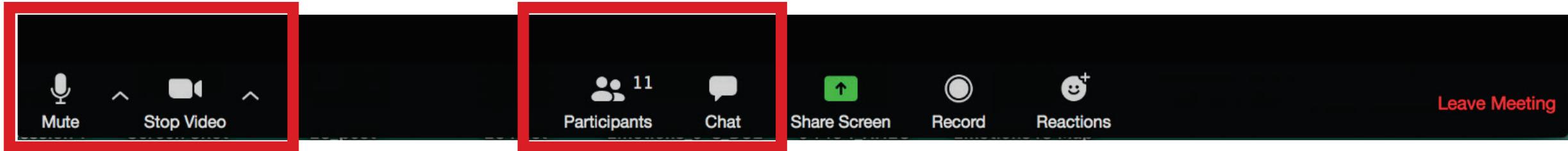


Illinois Braiding and Blending Community of Practice

January 6, 2022

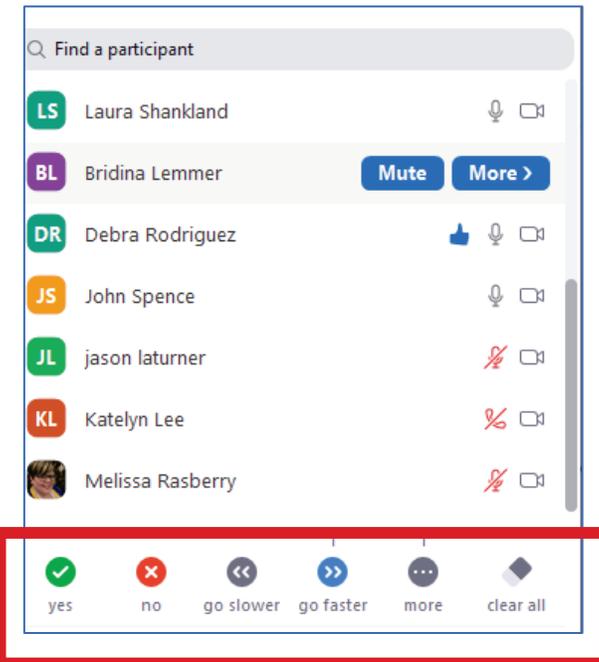
Illinois State Board of Education
Region 9 Comprehensive Center
Edonomics Lab

Using the Zoom Platform



- Use the black bar on your screen to control your audio and video and to view the participant list and chat.
 - When you join, your audio will be muted. Please remain muted when you're not speaking.
 - We welcome you to turn on your camera and join us via video.
- Use the “Raise Hand” button on your participant feedback bar to volunteer to speak; the presenter will call on you.
- Use the chat to message Crystal Darby or Shoshana Rabinovsky for tech support.

Participant List



Virtual Meeting/Conference Recording Notice

The American Institutes for Research® (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without the permission of AIR.

AIR Inclusive Meeting Guidelines: Hosting and Participating in Meetings



ENGAGE EVERYONE



BE HEARD AND SEEN



ACKNOWLEDGE SPEAKER



MAXIMIZE MICROPHONES



MINIMIZE NOISE



MAXIMIZE VISUAL DISPLAYS

Let's See Who Is in the Session Today



Agenda

Agenda

- » 10:00 a.m. **Welcome and Introductions**
 - > ISBE, Region 9 Comprehensive Center (CC) Team
 - > Purpose and Objectives
- » 10:10 a.m. **Review of Previous Session**
- » 10:15 a.m. **Prewrite Discussion**
- » 10:30 a.m. **Getting the Most From Your Funding**
- » 10:45 a.m. **Breakout Rooms**
- » 11:10 a.m. **Whole Group Sharing**
- » 11:25 a.m. **Closing and Adjourn**

Purpose

The Illinois State Board of Education (ISBE) is hosting a community of practice (CoP) for district leadership to

- » **partner with other districts and local staff** to collaboratively navigate braiding and blending of federal and local funds;
- » identify **strategic considerations for mitigating common challenges** that may arise in braiding and blending federal and local funds;
- » **identify tools and resources** to support successful implementation of braiding and blending funds; and
- » **contribute to a research-based resource** that can be shared with school and district leaders across Illinois and the nation.

2.2.3 Create an efficient and effective reporting system in collaboration with the field that encourages and fosters braiding and blending (i.e., integrated resource allocation system) and is supported by aligned agency mindsets and practices.

By end of the 2020-21 school year

Agency staff will be trained to understand and work with districts on blending and braiding.

By end of the 2021-22 school year

Up to 10 pilot districts will be selected and trained and will utilize blending and braiding.

By end of the 2022-23 school year

ISBE will increase by two the number of federal funds braided at the state level to maximize its resources to serve LEAs and will distribute all discretionary grants according to equity-based criteria.

