

LEVERAGING FUNDS AND PLAN ALIGNMENT

LEADING FOR TRANSFORMATION

June 13, 2019



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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated “C” or Higher



Coordinated Spending

Introduction to Coordinated Spending

- Coordinated spending, sometimes called “braiding funds,” is a way to use two or more funding sources to support an activity.

EXAMPLE ▾

An LEA might provide professional development to teachers on effective interventions for struggling readers using Title I, Title II, and IDEA funds.

Introduction to Coordinated Spending

- Coordinated spending does not consolidate funds into one pool of money; rather it uses different funding sources to pay for different parts of an activity.

Introduction to Coordinated Spending

EXAMPLE ▾

In the professional development example above the LEA might:

- Reserve Title I, Part A funds at the district level to pay for the cost of training teachers who work with Title I students in Title I schools,
- Use IDEA, Part B funds to pay for the cost of training special education teachers, and
- Use Title II, Part A funds to pay for the cost of training other teachers.

Introduction to Coordinated Spending

- Coordinated spending is a different approach budget planning.
- Rather than developing separate plans for each ED grant, an LEA develops a coordinated strategy for meeting student needs and then determines which funding sources can support those needs.
- This often results in LEAs realizing that more than one funding source can support an activity.

Introduction to Coordinated Spending

EXAMPLE ▾

An LEA had difficulty recruiting and retaining teachers, especially in its highest-need Title I schools. The LEA developed a multifaceted strategy that included:

- Financial incentives to recruit teachers to high-need Title I schools (supported with Title I funds),
- A high-quality induction program to support new teachers in their first two years of teaching (supported with Title II, Part A funds), and
- Support for existing teachers to get additional certifications in high-need areas like special education (supported with Title II, Part A and IDEA, Part B funds).

Introduction to Coordinated Spending

Practically, there are five general steps to coordinated spending:

1 Assess needs.

What barriers are getting in the way of student achievement, and what will the LEA/school do to address those barriers?

2 Identify costs.

What things will the LEA need to pay for in order to carry out the activities planned in step 1?

Introduction to Coordinated Spending

3 Identify potential funding sources.

Which ED grants could potentially support the costs identified in step 2 considering:

- Eligibility requirements (that is, limits on who can participate in grant-funded activities),
- Programming and spending options (that is, the kinds of activities a grant can support),
- Caps on certain kinds of costs,
- Set-aside requirements, and
- Fiscal rules (such as supplement not supplant, maintenance of effort, comparability (a Title I requirement), excess cost (an IDEA requirement) and the like).

Introduction to Coordinated Spending

4 Determine if spending would be necessary and reasonable.

Will spending ED funds on an activity help the LEA to meet federal program goals? Does the amount of money being spent make sense in light of market prices, LEA/school circumstances, and LEA responsibilities for public funds?

5 Ensure spending is consistent with approved applications and plans.

Will the costs charged to ED grants be consistent with approved plans and funding applications submitted to MDE, as well as other district and/or school-level plans (for example, schoolwide plans and support and improvement plans)?

Common Challenges to Coordinated Spending

There are three issues that tend to act as barriers to coordinated spending:

- Confusion about the **allowable uses of ED grant funds**,
- Concerns over how federal “**supplement not supplant**” **requirements** affect spending,
- Managing federal rules for documenting the **time and effort** employees spend working on grant activities, and
- Meeting federal **financial management standards** when tracking ED grant spending.

Supporting Reading and Math.

Title I, Part A can also support (among other things):

- A well-rounded education in a wide range of subjects such as writing, science, technology, career and technical education, foreign languages, civics and government, economics, geography, history, arts, music, health, and physical education,
- Social and emotional learning,
- Non-instructional supports like behavior and mentoring supports, and
- Improving school quality.

Supporting Professional Development.

Title II, Part A can also support (among other things):

- Initiatives to recruit, hire and retain effective teachers such as getting help to screen candidates, incentive pay in high need subject areas and specialty areas, and induction and mentoring programs,
- Feedback mechanisms to improve working conditions, and
- Inservice training for school personnel in addressing issues related to school conditions for school safety, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

Supporting Special Education

IDEA, Part B can also support (among other things):

- Efforts to recruit and retain effective special education teachers including helping general education teachers obtain special education certification,
- Providing professional development to general education teachers who teach special education students, and
- Universal design for learning strategies to meet the needs of special education students in general education settings.

Supplement not Supplant

- Sometimes, concerns over a federal requirement known as “supplement not supplant” (SNS) can be a barrier to coordination.
- Most ED grant programs require LEAs to take steps to show they use grant funds to add to (supplement) and not replace (supplant) the state, local, and in some cases other federal money they would otherwise spend on education. Because SNS works differently in different federal programs, it is important to understand how SNS works for each specific program in order to minimize perceived barriers to coordination.

Supplement not Supplant

- For example, under the *Every Student Succeeds Act* (ESSA), there is a new way of testing compliance with SNS in **Title I, Part A**. This should make it easier to coordinate Title I with other funding sources, particularly state and local funds.
- In the past, compliance with Title I, Part A's SNS requirement was tested by verifying each item charged to Title I was supplemental considering three "presumptions." Supplanting was presumed if a cost charged to Title I was:

Supplement not Supplant

- Required by law,
- Supported with state or local funds the prior year, or
- The same as a cost provided to non-Title I students with state or local funds.

