

Welcome!

January 27, 2022



Illinois Braiding and Blending Community of Practice

- Thanks for arriving early. We'll get started shortly.
- Please respond in the chat to our icebreaker question.

Icebreaker – Complete this sentence!

A (choose one below) winter experience or activity for me is _____
because _____.

favorite

dreaded

unique

humorous



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



Have a lead or team member from your district/campus introduce your team and say one thing you are proud of about your district/campus this school year.

Fox Lake
Hazel Crest
Joliet
Madison CUSD 12
North Boone
Unity Point
Waverly

Agenda

Agenda

- » 10:00 a.m. **Welcome and Introductions**
 - > ISBE, Region 9 Comprehensive Center (CC) Team
 - > Purpose and Objectives
- » 10:01 a.m. **Review of Previous Session**
- » 10:05 a.m. **Pework Discussion**
- » 10:10 a.m. **ISBE Braiding and Blending Reporting**
- » 10:20 a.m. **Edunomics Lab Presentation and Breakouts**
- » 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 to report braiding and blending of funds;
- >> **work to identify student data** for braiding and blending funding; and
- >> **begin actionable next** steps for braiding and blending funds and reporting



Previous Session Reflection: Resource Allocation

- Discussed big hairy goals for identified student groups and the different district investments for braiding and blending.
- Continued identifying district investments needed to successfully braid and blend funds to achieve big hairy goal.



Reporting Blended and Braided Funds



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An Overview of Blending and Braiding



Plan

- Assess the needs of your district using tools, such as the CDP.
- Identify the cost and components of activities.



Resource/Cost Allocation Method

- Identify federal grants.
- Determine if costs are necessary or reasonable.



Report

- Verify consistency with your CDP.
- Assess impact



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Poll

- Based on the prework webinar, are the following true or false?
 1. Illinois allows districts to truly blend funds where funds lose identity and are reported as a single stream.
 2. Braided funds that are to be used on a program must be allocable for the intended use.
 3. Braiding funds changes the reporting requirements attached to the braided grants.



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Poll Q1: Blending Considerations

- Currently, only **hybrid blending** (funds lose specific identity) of Titles I, II, and IV is available in the ISBE grant process.
- Transferability: **Between Title II and IV or Title II and IV into Title I.** The funds appear blended to the grant reviewer and grantee.
- However, the funds maintain their original identity in reporting.



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Poll Q2: Braiding and Allocability

- The LEA must demonstrate allocability: Costs charged to each federal program were allocable to that program.
- This standard is met if the cost:
 - Is incurred specifically for the grant award;
 - Benefits both the grant award and other work of the grantee and can be distributed in proportions that can be reasonably approximated; and
 - Is necessary to the overall operation of the grantee and is assignable in part to the federal award in accordance with the principles in this subpart.



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Poll Q3: Additional Considerations

It is important to keep in mind general allowability considerations when interacting with any grant awards.

To be allowable under a grant award, in general, a claimed cost must be:

- Reasonable
- Necessary
- Allocable
- Documented

The cost must also meet allowability requirements for specific cost categories.



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Grant Periodic Performance Reports

- Periodic performance reports are required for all grants administered by the State of Illinois unless specifically exempted as specified by the Grant Accountability and Transparency Act (GATA).
- Reports include information on the accomplishment of deliverables described in the grant, the status of performance measures, and the alignment of accomplishments with spending.
- Semiannual or quarterly reports must be submitted in IWAS and approved by ISBE.

Report	Reporting Period	Report Available	Report Due
First	July-December	December 30	January 31
Second	January-June	June 30	July 30
Third	July-August/September	December 30	January 31



Grant Periodic Reporting System (GPRS) - Finding reports

Illinois State Board of Education
Darren Reisberg, Chairman Dr. Carmen I. Ayala, State Superintendent of Education

Login: KJDOWLING

My Systems

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

[Click Here for Due Dates](#)

Categories - Click to Expand/Collapse Tree	Authorization
Grants	
... GATA Risk Assessment	Authorized
Active Grants	
... Consolidated District Plan	Authorized
... ESEA of 1965 As Amended	Authorized
... FY20 Organizational Risk Assessment	Authorized
... NCLB Consolidated Application	Authorized
... Rural and Low Income Grant	Authorized
... Title I Delinquent	Authorized
... Title I District Plan	Authorized
... Title I Neglected	Authorized
... Title I School Improvement - 1003(a)	Authorized
Reporting	
... Grant Periodic Reporting System	Authorized
Annual	
... ESEA Performance Report	Authorized

Legend: ⓘ : System Description - Detailed 📅 : Due Dates 👤 : Profile

[Want to Signup for Other Systems?](#)

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Access reports step by step.

1. Sign into IWAS.
2. Click "System Listing."
3. Select "Grant Periodic Reporting System."
4. Select one of the listings (Past Due, Coming Due, Current, or All Reports).

Disapproved Reports will be returned to the district and reappear in the GPRS with the reason for disapproval. Reports must be revised and resubmitted within 10 days of the date of disapproval to comply with grant requirements. Contact your principal consultant with any questions or concerns.




Grant Periodic Reporting System - Completing reports

	NOT APPROVABLE DELIVERABLE	NOT APPROVABLE RESULTS/ACCOMPLISHMENTS	APPROVABLE DELIVERABLE	APPROVABLE RESULTS/ACCOMPLISHMENTS
Title I	Paid reading specialist salary	Students are making progress.	Funded two reading specialists who worked with 25 students for 30 minutes/day in pull-out sessions. Assessments were completed with Aimsweb. Students are monitored weekly.	Twenty-three out of 25 students working with the reading specialists improved two or more guided reading levels during this quarter. The other two students are being monitored. Benchmark assessments showed 27 percent of our students needing Tier 2 instruction and 8 percent needing Tier 3.
Title II	Staff attended PD	Staff found PD favorable.	Three teachers attended the Illinois Reading Conference in October.	Teachers who attended the conference met with 22 instructors to discuss comprehension strategies and resources. They shared information from books received at the conference. Comprehension strategies are being implemented in guided reading.
Title IV	STEM materials purchased	Students used STEM materials in the classroom.	STEAM materials, such as a 3-D printer, test tubes, batteries, and microscopes, have been purchased and used to implement curriculum.	Third-grade students learned about the scale and distances of all the planets from the sun through modeling. Activities were aligned to Common Core Standards, Next Generation Science Standards, and National Science Education Standards. Activity helps build 21 st -century skills in critical thinking, communications, and measurement.



