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Federal Education Group, PLC

CCNETWORK
National Center

Welcome to the third *Strategic Planning for Continued Recovery* webinar!

	Nov. 9	Dec. 6	Jan. 11	Feb. 1	Apr. 4	TBD	Summer '24

Universal Webinars & Resource Portfolios

- Determine impact of investments ✓
- Prioritize efforts for ongoing recovery & transformation ✓
- Achieve sustainability through financial planning
- Ensure access & opportunity for all
- Communicate impact of investments
- Support/sustain systemic capacity building

Individualized Supports

- Individual SEA Consultations ✓
- Individual SEA Consultations
- Individual SEA Coaching

Targeted Supports

- Cross-SEA Team Collaboration Session: Implementing Strategy 2 (Prioritize) ✓
- We are planning to offer other targeted opportunities for cross-SEA team collaboration as well. The nature and frequency of these targeted supports will be informed by needs identified through SEA team individual consultations.

Strategic Planning for **Continued Recovery**

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Presenters

Danielle Crain
NCC

Jessica Swanson
NCC Partner
Edunomics Lab

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NCC Partner
Federal Education Group

Strategic Planning for
Continued Recovery

Agenda

How can SEAs support LEAs to achieve sustainability through financial planning?

How can SEAs support LEAs as they engage in budget planning to sustain priority investments?

Spotlight on SEA Practice: North Carolina

How to sustain ESSER/ESF investments with other discretionary and formula grant funds?

Announcements and Opportunities

How can SEAs support LEAs to achieve sustainability through financial planning?

Strategic Planning for Continued Recovery

Over the last two webinars, we discussed determining impact first and then using that information to prioritize among effective investments.

Determine impact of investments

Prioritize efforts for ongoing recovery & transformation

Focus:

>> Differentiating LEA Supports: Monitoring LEA Pace of Spending and Student Outcomes

Focus:

>> Strategic Decisionmaking: Determining Cost and Sustainability for Investments

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Today, we're going to focus on how SEAs can support LEAs to achieve sustainability through financial planning.

Achieve sustainability through financial planning

Questions for SEA Team Consideration

≫ How can SEAs help LEAs identify sources of funding to continue effective investments?

≫ How can SEAs support LEAs in budget planning to sustain priority investments?

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SEA teams will be able to:

» Identify strategies or resources they can use to support LEAs in financial planning

» Apply an example from North Carolina to their local context

» Identify ways to support LEA financial planning

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How can SEAs support LEAs as they engage in budget planning to sustain priority investments?

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LEAs will face tough prioritization decisions.
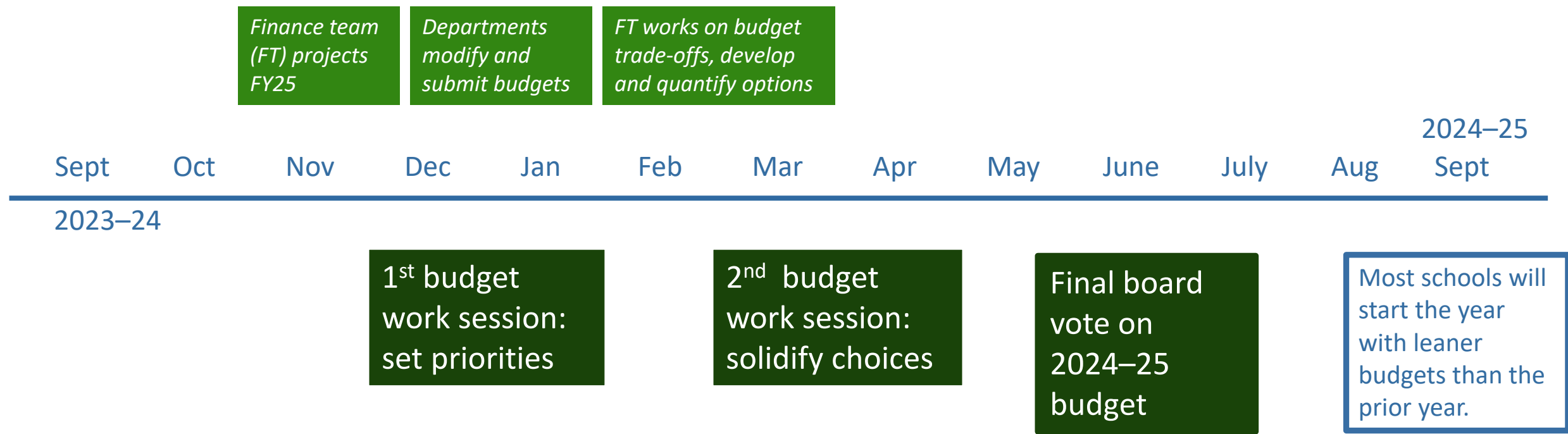
Challenge:

A district is using ESSER/ESF to fund several learning recovery efforts that are showing great results, including a tutoring program. Currently, the district is using a contracted vendor to provide the tutoring services for its students.

The district is concerned that the funding for these learning recovery programs is going to end before students are fully back on track, so a district leader suggests that the LEA continue to support these programs using Title I funds.

Poll:

If moving the tutoring program to Title I funds means cutting long-running Title I-funded efforts, including reading coaches, PD, and parent-engagement efforts, is this something your SEA is/would be willing to do?

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SEAs can encourage LEAs to revise long-standing budget development practices.

Finance team (FT) projects FY25

Departments modify and submit budgets

FT works on budget trade-offs, develop and quantify options

2024–25

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept

2023–24

1st budget work session: set priorities

2nd budget work session: solidify choices

Final board vote on 2024–25 budget

Most schools will start the year with leaner budgets than the prior year.

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What would nudge a district to abandon a long-running effort for something yielding better results?

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Challenge: Examples of SEA to LEA Nudges

Poll: Is this something your SEA is doing/would be willing to do?
An SEA requires LEAs to submit evidence that their recurring Title I investments are delivering measurable value for students before approving the next FY grant.

Poll: Is this something your SEA is doing/would be willing to do?
An SEA convenes LEA-level CFOs and Title directors and asks them to consider re-thinking Title programs to ensure they are delivering value for students.

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How can SEAs use theses levers to support LEAs?

Grantmaking

Monitoring

Policy

Technical Assistance

Partnerships

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SEAs can use these levers to jumpstart a new budgeting mindset.

Monitor LEA outcomes and, where additional intervention is needed, prompt LEA exploration of what's working and what's not

Spotlight LEA efforts to financially sustain prioritized investments through communications, convenings, case studies, resource guides, or other **technical assistance** activities

Convene LEA CFOs and Title grant managers to examine budgeting processes, review long-standing Title investments, and clarify options for re-thinking current investments as part of your **technical assistance**

Develop a requirement that LEAs submit evidence based on their own data that demonstrate investments are working for students as part of the grant application process

Create targeted grant opportunities based on LEA outcomes to prioritize investments during the **grantmaking** process

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SEA Spotlight:
North Carolina

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North Carolina's Budget Planning Supports for LEAs

Rachel Wright-Junio

Director, Office of Learning Recovery and Acceleration

North Carolina

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How to sustain ESSER/ESF investments with formula ED funds?

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Potential Uses of Formula Grants

>> SEAs can support LEAs in using existing U.S. Department of Education formula grants to sustain some ESSER/ESF-funded activities.

>> For example, an LEA could use:

> Title I, Part A to sustain counselor positions in Title I schools

> Title II, Part A to sustain recruitment and retention bonuses for teachers in high-need schools and subject areas

> IDEA, Part B to sustain adaptations to new curricula for students with disabilities

These examples are illustrative only. Actual spending depends on facts and circumstances. Refer to Guidance - Office of Elementary and Secondary Education and FACT SHEET: Section 2014 of the American Rescue Plan Act of 2021 and the Individuals with Disabilities Education Act (PDF) for more information.

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Individualized coaching is available to support your SEA through the SPCR!

What is the SEA role in ED formula grants?

>> SEAs administer ED's largest K–12 formula grants – ED awards funds to SEAs who in turn award and administer funds to LEAs/other eligible entities consistent with federal laws and regulations.

>> SEAs are responsible for ensuring LEA spending follows federal rules.