Time and Effort

- If an LEA uses ED grant funds to pay an employee's salaries and wages, the LEA must maintain records that reflect the work the employee performed.
- The purpose of these records, often called "time and effort records," is to verify employees worked on the program(s) supporting their compensation.

Financial Management

- Coordinated spending requires strong financial management systems to ensure each grant pays only for allowable activities.

Coordinating ED Funds to Support Literacy

- Literacy is essential to ensuring that all students are proficient and showing growth in all assessed areas (Mississippi State Board Goal 1) and that every student graduates from high school and is ready for college and career (Mississippi State Board Goal 2).
- The examples below illustrate how LEAs can use multiple ED grants to support literacy.

Supporting Literacy

- An LEA could reserve Title I, Part A funds at the LEA-level to implement district-managed literacy initiatives in all, or a subset, of Title I schools, such as:
- Compensating teachers who work in Title I programs, which could include literacy specialists.
- Providing relevant induction and mentoring supports to teachers who work with Title I students.
- Extended learning time for Title I students.

Supporting Literacy

- A Title I school operating a **schoolwide program** could, if consistent with the school's needs assessment and schoolwide plan, spend Title I, Part A funds on any reasonable activity designed to improve literacy
- Hiring instructional coaches to provide high-quality, school-based professional development on effective literacy instruction.
- Implementing evidence-based strategies to accelerate the acquisition of content knowledge for English learners.

Supporting Literacy

- Title II, Part A can support teachers, principals and other school leaders in improving literacy instruction. LEAs could use Title II, Part A funds for:
- Recruiting, hiring and retaining effective teachers, particularly in low-income schools with high needs, to improve the equitable distribution of teachers.
- Reducing class size to a level that is evidence-based.
- Providing programs that increase teacher, principal or other school leader knowledge on literacy instruction in early grades and measuring student progress.

Supporting Literacy

- Title III, Part A formula funds are used to support English Learners in learning English and meeting state academic standards, which can include reading and literacy standards. LEAs could use Title III, Part A for activities such as:
 - Upgrading literacy programs for English learners including, upgrading curricula, instructional materials, educational software, and assessment procedures.
 - Provide tutoring to English learners to increase their literacy.

Supporting Literacy

- Title IV, Part A provides supplemental funding to help provide students with a well-rounded education, improve school conditions, and improve the use of technology.

LEAs can use Title IV, Part A for activities such as:

- Offering programs and activities that use music and the arts to promote student engagement, which can be part of a literacy initiative.
- Offering programs and activities that integrate multiple disciplines, such as art and math.

Supporting Literacy

- IDEA, Part B funds help to provide a free appropriate public education to students with disabilities. LEAs can use IDEA, Part B for activities such as:
- Hiring effective, dually certified special education teachers.
- Offering induction and mentoring programs for special education teachers, which could include a focus on literacy.
- Purchasing effective reading programs for students with disabilities.
- Planning and implementing new learning environments supportive of all learners within inclusive settings.

Supporting College and Career Readiness

- Ensuring that every student graduates from high school and is ready for college and career is the focus of Mississippi State Board Goal 2. The examples below illustrate how LEAs can use multiple ED grants to support college and career readiness.

Supporting College and Career Readiness

- An LEA could reserve Title I, Part A funds at the LEA-level to implement district-managed college and career readiness initiatives in all, or a subset of Title I schools, such as:
- Career and technical education programs (CTE).
- Supporting low-achieving students to participate and succeed in advanced coursework.
- Compensating teachers who work in Title I programs, which could include literacy specialists.

Supporting College and Career Readiness

- IDEA, Part B funds help to provide a free appropriate public education to students with disabilities. LEAs can use IDEA, Part B for activities such as:
- Offering high-quality reading and math interventions and supports to students with disabilities.
- Providing the special education and related services included in students' IEPs to enable them to participate in CTE programs.
- Purchasing transition-curriculum and career assessment, exploration, and development tools for students with disabilities.

Supporting Effective Teachers and Leaders

- Ensuring that every school has effective teachers and leaders is the focus of Mississippi State Board Goal 4. The information below explains how multiple federal funding sources can be used to support effective teachers and leaders.

Supporting Effective Teachers and Leaders

- An LEA could reserve Title I, Part A funds at the LEA-level to implement district-managed initiatives to support effective teachers and leaders for all, or a subset of Title I schools, such as:
 - Providing financial incentives and rewards to teachers who serve in low-performing Title I schools to attract and retain qualified and effective teachers.
 - Providing professional development for educators who support Title I students.

Supporting Effective Teachers and Leaders

- A Title I school operating a **schoolwide program** could, if consistent with the school's needs assessment and schoolwide plan, spend Title I, Part A funds on any reasonable effective teacher and leader activity, such as:
 - The kinds of activities listed above for LEA-level spending.
 - Recruitment and retention of effective teachers, particularly in high-need subjects.
 - Creating time within the school day for teachers to plan collaboratively.

Questions?

- Please complete session survey here:
link (<https://www.surveymonkey.com/r/MV5YKS9>)
- QR code





MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

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