Electronic Expenditure Reporting - Finding reports



Illinois State Board of Education

Darren Reisberg, *Chairman* Dr. Carmen I. Ayala, *State Superintendent of Education*

I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S

Login: MKREIS

- Home
- System Listing
- Pending Sign Ups
- Pending Documents
- Change Password
- Search
- Help
- Log Out

[IWAS Training Video](#)

About SSL Certificates

My Systems

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

Categories - Click to Expand [Click Here for Due Dates](#)

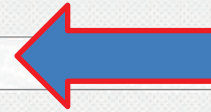
	Authorization
Grants	
eGMS Dashboard	Authorized
Active Grants	
Retired (Expired Funding)	
Reporting	
Electronic Expenditure Reports	Authorized
ISBE Internal	
Web	
Entity Profile System (Internal)	Authorized

Legend: : System Description - Detailed : Due Dates : Profile

[Want to Signup for Other Systems?](#)

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Under reporting, click on
Electronic Expenditure Reports



Expenditure Reports

- The approved grant application documents allowability when an expenditure report is audited. Keep in mind:
 - Separate accounts must be maintained for each grant.
 - Source documentation should be available to document expenditure alignment with the approved application budget.
 - Confirm expenditures in the general ledger can be reconciled to what was submitted in the Expenditure Report.
 - Expenditure Reports should be submitted timely and accurately and in accordance with the ISBE Fiscal Policy and Procedures Manual.



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Braiding Scenario 1

Plan: To mitigate learning loss related to K-3 reading , the LEA plans to offer a summer school program.

Resources: ARP ESSER III, Title I-A , IDEA ,Title II, Title III

Reporting/Documentation:

- Consolidated District Plan
- Title I Schoolwide Plan
- GATA Reporting (Performance Reports)
- Expenditure Reimbursement Reports

*This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements.



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Braiding Scenario 1 — Cost Allocation

In this example, the cost allocation is straightforward. Each grant program expends funds on a specific aspect of the Learning Loss Plan. Since each individual expenditure is contained within an individual grant (i.e., no costs are shared between or among grants), the costs are charged to and claimed within each individual grant directly as planned.

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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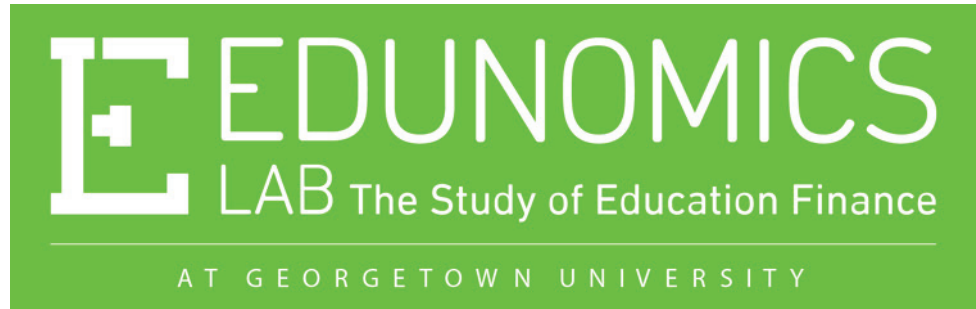
Allocation Per Student

Calculating Per Student Costs

	Investment	Major cost factors	Estimated # Students Served	Cost per participating student	Desired Outcomes — Estimated Effectiveness (High/Med/Low)	Risks	Complementary
A	K-3 summer reading program	Staff, Culturally competent Reading curricula	600	150	Reading scores	Students may not attend, transportation	Title I part A
B					increase by 2 grade levels for all grade levels		Title II
C							Title III Title IV



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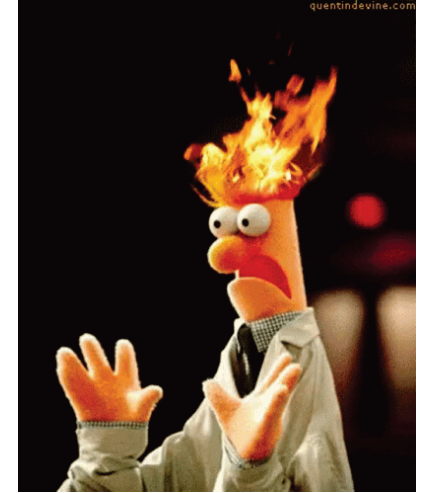
Blending and Braiding: Getting the Most From Your Funding

Laura Anderson and Jessica Swanson

January 27, 2022

Everyone wants data on ESSER money (*and TBH all the money*)

It helps to consider how we want the data to be used.



- A. For advocacy to make the case for continued federal funding.
- B. For research to learn (after the fact) about choices and effects on students.
- C. For equity to ensure dollars were deployed fairly across schools/students.
- D. For continuous improvement so leaders can make mid-course corrections to improve outcomes.
- E. For transparency and accountability so the public (community, taxpayers, etc.) can see where the money went, and guard against fraud.



For continuous improvement, district leaders need data SOONER RATHER THAN LATER:

- ✓ Data on implementation
- ✓ Rates of participation
- ✓ Intermediate outcomes
- ✓ Dollars deployed across schools/student types
- ✓ Other

POLL:

Whose job is it to collect these kinds of data?

- A. Feds
- B. SEA
- C. District
- D. School
- E. Other



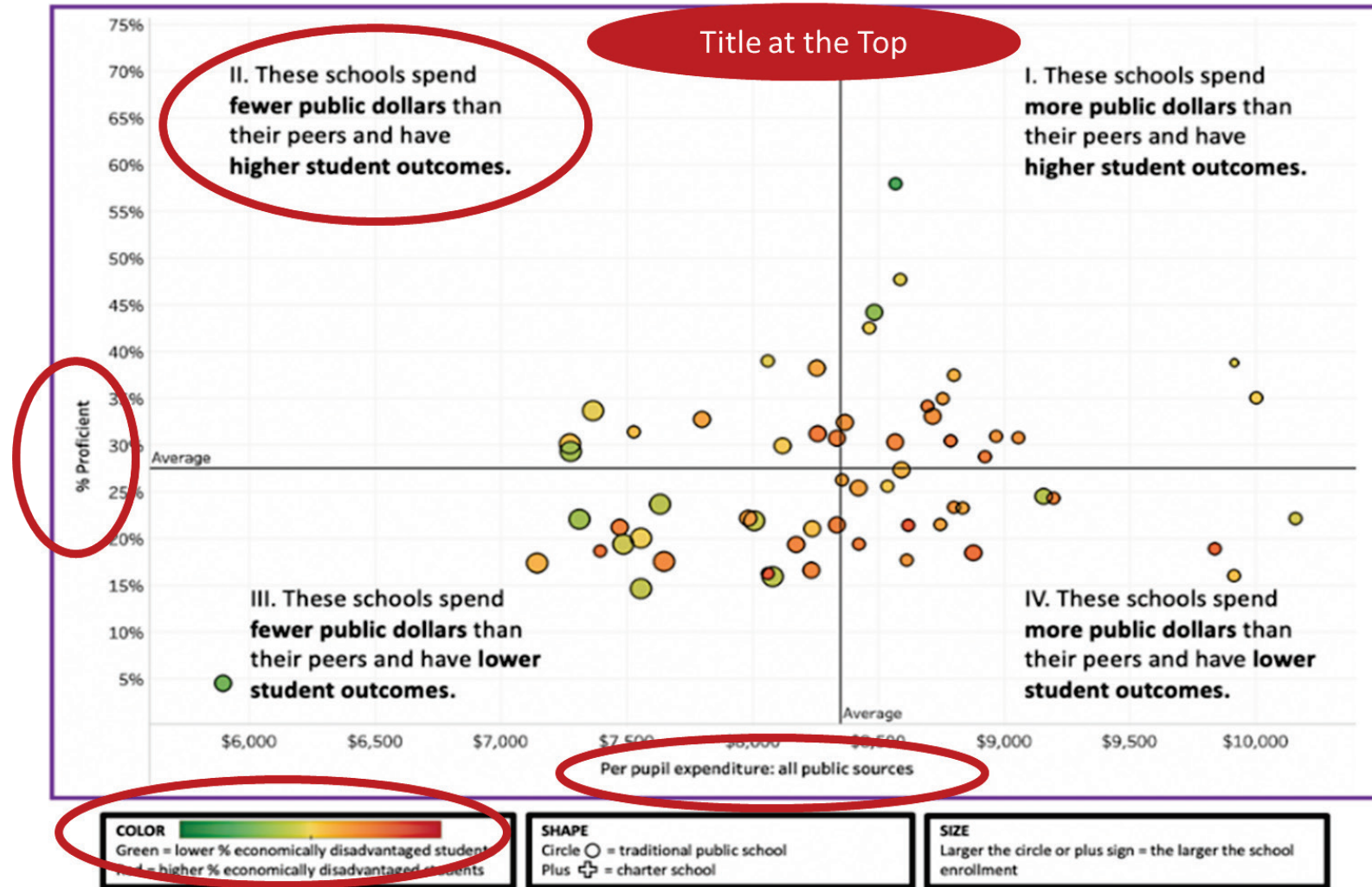
Team time: spend 8 minutes with your team to:

x5images

Look at spending
vs. outcomes for
your district.

Get familiar with
the information.

We will be coming
back to your data
in district
breakouts later.





Q: CAN SMART DATA VISUALIZATIONS FUEL THOUGHTFUL CONVERSATIONS AMONG DISTRICT/SCHOOL LEADERS ON FINANCIAL STRATEGY/MANAGEMENT?

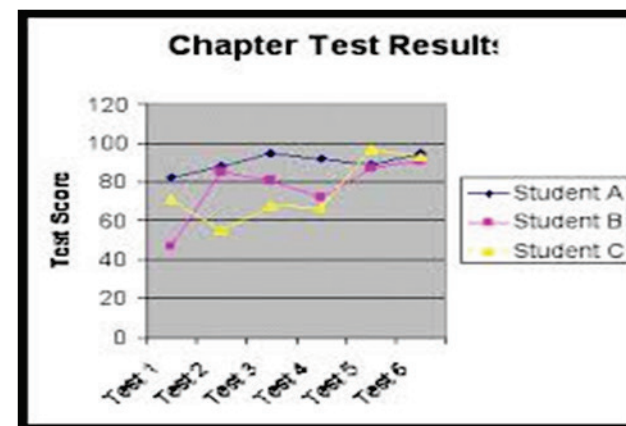
Federally-funded data pilot brought school-by-school financial displays to 17 districts.