Community of Practice Structure

- Prewrite activity
- Review of previous session content
- Subject matter expert presentation
- Small-group breakout discussion
- Community sharing
- Resources and follow-up communications

CoP Series

- November 4, 2021, 10:00 a.m. CT
The Comprehensive Needs Assessment
- December 2, 2021, 10:00 a.m. CT
Introduction to Braiding and Blending Funding
- **January 6, 2022, 10:00 a.m. CT**
Developing Best Practices for Resource Allocation
- January 27, 2022, 10:00 a.m. CT
Final Steps: Assessing and Reporting in Braiding and Blending

Expectations and Norms



This is an off-the-record conversation; please no social media posting or tweeting about conversations.



Use cameras to help create a sense of community.



Work to help develop community by attending sessions.



Be present and actively contribute.



Complete prework assignments.



Share ideas and resources.



Respect diversity of opinion and perspective.



All team members are asked to take part.

Objectives

Participants should expect to

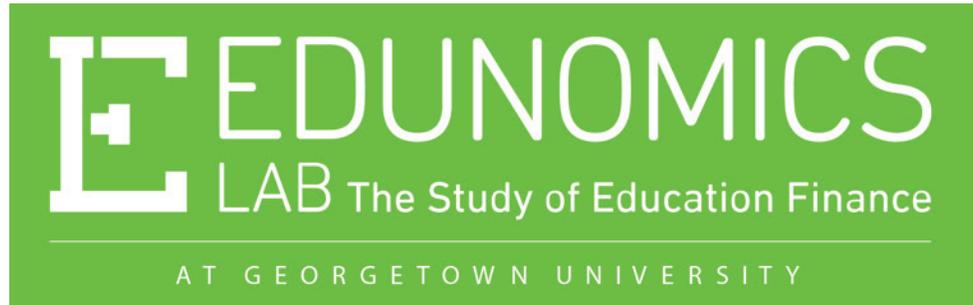
- **learn** steps for effective braiding and blending of funds with a focus on resource allocation;
- **work to identify district student goals** for braiding and blending funding; and
- **begin actionable** steps for braiding and blending funds.



Previous Session Reflection: Braiding and Blending

- Reviewed the successful elements needed to begin the braiding and blending process.
- Defined braiding and blending and provided examples.
- Continued the conversation by identifying those subgroups that could benefit from braiding and blending funding.





Blending and Braiding: Getting the Most From Your Funding

Laura Anderson and Jessica Swanson

Team Time: Spend 8 minutes with your team

1. Choose one big hairy goal (BHG) for students that cuts across different student types:

- A. Get elementary students up to speed on reading
- B. Get all students up to grade level in math
- C. Get high schoolers on track to graduate
- D. Other

2. Quickly brainstorm all the different district investments (existing and desired) from *any funding sources* that support that BHG:

For reading, here are some investments:

- A. New reading curriculum
- B. Teacher professional development (PD)
- C. English learner (EL) literacy program
- D. Small-group reading for students in special education (SpEd)
- E. Tutoring
- F. K–3 reading logs
- G. Prekindergarten “Parents Read With Kids” Effort
- H. Librarian



Different Investments Benefit Kids Differently

- A. New reading curriculum
- B. Teacher PD
- C. EL literacy program
- D. Small-group reading for students in SpEd
- E. Tutoring
- F. K–3 reading logs
- G. Prekindergarten “Parents Read With Kids” effort
- H. Librarian

Would You Rather?

Concentrate your investment
on a few kids?

Or reach more students?



	Investment	Major cost factors	Estimated # Students Served	Cost per participating student	Desired Outcomes — Estimated Effectiveness (High/Med/Low)	Risks	Complementary
A	Tutoring 1-to-1 student-teacher ratio 3x/week, 36 weeks	Tutors = \$30/hour	308 students (Highest-needs students?)	\$1,000,000/308 = \$3,240	Reading scores increase — Promising?	Some student may not attend; no peer interaction; difficulty hiring tutors	What funding can support this work; mitigate risks, ensure success
B	Tutoring 4-to-1 student-teacher ratio 3x/week, 36 weeks	Tutors = \$30/hour	1,232 max				
C	Adding reading specialists staff to schools	\$100,000 per FTE = 1 per school	4,000	\$250			
D	Summer reading program	Summer provider costs \$875/ student		\$875			
E	Lengthen the school day 20 minutes/day	\$3,600 stipend for all certificated staff	4,000	\$250			
F	PD & planning time Teachers paid extra for SEL – one week before school starts plus 10 half-days	\$3,600 stipend for all certificated staff	4,000	\$250			

We love division!
→ It gives us cost per student.



