

CCSSO Inclusive Leadership Webisode #4: Improving Student Outcomes Through Funding Flexibilities

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Monday, September 9th, 2019 12-1PM ET

For more information about the CCSSO Inclusive Leadership Webisode Series, please e-mail
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Tech Norms

- ⌘ Log in to the WebEx system
- ⌘ Engage camera (helps with understanding in virtual meetings)
- ⌘ Upon entering, please share your name, role, and organization in the chat pod
- ⌘ Be in control... mute and unmute yourself
- ⌘ Please ask questions either via chat pod (at any time) or by raising your hand in WebEx (hand icon during discussion pieces)

Introduction to Inclusive Leadership Webisode Series

Date/Time	Title	Description
Monday, July 15th: 1-2PM ET	Inclusive Education: Developing a Common Language Among States	This webisode will focus on defining inclusive schools and inclusive principal leadership. Toni Barton of the Relay Graduate School of Education, Kaylan Connally of CCSSO, and Carol Quirk of the Maryland Coalition for Inclusive Education will present.
Thursday, August 1st: 2-3PM ET	Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities	This webisode will focus on CCSSO's new resource on individualized education programs <i>Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities</i> . Kathleen Airhart of CCSSO, David Bateman of Shippensburg University, and James M. Paul of CCSSO will present.
Wednesday, August 21st: 12-1PM ET	Preparing Inclusive Principals: Leadership for Inclusive Schools	This webisode will focus on inclusive school leader preparation. Amy Farley of the University of Cincinnati, Sheryl Cowart Moss of Georgia State University, and Michelle Young of UCEA will present.
Monday, September 9th: 12-1PM ET	Braided Federal Funding: How Blending Federal Funds Can Advance Inclusive Principal Leadership	This webisode will focus on how to blend federal funds to advance inclusive principal leadership. Kathleen Airhart of CCSSO, Sheara Krvaric of Federal Education Group, PLLC, Peter Zamora of CCSSO, and Dean Zajic of the Kansas Department of Education will present.
Thursday, October 10th: 1-2PM ET	High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders	This webisode will focus on high-leverage practices in special education. Lynn Holdheide of the Center on Great Teachers and Leaders, Erica McCray of the CEEDAR Center, and Deborah Ziegler of the Council for Exceptional Children will present.



Objectives

- ⌘ Understand the historical context of the work by CCSSO
- ⌘ Review federal funding flexibilities allowances
- ⌘ Provide state reflections on:
 - SEA program alignment
 - Maximizing flexibilities at the state level
 - Supporting flexibilities at the local level
 - Navigating systems change
- ⌘ Learn from experts on recommendations of how to get started

Supporting Inclusive Schools for the Success of Each Child

- ⌘ We, in partnership with the National Collaborative on Inclusive Principal Leadership (NCIPL), CEEDAR Center, and Oak Foundation believe inclusive principal leaders are vital to supporting students with disabilities and other diverse learners
- ⌘ Together, we released *Supporting Inclusive Schools for the Success of Each Child: A Guide for States on Principal Leadership* (www.ccssoinclusiveprincipalsguide.org)



Where to Start

- ⌘ Are you leveraging all applicable funding streams to advance effective inclusive principal leadership in policy and in practice?
- ⌘ Have you considered taking advantage of the optional 3% set-aside in ESSA Title II to support principal development on inclusive practice?
- ⌘ How has your office collaborated across teams to advance districts' purposeful use of Title II dollars to provide effective professional learning for leaders, particularly to advance effective inclusive principal leadership?



Historical context of this work at CCSSO

PETER ZAMORA

CCSSO Resources

- ⌘ Maximizing ESSA Formula Funds for Students: State Readiness Self-Assessment: <http://bit.ly/2jZ2F0T>
- ⌘ Decision Guide for Implementing ESSA: State Considerations for Effective Grant Programs: <http://bit.ly/2kiDDu4>
- ⌘ A Guide to State Educational Agency Oversight Responsibilities under ESSA: The Role of the State in the Local Implementation of ESSA Programs: <http://bit.ly/2IZ1jUD>
- ⌘ Developing Effective Guidance: A Handbook for State Educational Agencies Delivering Guidance on Federal Education Programs to Drive Success: <http://bit.ly/2ISd27g>
- ⌘ Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities: <http://bit.ly/CCSSOIEPResource>

Funding Flexibilities Allowances

SHEARA KRVARIC

Coordinating Funds

- ⌘ Federal law allows SEAs and LEAs to coordinate IDEA, Part B with other funding sources to maximize support for students with disabilities.
- ⌘ Many examples in *Using ARRA Funds Provided Through Part B of the Individuals with Disabilities Education Act (IDEA) to Drive School Reform and Improvement*

Two Common Terms

- ⌘ **Braiding funds:** Each funding source is accounted for separately (34 CFR § 76.760)
- ⌘ **Blending funds:** Funds are pooled together (e.g., 2 CFR § 200.405(d))

Three Key Considerations

- 1. Planning and budgeting:** What initiative does the SEA or LEA want to implement and what does it need to pay for?
- 2. Identifying funding sources:** Which programs could support the identified costs?
- 3. Compliance requirements:** How to navigate issues like student eligibility, time and effort, and supplement not supplant requirements?