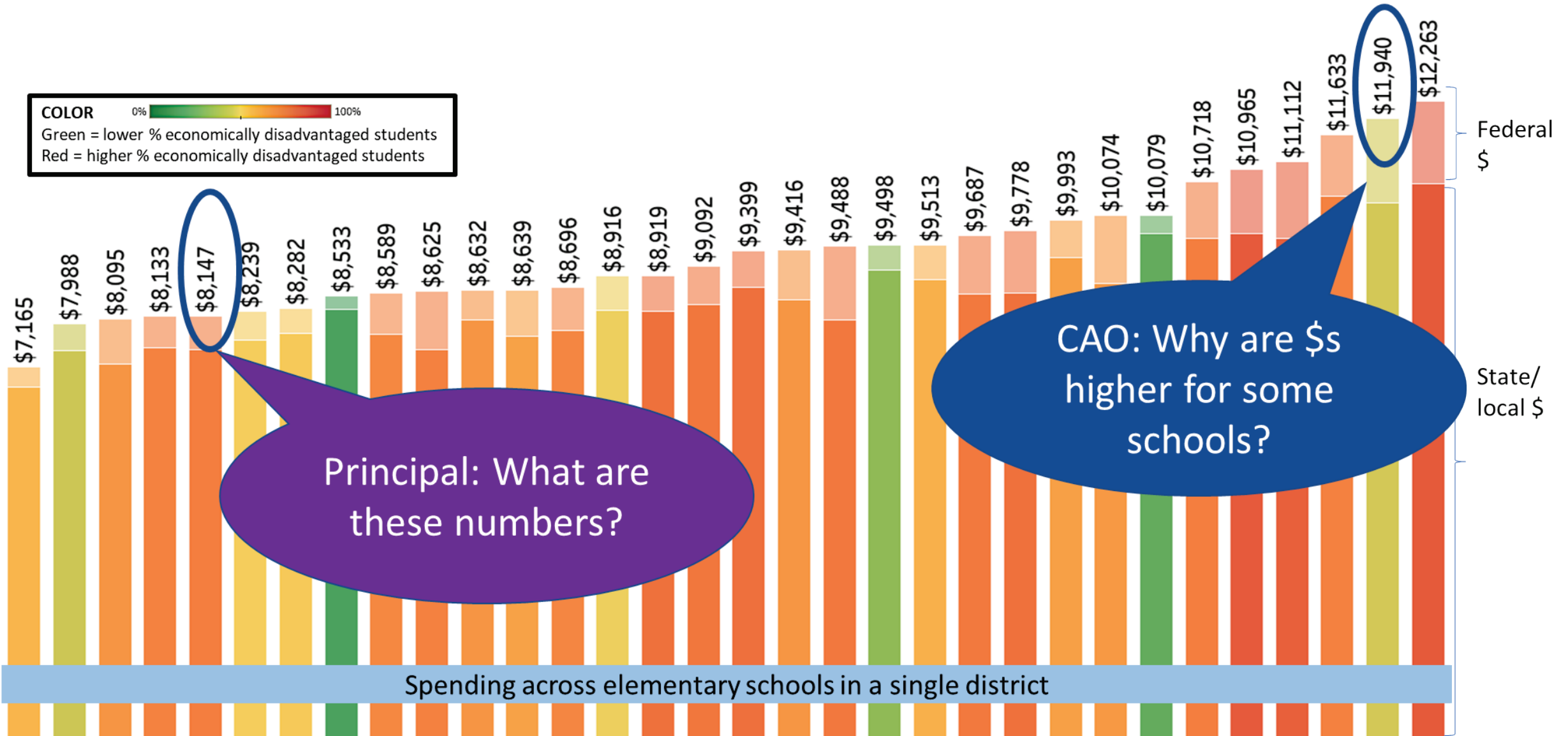
Spending by school



Outcomes by school

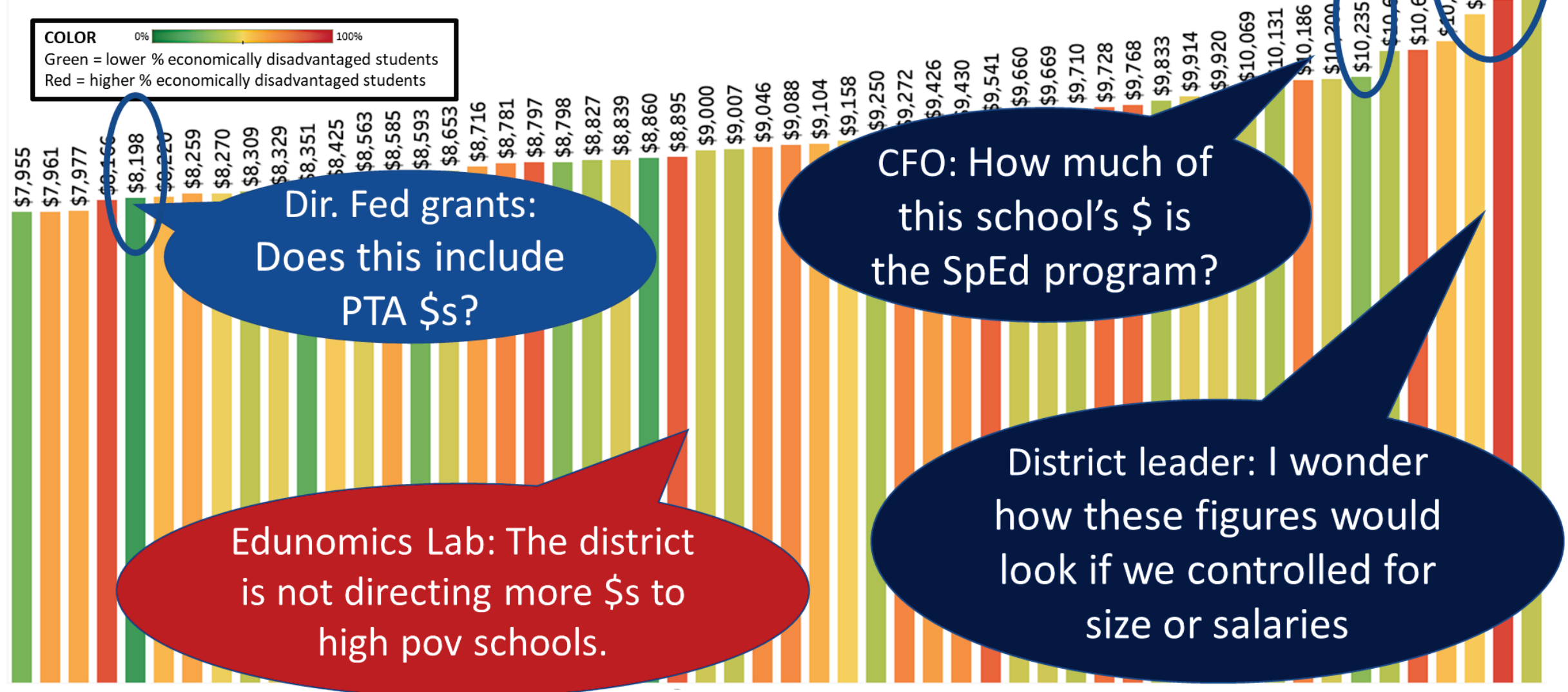


1 Most district/school leaders are not yet interacting with school-by-school financial data. (The pilot was the first time.)



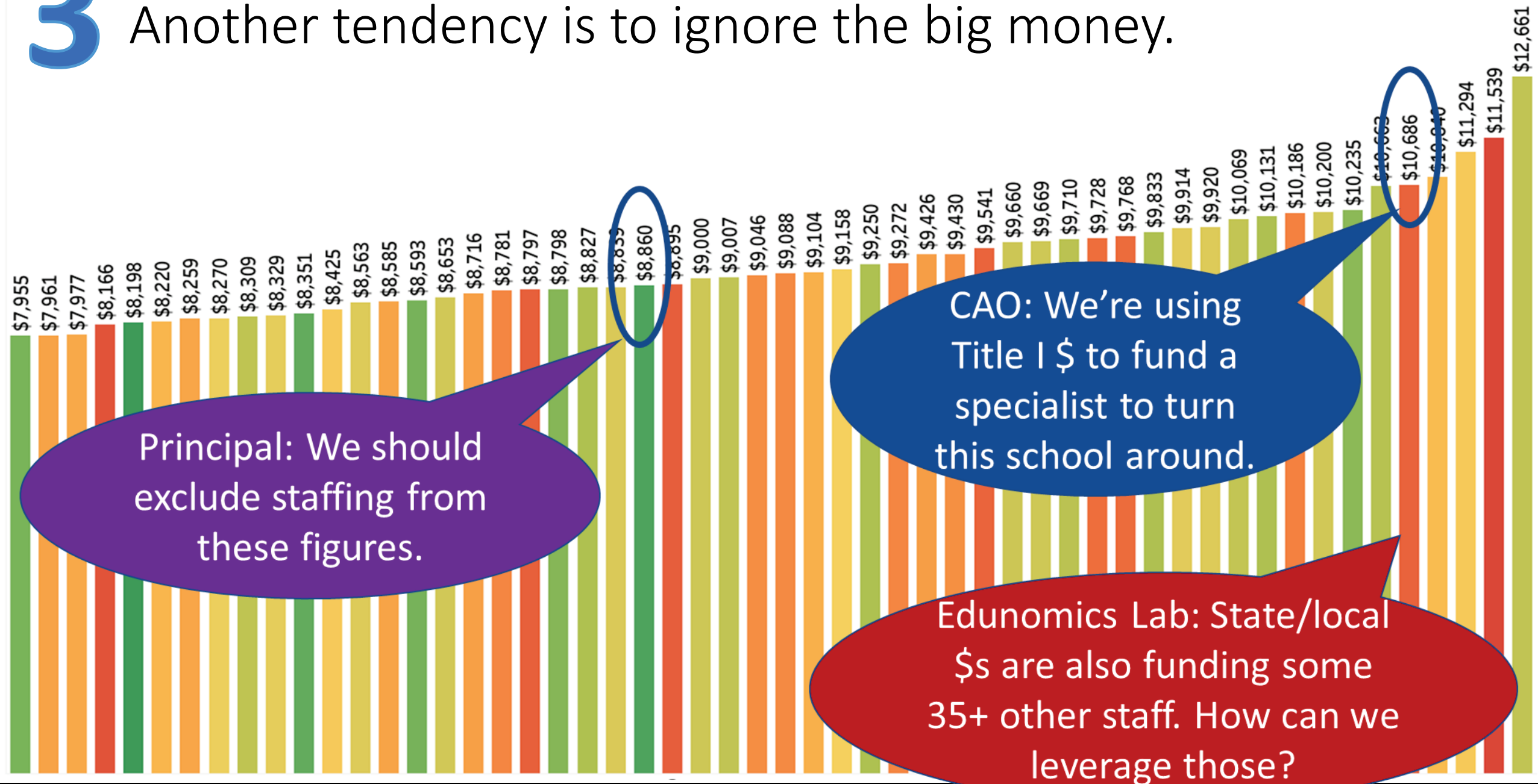
2

First reaction is to focus on trees, not forest.



