 - Implement Academic Parent Teacher Teams (Title I, Part A, Title IV, Part A)
 - Professional learning on the PBIS program (Title II, Part A)
- *Increase Student/Parent Supports*
 - An additional counselor to oversee the PBIS program (Title IV, Part A)
 - Hire a full-time parent coordinator (Title I, Part A)
- *Increase Instructional Resources*
 - Supplemental resources for APTT and PBIS (Title V, Part B)
 - Create a Parent Resource center at the school (Title I, Part A, Title IV, Part A, Title V, Part B)

Expected Outcomes/Timeline: After 2 years of implementation, ABC School System increased the School Climate Star rating to 4.4. The percentage of parents attending APTT meetings and academic parent conferences increased. The stakeholder perception data also increased. The PBIS program led to a 35% decrease in office referrals in year 1, and a 27% decrease in year 2.

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A "Healthy" Scenario

Data: ABC School System experienced a significant weather event that impacted much of the infrastructure in the system and caused 20% of the student population to be rehomed.

Activity: ABC School System identified student mental health as an issue after the weather event. In order to help students return to the classroom and support learning the school system instituted a number of measures.

Professional Capacity:

- Teacher and leader training on referral mechanisms that effectively link students at risk of mental illness to appropriate treatment and intervention services in the school and community (Title II, Part A)
- Professional learning for staff around trauma-informed classrooms (Title IV, Part A, Title V, Part A)

Supportive Learning Environment:

- Supplemental school-based mental health services and counseling (Title I, Part A)
- Provide direct services to students with disabilities who need mental health services and counseling. (IDEA, Part B)

Family and Community Engagement:

- Coordinate relevant community-based partnerships to support students and their families (Title IV, Part A)

Effective Leadership:

- Training for school leadership to help guide school personnel in techniques and supports on when and how to refer students at risk of mental illness (Title II, Part A)

Expected Outcomes/Timeline: In the short term the system expected students to be supported through the immediate trauma and be able to return to school as a safe place. In the long term the system expected to be able to identify any students who had been significantly impacted by the weather-related trauma and refer them to the appropriate support services in the school system and community.

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Federal Programs - ESSA and IDEA - Summer Professional Learning Series A “Safe” Scenario

Data: ABC School System conducted a comprehensive needs assessment. In examining the school climate data including parent, community, personnel, and student surveys the system found that 15% of their students reported that they did not feel safe at the school, with 30% of their EL students reporting that they did not feel they did well at school. Parent and community surveys also revealed concerns about student safety. Student discipline data indicated an upward trend in the number of discipline referrals requiring OSS over the last three years for economically disadvantaged and minority students.

Activity: ABC School System identified student safety as a need for the district.

Coherent Instruction:

- Staff professional development on culturally responsive best practices for instruction and assessment of English learners (Title III, Part A)

Professional Capacity:

- Professional development supporting Positive Behavioral Interventions and Supports (PBIS) program (Title II, Part A)

Supportive Learning Environment:

- Implementing Positive Behavioral Interventions and Supports (PBIS) framework (Title IV, Part A)
- Provide behavior coaches to support students with emotional or behavioral needs (IDEA, Part B)