>> Opportunities exist for SEAs to design grant oversight systems to support effective spending.

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Sustaining ESSER Initiatives at the LEA-Level – Factors to Consider

» Existing ED grants are already paying for things, so transitioning spending will require evaluating tradeoffs.

» ED grant spending options are complex:

> Federal grants are subject to statutory and/or regulatory requirements.

> Federal grant spending is subject to multiple layers of oversight, which is a factor SEAs and LEAs consider when evaluating spending choices.

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SEA oversight can help LEAs identify and use ED formula funding.

>> First, SEA grant oversight systems must be able accommodate effective spending choices.

> For example, if the grant application LEAs submit to their SEA includes a dropdown menu of Title I activities, and that drop-down menu does not include counselors, LEAs cannot use Title I for counselor positions.

>> Second, SEAs can make sure LEAs understand all spending options through guidance/technical assistance.

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SEAs play an important role in oversight of local spending.

>> SEA oversight functions include:

> Designing the LEA-to-SEA application for funding

> Monitoring spending and program implementation

> Reviewing and acting on audit findings

>> These systems can influence local spending.

CCSSO, *A Guide to State Educational Agency Oversight Responsibilities under ESSA*

CCSSO, *Restart & Recovery: Federal Funds & COVID-19*

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This resource, and others, can help SEAs assess their oversight systems.

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CCSSO **RESTART & RECOVERY** FEDERAL FUNDS & COVID-19 – A SYSTEM WORKBOOK FOR STATES

The purpose of this workbook is to help states analyze the systems they use to oversee and manage Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA) programs to determine what adjustments might be needed to maximize local spending options in light of the COVID-19 pandemic.

Specifically, this workbook considers:

For ESEA programs

- How state-designed application tools might unintentionally limit Title I and Title II spending on activities that could help local educational agencies (LEAs) respond to COVID-19,*

- How state educational agencies (SEAs) might adapt the budget and budget amendment processes to give LEAs additional flexibility to adapt their spending as needs change,*

- How states might provide guidance on nontraditional Title I and Title II spending options to help LEAs meet COVID-related needs,*

- Waivers states could request from the U.S. Department of Education (ED) to give LEAs additional flexibilities,

- Strategies for promoting local transferability to help LEAs better target spending to meet needs, and

- Strategies for promoting local consolidation of administrative funds to expand local spending options and support coordination across programs.

For IDEA programs

- How states can support LEAs to deliver services in new ways to meet new student needs,

- Addressing misperceptions about IDEA's excess cost requirements that limit spending and services, and

- Addressing misperceptions about IDEA's Supplement, Not Supplant requirement that limit spending and services.

How can SEAs support LEAs in making more strategic choices?

>> Studies show LEAs tend to spend ED grants on the same few activities from year to year.

>> SEAs can support expanded spending with guidance highlighting non-traditional spending options.

>> CCSSO, *Developing Effective Guidance: A Handbook for State Educational Agencies*

>> FEG, CCSSO, *How Traditional U.S. Department of Education Grants Can Help Sustain ESSER Activities*

>> Accelerate, *Beyond Recovery: Funding High-Impact Tutoring for the Long Term*

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SEAs can help LEAs understand available spending options through guidance and technical assistance.

This example highlights available ED spending options post-ESSER.

Title I, Part A of ESEA	▸ Tutoring to support students in meeting state academic standards, ▸ Initiatives to increase the amount and quality of learning time, ▸ High-quality instructional materials, ▸ Assessment of student needs and progress, and ▸ Family engagement programs.
Title II, Part A of ESEA	▸ High-quality, personalized professional development that builds teachers' content knowledge, data use, and family engagement, ▸ Induction programs that support teacher candidates in gaining practical experience by tutoring students, and ▸ Initiatives that support effective teachers and paraprofessionals to tutor to promote professional growth and emphasize multiple career paths.
Part B of IDEA	▸ Tutoring for a student with disabilities if consistent with the student's IEP, ▸ High-quality instructional materials to support tutoring, ▸ Assessment of student needs and progress, and ▸ Professional development for staff that provide tutoring focused on meeting the needs of students with disabilities.