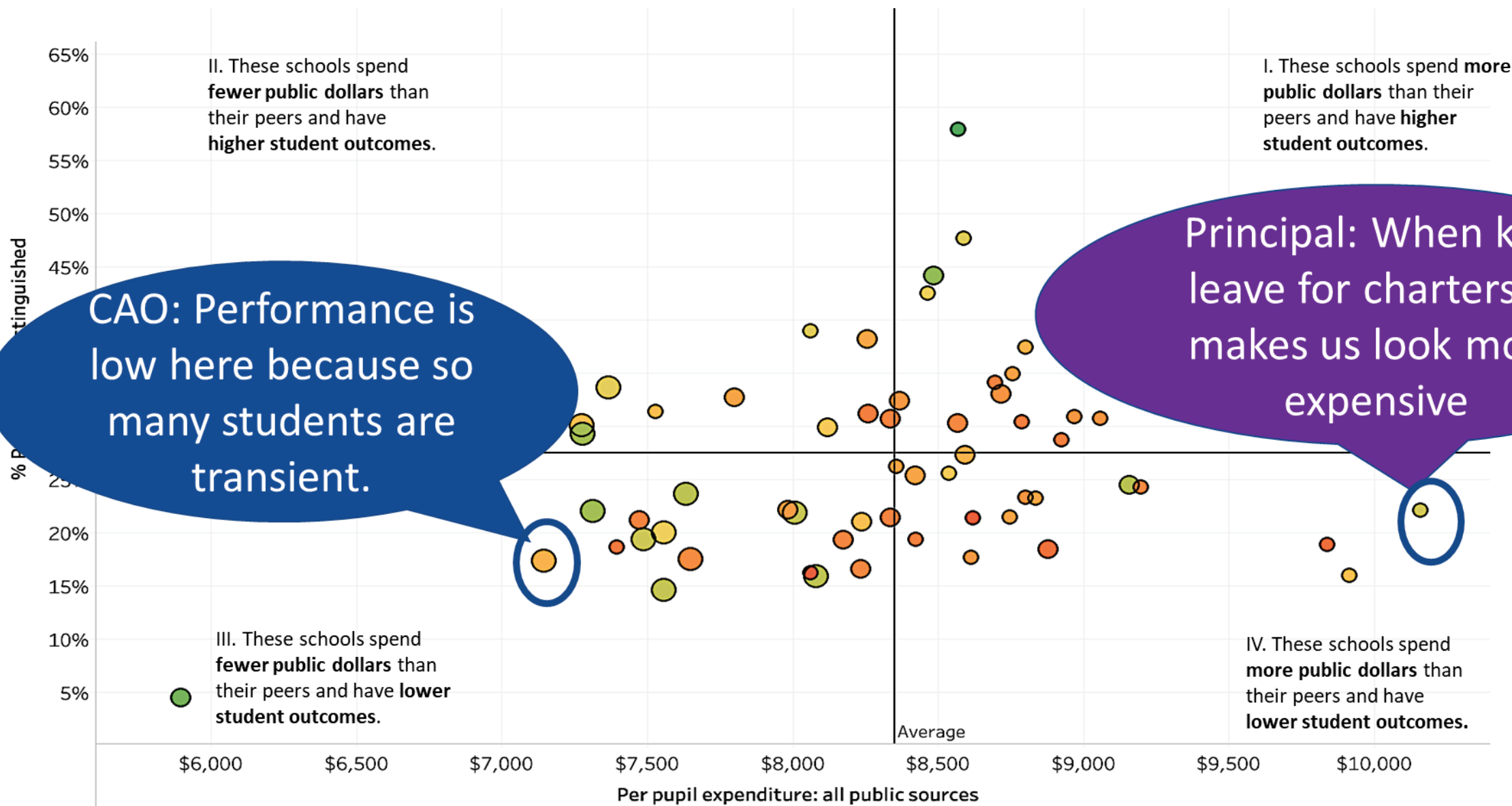
3

Another tendency is to ignore the big money.