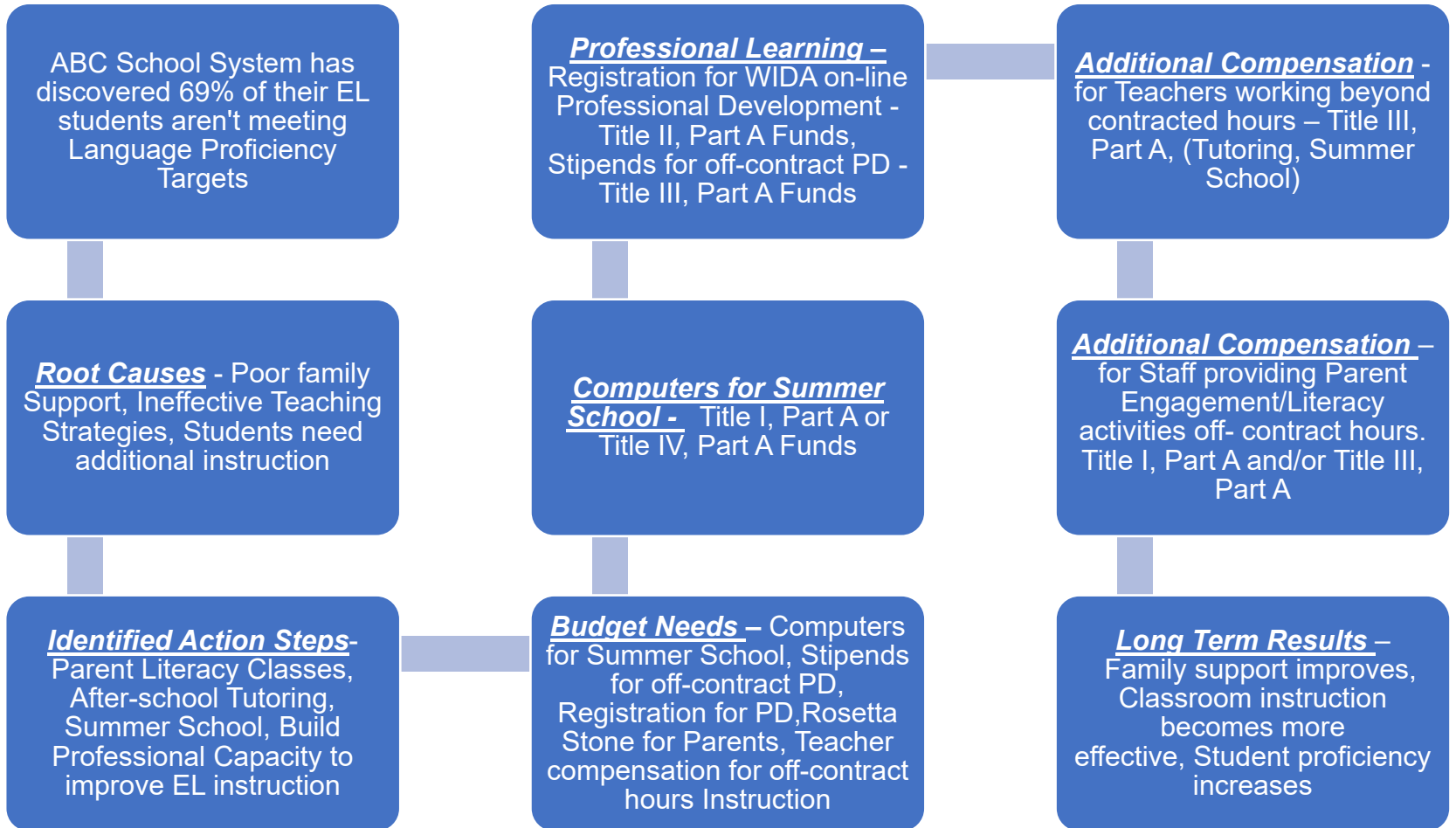
Family and Community Engagement:

- Implementing the Family-Friendly Partnership Schools Initiative (Title I, Part A)

Expected Outcomes/Timeline: The school system expects staff capacity to deal with student behaviors to improve with the implementation of PBIS evident in classrooms through walkthrough data and student discipline referrals. In the long term the system expects student health surveys to reflect that students feel safe and successful in the systems schools.

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Federal Programs - ESSA and IDEA - Summer Professional Learning Series A "Supported" Scenario



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Federal Programs - ESSA and IDEA - Summer Professional Learning Series Resources

- <https://www.agacgfm.org/AGA/Intergovernmental/documents/BlendedandBraidedFunding.pdf>
- <https://www.wested.org/resources/blending-braiding-federal-title-funds/#>
- <https://www.ccf.ny.gov/files/7515/7909/7916/BlendBraidGuide.pdf>
- <https://startearly.org/app/uploads/pdf/NPT-Blended-Funding-Toolkit.pdf>
- <https://www.brookings.edu/wp-content/uploads/2020/04/BraidingAndBlending20200403.pdf>
- <http://www.ncesd.org/wp-content/uploads/2017/03/UnlockingStateFederalProgramFunds.pdf>
- <https://content.govdelivery.com/accounts/OKSDE/bulletins/25d9345>
- https://cdn.ymaws.com/nmasbo.org/resource/resmgr/SBW20_Leveraging_Resources_t.pdf



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Questions



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Federal Programs - ESSA and IDEA - Summer Professional Learning Series
Feedback

Please complete our workshop survey:

- Go here: <https://form.jotform.com/211754158308961>

- Or scan this QR code:



Click [here](#) and follow the **NEW** Federal Programs/ESSA IDEA Facebook page!

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