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Beyond Recovery: Funding High-Impact Tutoring for the Long Term

Announcements and Opportunities

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Find more resources in the "Achieving sustainability through financial planning" Resource Portfolio.

SEA Spotlight

Logic Models help provide meaningful answers to North Carolina and R8CC's ARP ESSER questions!

Watch this video, From Theory to Practice: Practitioners' Panel, about using logic models to evaluate the short-, medium-, and long-term outcomes ARP ESSER interventions. Hear from North Carolina state staff and Region 8 Comprehensive Center on their experiences.

Massachusetts DESE: How Do We Know

This website provides resources to help Massachusetts districts locate existing research and to support their ability to measure implementation and impact as part of their improvement strategy.
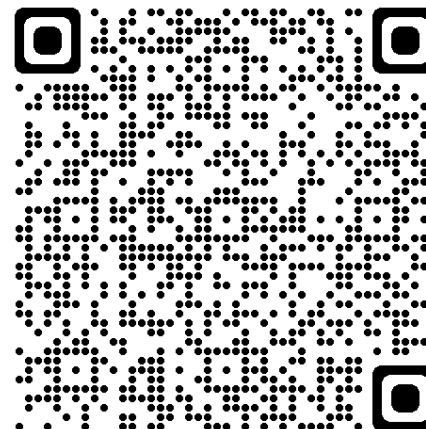
Ohio and Louisiana's Data Dashboard

Here are two examples of data dashboards OH and LA have used to help the public better "understand the impact of the pandemic on their students and progress towards academic recovery".
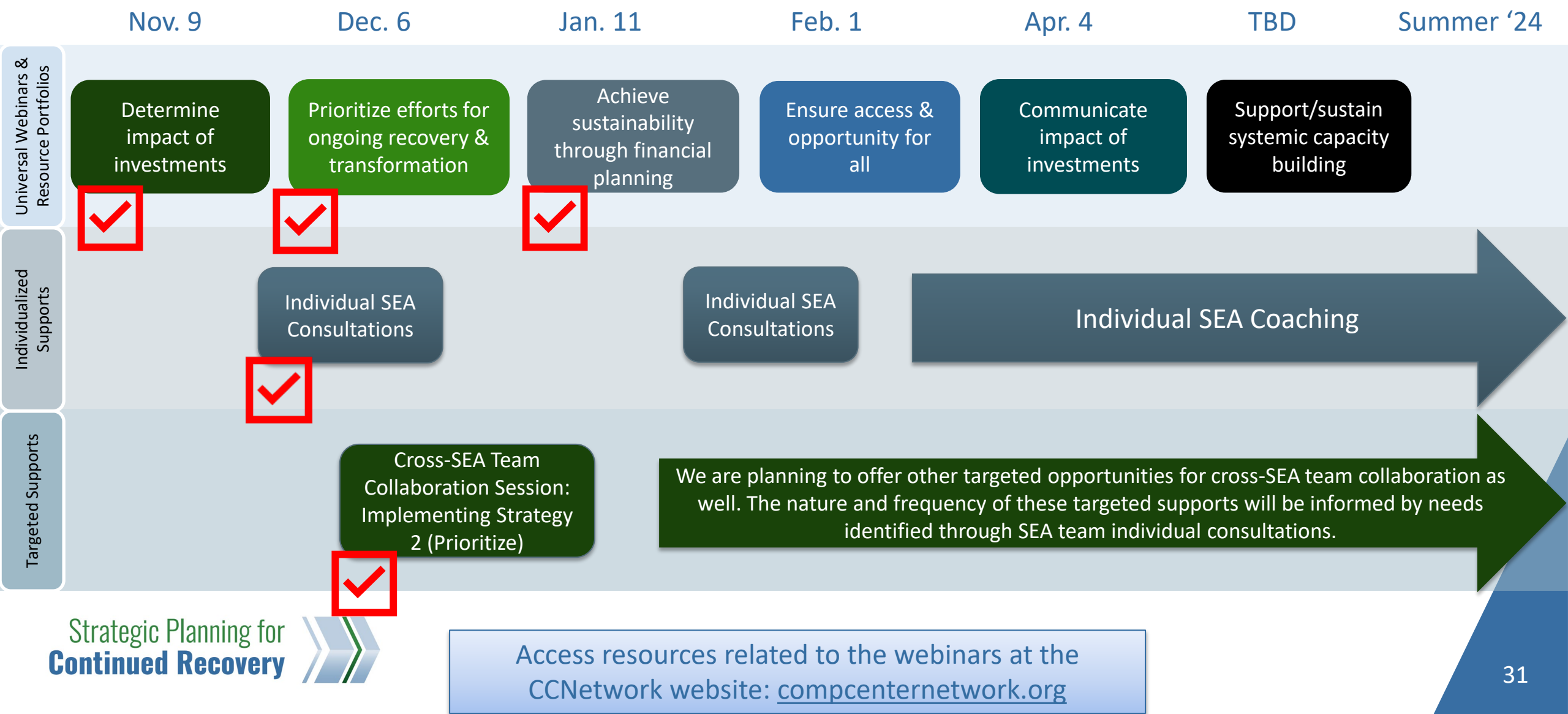
View the Ohio Dashboard here.