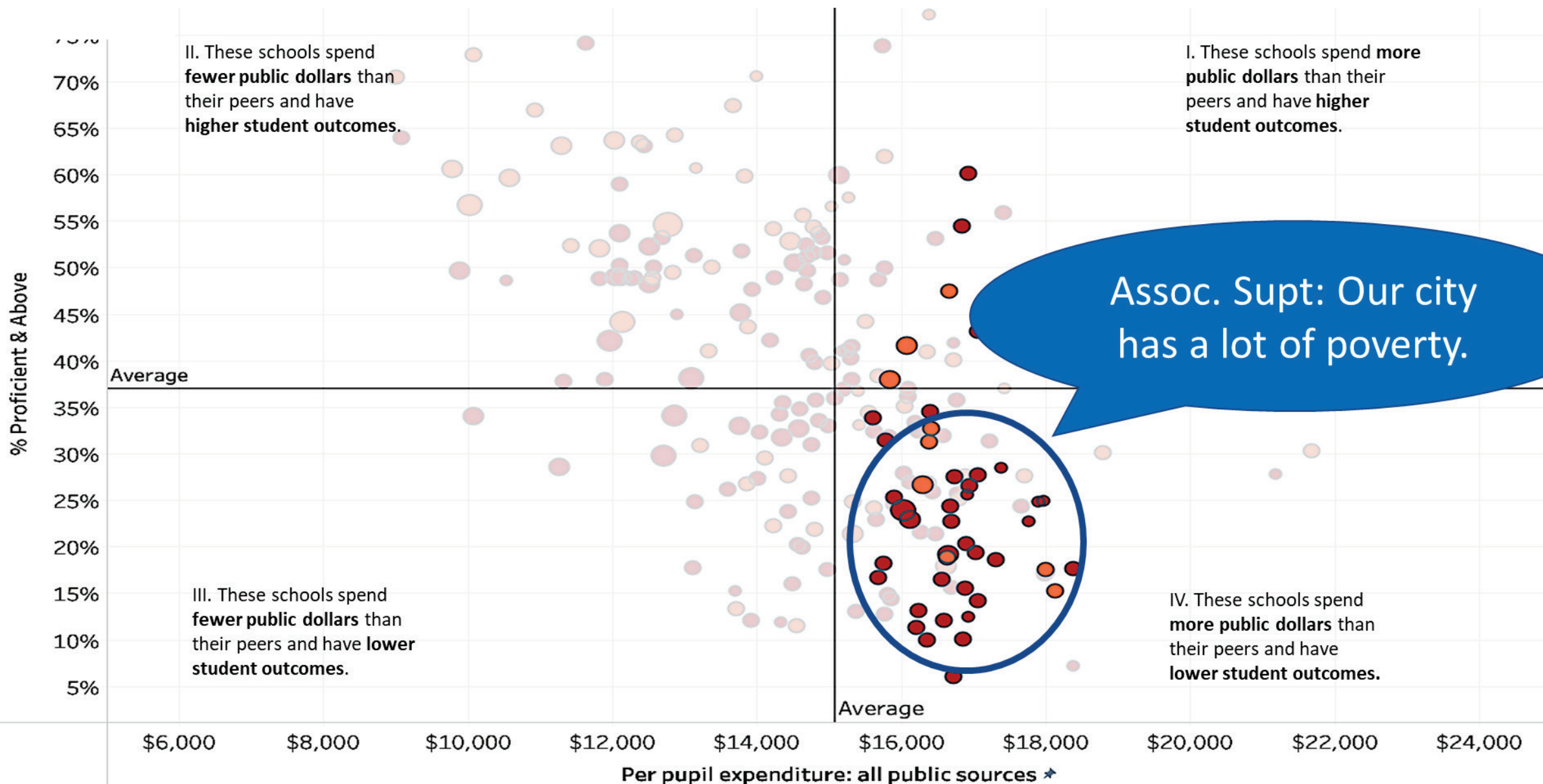
4

Leaders need nudging to engage on leveraging dollars for student outcomes. (Otherwise, they focus on other factors.)



4

Leaders need nudging to engage on leveraging dollars for student outcomes. (Otherwise, they focus on other factors.) (Cont.)



POLL:

What is the biggest barrier to getting district/school leaders to engage with these data?

- A. Lack of good data displays
- B. Lack of finance/data analytics experts to facilitate the conversation
- C. Competing priorities (or “it’s nobody’s job”)
- D. Poor training/capacity among district/school leaders
- E. Other - tell us in the chat