	Investment	Major cost factors	Estimated # Students Served	Cost per participating student	Desired Outcomes — Estimated Effectiveness (High/Med/Low)	Risks	Complementary
A	Tutoring 1-to-1 student-teacher ratio 3x/week, 36 weeks	Tutors = \$30/hour				Some student may not attend; no peer interaction; difficulty hiring tutors	What funding can support this work; mitigate risks, ensure success
B	Tutoring 4-to-1 student-teacher ratio 3x/week, 36 weeks	Tutors = \$30/hour	1,232 man		----- promising	Some students may not attend; difficulty hiring tutors	
C	Adding reading specialists staff to schools	\$100,000 per FTE			SEL needs are met, so students attend and learn	Difficulty hiring. Uneven access across schools	
D	Summer re				Boost achievement ----- promising	Students may not attend	
E	Lengthen the 20 minutes/day				More learning, achievement?	Pushback from par teachers?	
F	PD & planning time Teachers paid extra for SEL – one week before school starts plus 10 half-days	\$3,600 stipend for all certificated staff	4,000	\$250	Better instruction, more customized approaches?		

Recognize risks to find ways to mitigate them or ensure early detection.

Communicating desired outcomes can help everyone stay focused (which can drive outcomes).

This is an expensive program. Do we think it will be high value?



POLL

Notice that 1-1 tutoring costs much more per student than 4-1 tutoring. If tutoring was a priority in your district, do you think the higher costs of 1-1 are worth it?

- A. Yes, I'd say go with 1-1.
- B. No, I lean toward 4-1.



BREAKOUT

Work with your teams to fill in the worksheet based on your investments to achieve your big goal.



money

It's 2023. Where did the time go?

2023

JANUARY	FEBRUARY	MARCH	APRIL
W T F S	S M T W T F S	S M T W T F S	S M T W
4 5 6 7	1 2 3 4	1 2 3 4	
11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11	2 3 4 5

ESSER (Elementary and Secondary School Emergency Relief) was a grand experiment: What happens when feds give large sums to districts with few strings attached?





Six Potential Mistakes Districts Might Be Making With Federal Relief Funds

1. Spending in a way that creates a **disruptive fiscal cliff**
2. Offsetting lost funds because of **permanent enrollment declines**
3. Issuing **problematic contracts** that come back to haunt leaders
4. Deploying funds **inequitably across schools**
5. Failing to make sure **community sees/values investments**
6. Investing without demonstrating real **results for students**



Leaders Need to Make the Connection Between Investments and Students

- a. In engaging with our principals/teachers/families, and looking at our data, we're finding/hearing _____ and that matters for students because _____.
- b. With **ALL** our available resources, we are investing \$_____ (at a cost of \$_____ per pupil) in order to do _____ for our students/subset of students.
- c. Some have raised a legitimate concern about _____. Toward that end, we're using our _____ funds to do _____.
- d. Also, we're making sure that our districts/schools/principals have the flexibility they need to adjust to ensure/mitigate _____ for students.
- e. And we want to hear from you on _____ going forward. Please also engage with your principal, as they'll be working with staff to ensure _____ for students.
- f. Our hope is that these investments, together with the hard work of our employees and families, will mean that our students are able to _____.



Questions?

A graphic for Georgetown University's Certificate in Education Finance. The left side is a dark blue rectangle with white text. The right side is a photograph of a Georgetown University building with two prominent spires.

GEORGETOWN UNIVERSITY

Certificate in Education Finance

CEU/CPE credits available.
No prerequisites or advance preparation required.

mccourt.georgetown.edu/cef

Visit EdunomicsLab.org for resources.

Let's stay in touch:

EdunomicsLab.org

[@EdunomicsLab](https://twitter.com/EdunomicsLab)

Laura.Anderson@Georgetown.edu

Jessica.Swanson@Georgetown.edu
[@thejswan](https://twitter.com/thejswan)

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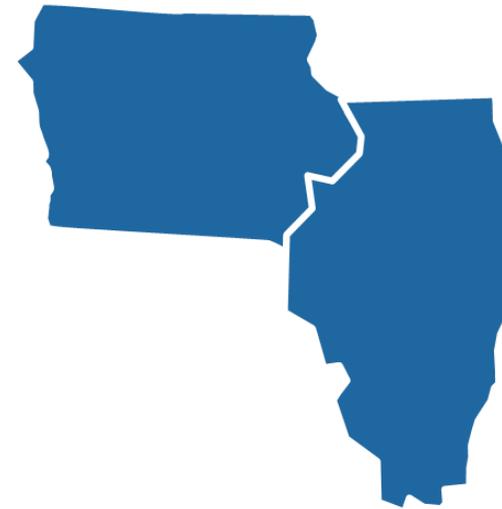
Next Steps