View the Louisiana Dashboard here.

Strategic Planning for
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Use the SPCR Planning Templates to reflect on and apply today's session content.

Strategy	Planning Components	SPCR Pathways for Additional Support (choose how your SEA will receive supports)
1. Determine impact of investments	❑ Template 1A: Create a Logic Model for Each Investment ❑ Template 1B: Dissemination Plan to Communicate the Impact of the Investments	❑ Resource Portfolio ❑ Consultation with SPCR content experts
2. Prioritize efforts for ongoing recovery and transformation	❑ Template 2A: Incorporate Leading Indicators into a Logic Model ❑ Template 2B: Compare the Full Cost of Investments	❑ Resource Portfolio ❑ Cross-SEA team Collaboration Meeting
3. Achieve sustainability through financial planning	❑ Template 3A: Budget Planning: Aligning Investments, Outcomes, and Allocation ❑ Template 3B: Prioritized Investments and Federal and State Funding	❑ Resource Portfolio ❑ Consultation with SPCR content experts
4. Ensure access and opportunity for all		
5. Communicate impact of investments		
6. Support and sustain systemic capacity building		

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Individualized coaching available to support your SEA team in using the Planning Template!

Here's another look at the supports planned through the SPCR.

	Nov. 9	Dec. 6	Jan. 11	Feb. 1	Apr. 4	TBD	Summer '24
Universal Webinars & Resource Portfolios	Determine impact of investments ✅	Prioritize efforts for ongoing recovery & transformation ✅	Achieve sustainability through financial planning ✅	Ensure access & opportunity for all	Communicate impact of investments	Support/sustain systemic capacity building	
Individualized Supports		Individual SEA Consultations ✅		Individual SEA Consultations	Individual SEA Coaching		
Targeted Supports		Cross-SEA Team Collaboration Session: Implementing Strategy 2 (Prioritize) ✅	We are planning to offer other targeted opportunities for cross-SEA team collaboration as well. The nature and frequency of these targeted supports will be informed by needs identified through SEA team individual consultations.				

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Access resources related to the webinars at the CCNetwork website: compcenternetwork.org

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Take advantage of these various supports!

≫ **Individualized Consultations with SEA Teams**

> 60-minute strategy session related to determining the impact of investments and making trade-offs

> Complete the <u>form</u> with statement of need and proposed dates/times

≫ **Cross-SEA Team Collaboration**

> Reminder – Complete the <u>survey</u> emailed Jan. 11 to provide input on the next round of Cross-SEA Collaboration Sessions upcoming conferences

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Join in these upcoming opportunities!

Upcoming Sessions at the National ESEA Conference

>> Winter Membership Pre-Meeting: Sustainability of ESSER Programs

> February 6

>> Sustainability of ESSER Programs/Comp Center Technical Assistance Opportunities

> February 7–10

Upcoming Webinars

>> Webinar #4: Ensure Access and Opportunity for All

> February 1, 2024, 4 p.m. ET

>> Webinar #5: Communicate Impact of Investments

> April 4, 2024, 4 p.m. ET

>> Registration links will be sent out via email, when available

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Please share your insights about today's session and express interest in additional SPCR supports using the Zoom poll.

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