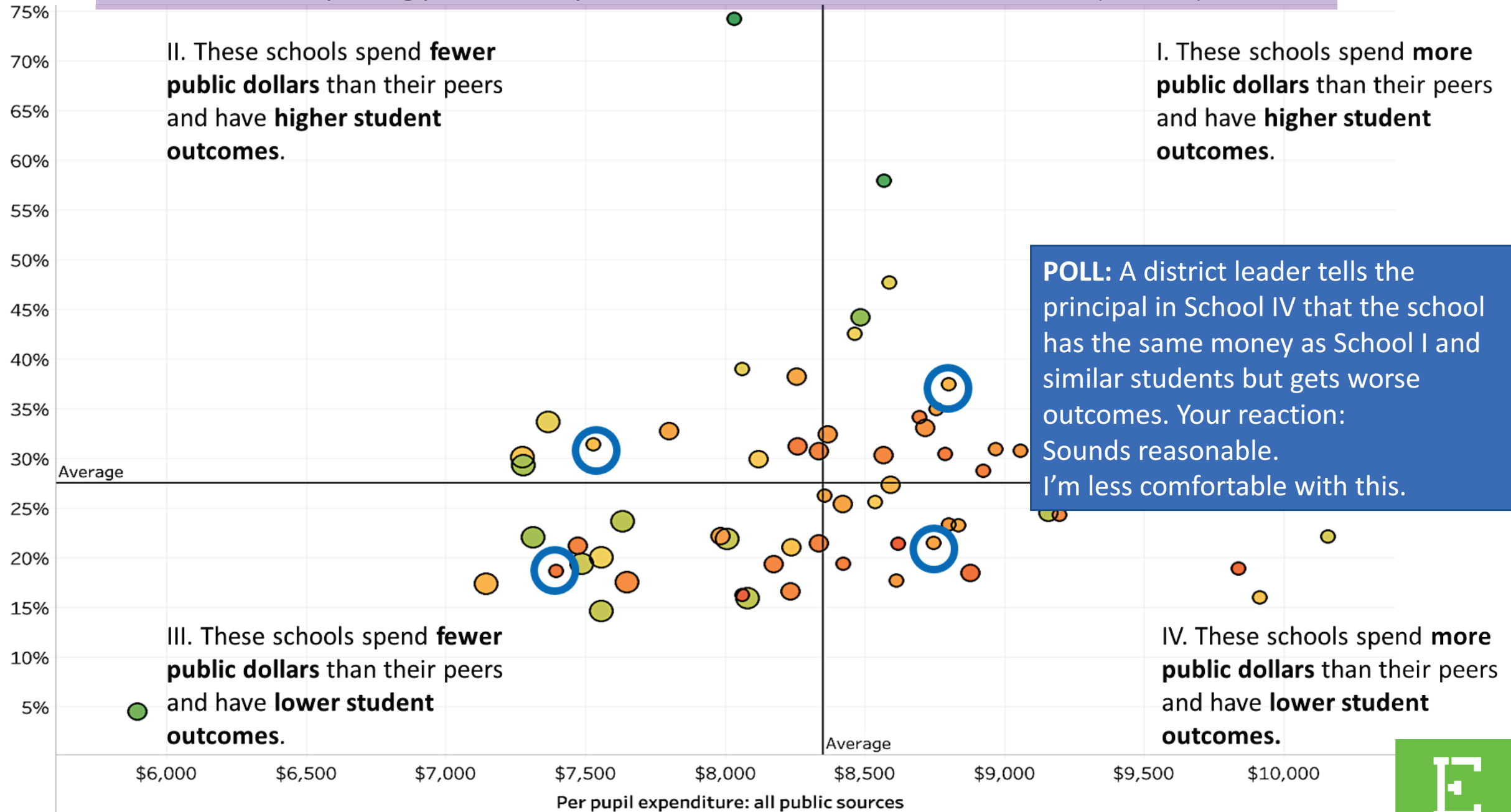


5 Comms training helps leaders gain comfort in engaging in data and exploring solutions.

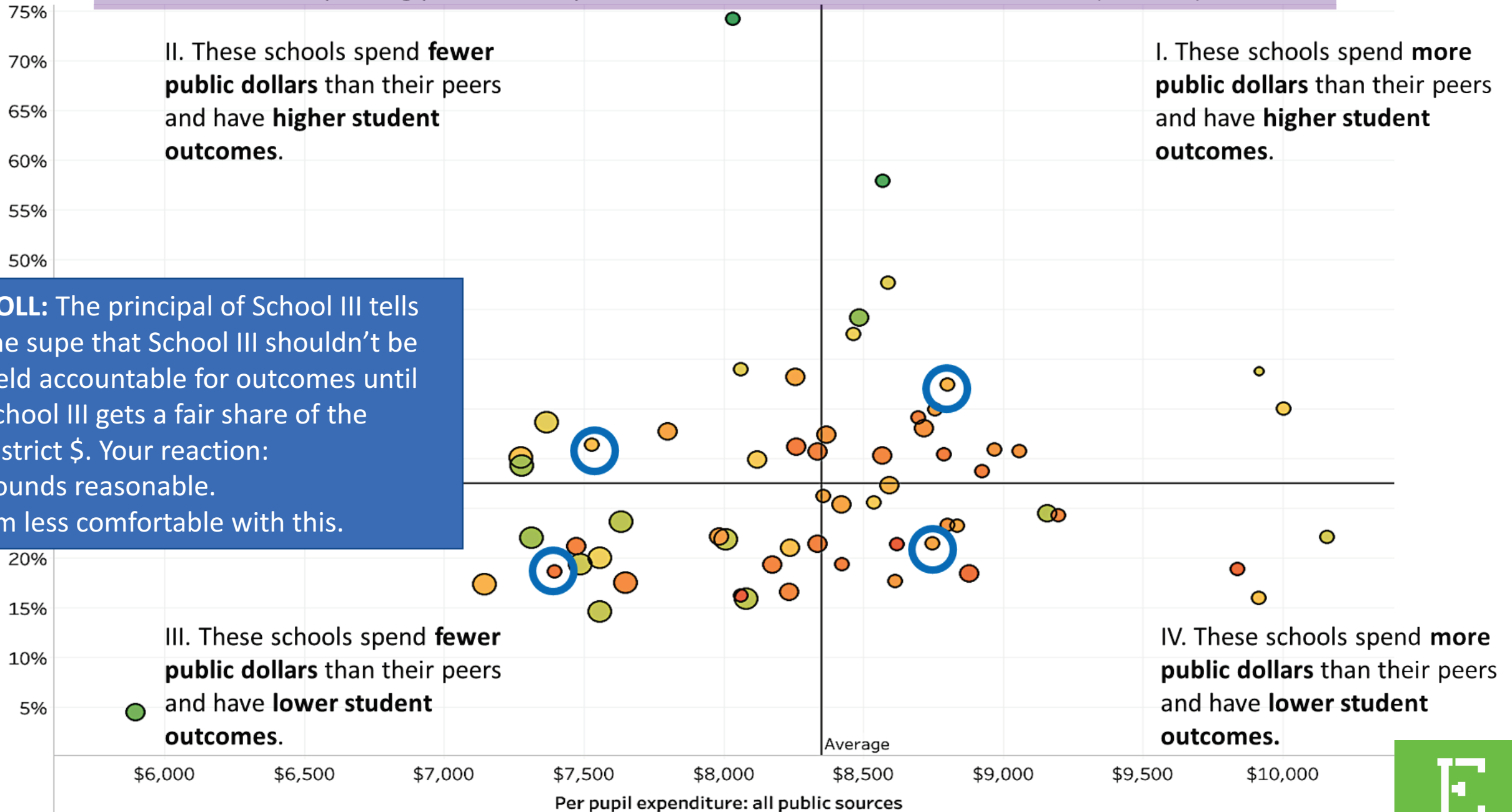


District spending per student by elem school vs. school outcomes in a district (2018-19)

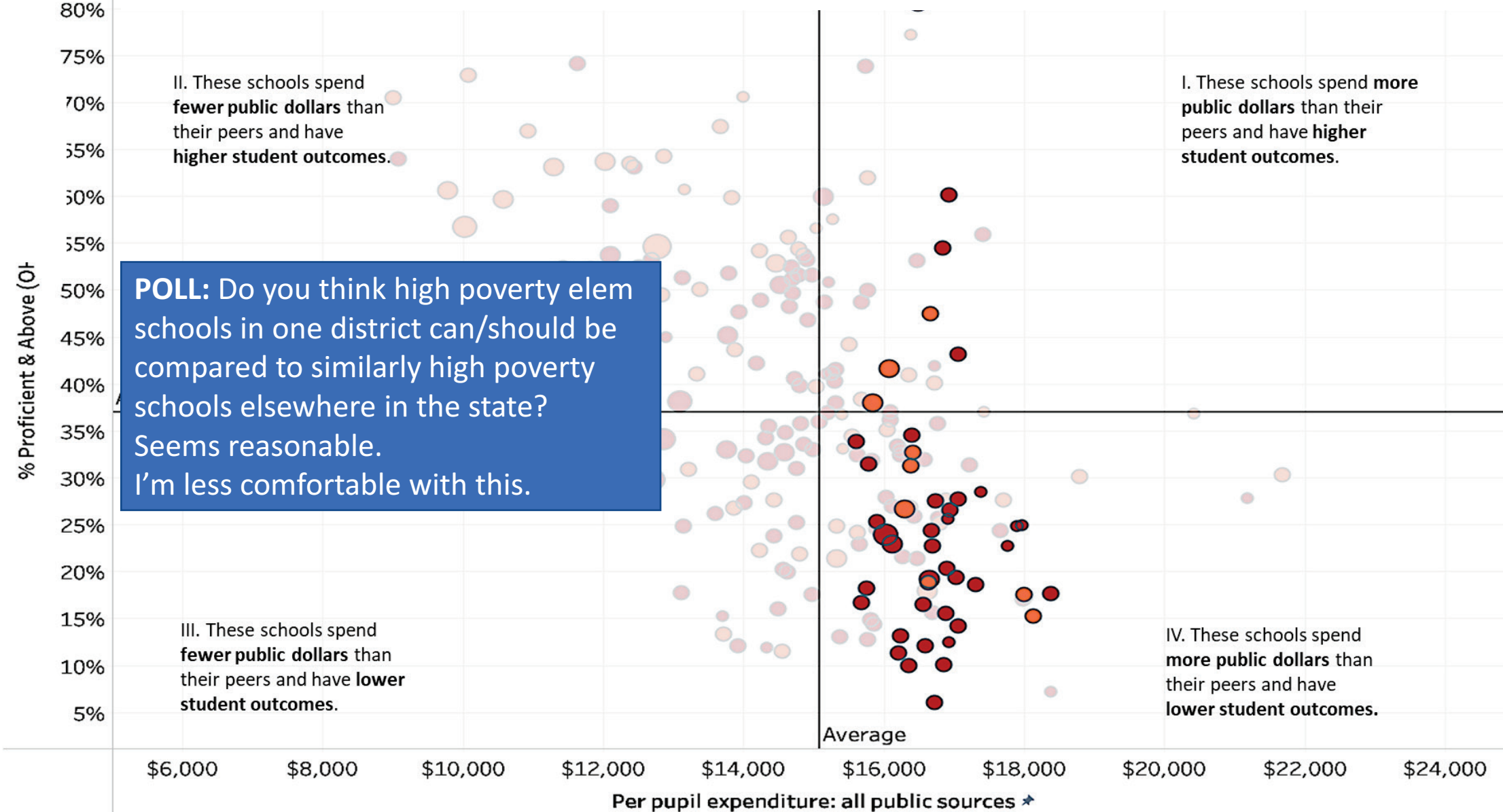
% Proficient & Distinguished



District spending per student by elem school vs. school outcomes in a district (2018-19)