Planning and Budgeting

- ⌘ Often, ED grants are planned and budgeted separately from each other.

- ⌘ Coordinated spending starts with:
 - Picking a strategy for meeting student needs, and
 - Deciding how the strategy will be implemented (what activities will be carried out, what costs need to be paid for, etc.).

Identifying Funding Sources

- ⌘ ED funds can often be used for a broader range of activities than is realized.
- ⌘ Misunderstandings about allowable uses of funds limit opportunities to coordinate since overlap between programs can be missed.
 - For example, both Title I, Part A and IDEA, Part B can contribute to initiatives on positive behavior supports, social and emotional learning, and other non-academic interventions.

Navigating Compliance Issues: Student Eligibility

- ⌘ Each grant has its own eligibility requirements,
- ⌘ But, students can be eligible under more than one program at once.
 - For example, dual identification as English learner and student with disability.

Navigating Compliance Issues: Time and Effort

- ⌘ SEAs and LEAs must keep records verifying employees paid with federal funds worked on the programs supporting their compensation.

- ⌘ Historically, working on an initiative supported by multiple funding source complicated record-keeping, but:
 - A lot depends on the nature of the employee's work ("cost objective" concept), and
 - There are flexibilities under the Uniform Grant Guidance:
 - Substitute systems (2 CFR § 200.430(i)(5))
 - Option for alternate methodologies (2 CFR § 200.430(i)(6)&(7))

Navigating Compliance Issues: Supplement not Supplant

- ⌘ All of ED's major programs are governed by an SNS requirement, but:
 - They operate differently in different programs, and
 - They may be more flexible than is realized.

Examples from OSEP Guidance

⌘ Using IDEA, Part B state activities funds together with other funding sources to support school improvement teams.

- Letter to Temple (2009)

<https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/letters/2009-1/detemple011509stateactivities112009.pdf>

⌘ Using local-level CEIS set-aside funds together with other funding sources to support intervention services for struggling students:

- Letter to Hokenson (2013)

<https://www2.ed.gov/policy/speced/guid/idea/letters/2013-1/hokenson01302013leamoe1q2013.pdf>

Disclaimer

⌘ This presentation is intended solely to provide general information and does not constitute legal advice. Attendance at the presentation or later review of these printed materials does not create an attorney-client relationship with Federal Education Group, PLLC. You should not take any action based upon any information in this presentation without first consulting legal counsel familiar with your particular circumstances.

Discussion, Reflection and Moving Forward, Part I

Discussion and Reflection

- ⌘ What questions or comments do you have for Peter and Sheara?
- ⌘ What additional questions did the presentation spark for you?

Moving Forward

- ⌘ How could the work and resources Peter and Sheara shared be applied in your context?
- ⌘ Do you have resources or work underway that aligns to Peter and Sheara's presentations that could help peers?

State Reflections

DEAN ZAJIC

SEA Program Alignment

- ⌘ The impetus to align work and funding across plans, strategies, and people.
- ⌘ How to keep the focus on alignment?

Maximizing Flexibilities at the SEA Level

- ⌘ Maximizing the impact of available funding flexibilities through coordinated planning across Federal Programs, including ESEA and IDEA at the state level.

Maximizing Flexibilities at the LEA Level

- ⌘ How SEA staff supports districts in more strategic thinking around funding and flexibility.
- ⌘ How monitoring efforts can reflect those flexibilities.

Navigating Systems Change

- ⌘ How to manage the change for the adults at each of these various levels who are impacted by the alignment efforts.

How to Get Started?

Resources to Start

- ⌘ Kansas Guidance Document: Will Be Sent After
- ⌘ Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities:
<http://bit.ly/CCSSOIEPResource>
 - Tennessee Guidance Document:
<http://bit.ly/TNguidance>
 - Washington Guidance Document:
<http://bit.ly/Waguidance>
 - CCSSO Guidance Resource:
<http://bit.ly/2ISd27g>

Final Reflections from Presenters

- ⌘ Starting small, building on successes (Kathleen)
- ⌘ Strategically using multiple funding sources including IDEA and Title funds (Sheara)
- ⌘ Last Reflections from Kansas (Dean)

Discussion, Reflection and Moving Forward, Part II

Discussion and Reflection

- ⌘ What questions or comments do you have for Dean and Kathleen?
- ⌘ What additional questions did the presentation spark for you?

Moving Forward

- ⌘ How could the work and resources Dean and Kathleen shared be applied in your context?
- ⌘ Do you have resources or work underway that aligns to Dean and Kathleen's presentations that could help peers?

Conclusion

Thank you for joining us. Please reach out to James M. Paul at james.paul@ccsso.org with any questions about the webisode series. Please join us for upcoming webisodes.

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