- » Next session: January 27, 2022
- » Prework assignment
- » Sign up for the Region 9 CC newsletter
- » National center resources
- » Follow-up email with resources
- » End-of-session survey



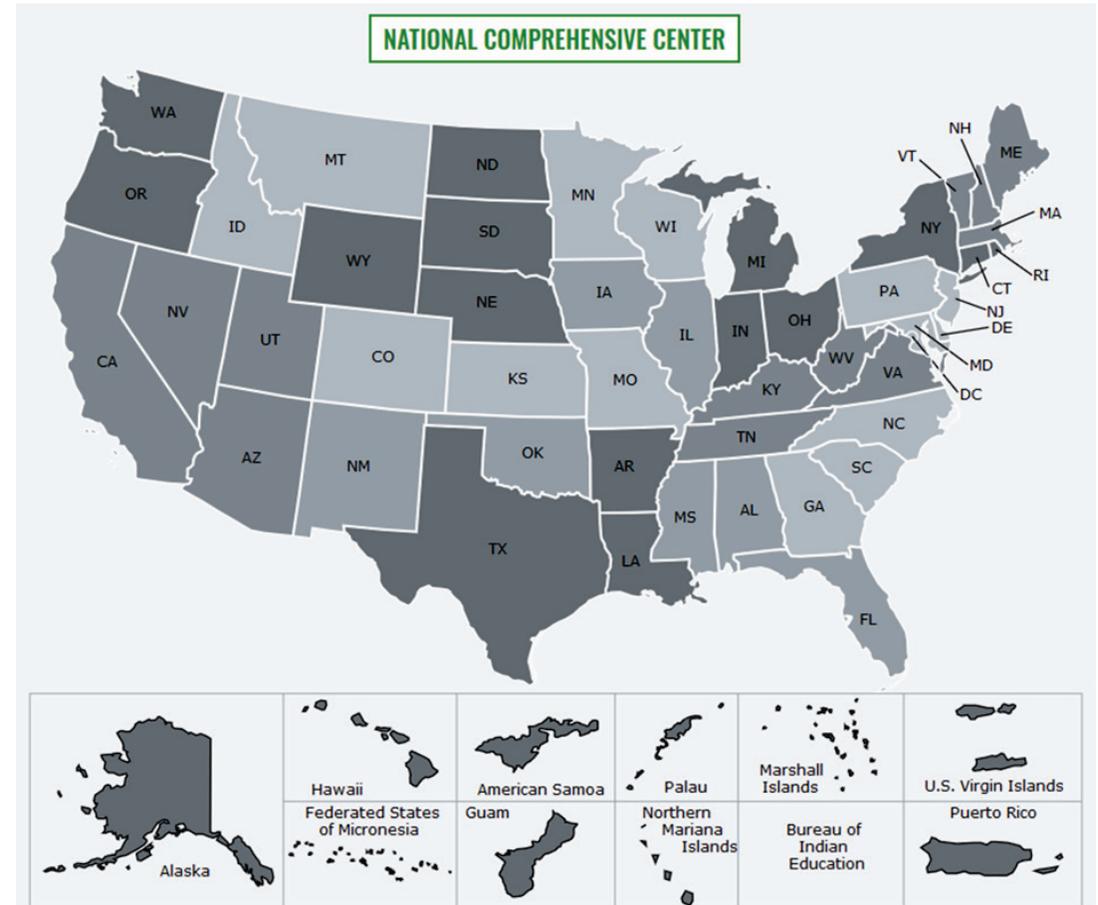
What Is the Region 9 Comprehensive Center?

- Provides capacity-building services to state, district, and school leaders in Illinois and Iowa.
- Operated by AIR through a U.S. Department of Education grant.
- Three focus areas:
 - > **Support** the region in making measurable progress toward key education priorities.
 - > **Connect** partners with expertise and evidence-based resources.
 - > **Elevate** success stories from across the region.



We Are Part of the Comprehensive Center Network

- Nineteen regional centers and a national center provide capacity-building services.
- The goal is to improve educational outcomes and instructional quality for all students.
- It is funded by 5-year grants from the U.S. Department of Education.
- The current grant cycle began in fall 2019.



Thank You!

End-of-Session Survey

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region9cc.org

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Newsletter:

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Beth Howard-Brown

*Principal TA Consultant
bhoward-brown@air.org*



Kevin Junk

*TA Consultant
kjunk@air.org*



Tara Zuber

*Researcher
tzuber@air.org*



Cheryl Harris

*Senior TA Consultant
charris@air.org*



Wayne Ball

*Senior TA Consultant
wball@air.org*



Crystal Darby

*Administrative Specialist
cdarby@air.org*

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+1.202.403.5000 | AIR.ORG