One district's high poverty elementary schools as compared to all other similarly high poverty schools in the state



POLL

1. Do you think most principals know which quadrant they're in?

Yes/No

2. Do you think most school teachers/staff know which quadrant they're in?

Yes/No



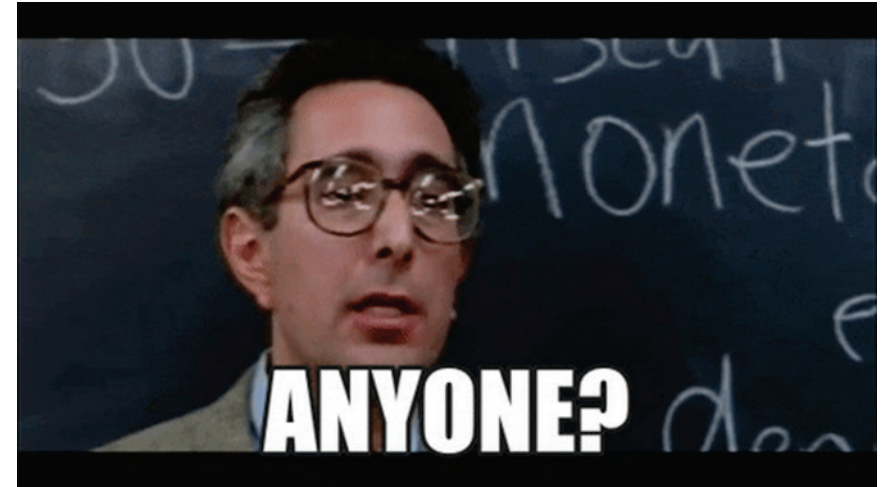
Breakout

Spend 20 minutes with your team to:

Looking at your district's data

Considering your BHG –

- What investments are you making?
 - Given the data do they still make sense?
 - Is there a different target or investment you would consider?
- Are you collecting the data to measure the effectiveness of your investments?



Questions?

The graphic is split into two parts. The left part is a dark blue rectangle with white text. It features the Georgetown University crest in the background. The text reads: "GEORGETOWN UNIVERSITY" in a small serif font, "Certificate in Education Finance" in a large sans-serif font, "CEU/CPE credits available." and "No prerequisites or advance preparation required." in a smaller sans-serif font, and the URL "mccourt.georgetown.edu/cef" at the bottom. The right part is a photograph of a Georgetown University building with two prominent spires, set against a clear sky and surrounded by greenery.

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

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	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.



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 due to 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 _____.



Final Reflections: Ending on a High Note



Heart: How did you engage with these blending and braiding session ideas? What excites or concerns you?

Hand: What is something tangible you are planning (or could plan) to do in response to principles for data use in managing funding for better student outcomes?

Mind: What is a meaningful and sensible connection you made about the principles for data use in managing funding for better student outcomes?



Next Steps

- » Braiding and blending best practice guide
- » Sign up for the Region 9 CC newsletter
- » National center resources
- » Follow-up email with resources
- » Final series end-of-session survey



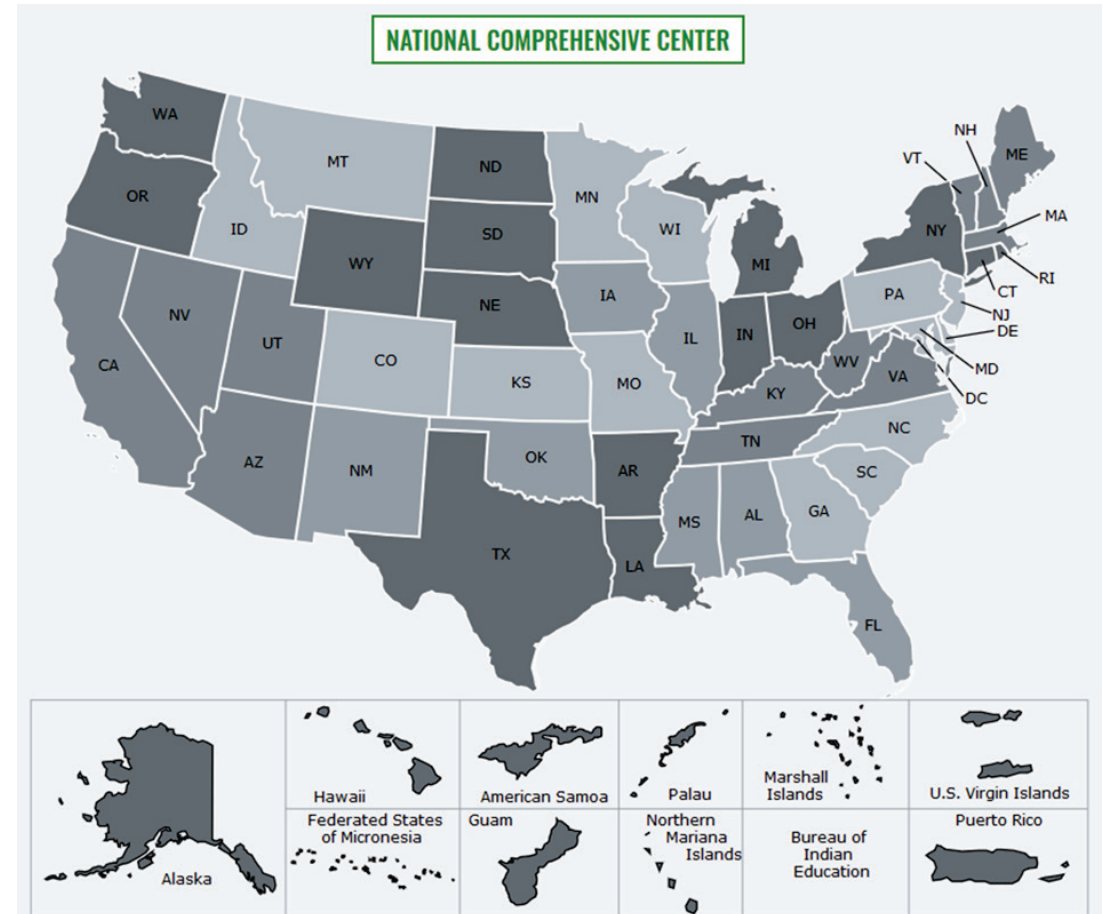
What Is the Region 9 Comprehensive Center?

- 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



Web:
region9cc.org

Twitter:
[@region9cc](https://twitter.com/region9cc)

Newsletter:
[region9cc.org/
content/newsletter](http://region9cc.org/content/newsletter)



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