NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Funding Your Plan: Best Practices to Sustaining Effective Investments

The Challenge: Accountability to Student Outcomes

- NDDPI recognized school districts may need assistance in responding to the upcoming fiscal cliff, post-ESSER.

- National resource organizations released resources, training, and templates as inspiration for this work.

- NDDPI personnel dug into current resources, received training and certification, and developed guidance unique to ND needs to provide support to hold districts accountable for student outcomes.

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Best Practices for School District Spending

- Recommended Action Steps to Review and Sustain Investments
- Edunomics Opportunities
- Funding Your Plan
- Continued Learning and Support
- Financial Transparency

Edunomics Lab:
The Study of Education Finance

The goal of the Edunomics Lab at Georgetown University is for education leaders to become familiar with models of outcome-based budgeting

All materials, tools, and resources from Georgetown are free to use and readily available to school districts

Attendees were expected to come back to ND, complete the requirements of the certification program, and share the information with other superintendent/business managers in their region and at statewide conferences

Ongoing support and training has been offered to local school superintendents and business managers through CREA
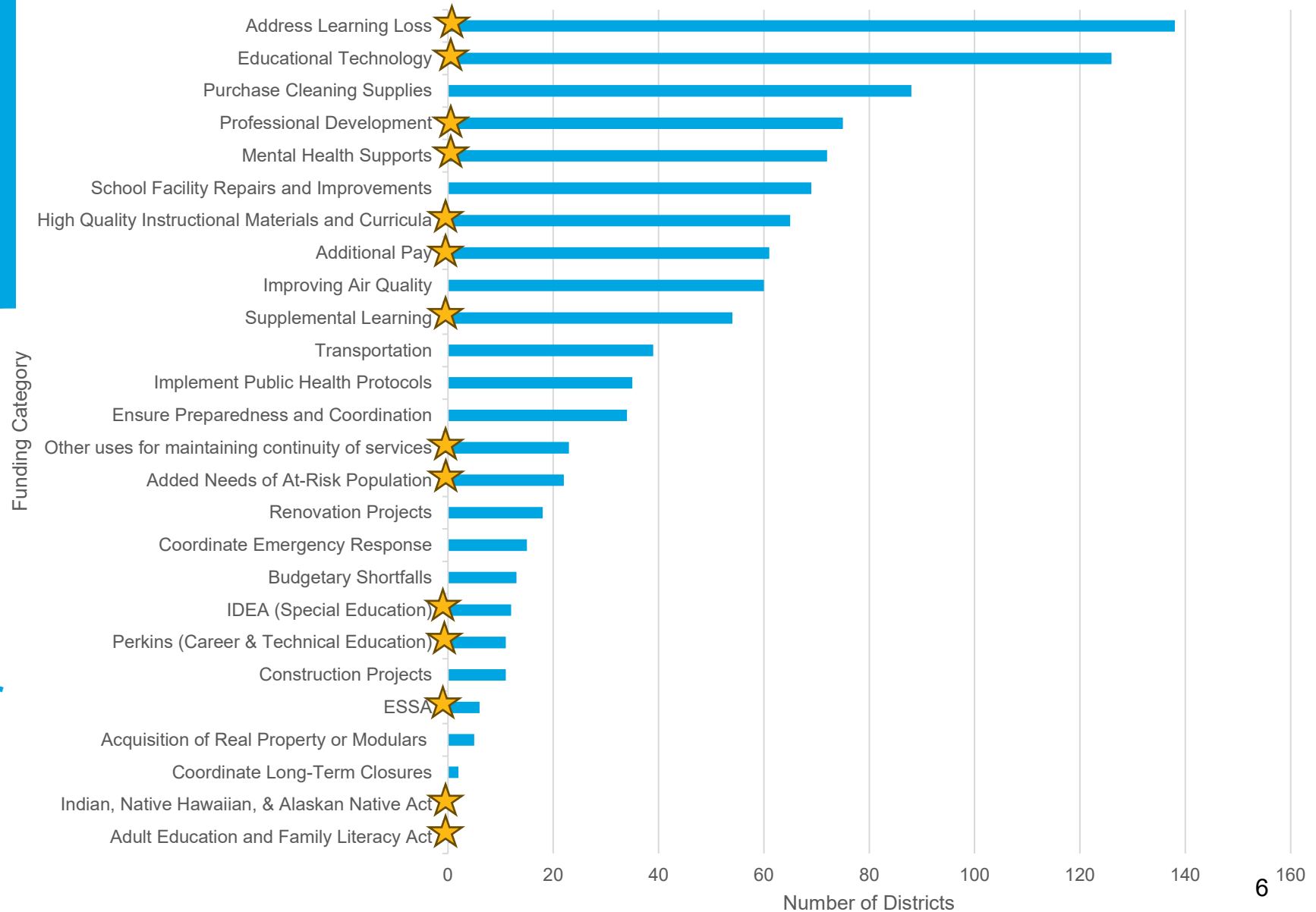
5 Levers to Maximize the Value of Every Dollar for Students

Include — Include student outcomes in budget decisions.

Equip — Equip district leaders with the skills to spend money well.

Keep — Keep benefits costs in check.

Ensure — Ensure districts look multiple years ahead.

Support — Support fiscally mismanaged districts.

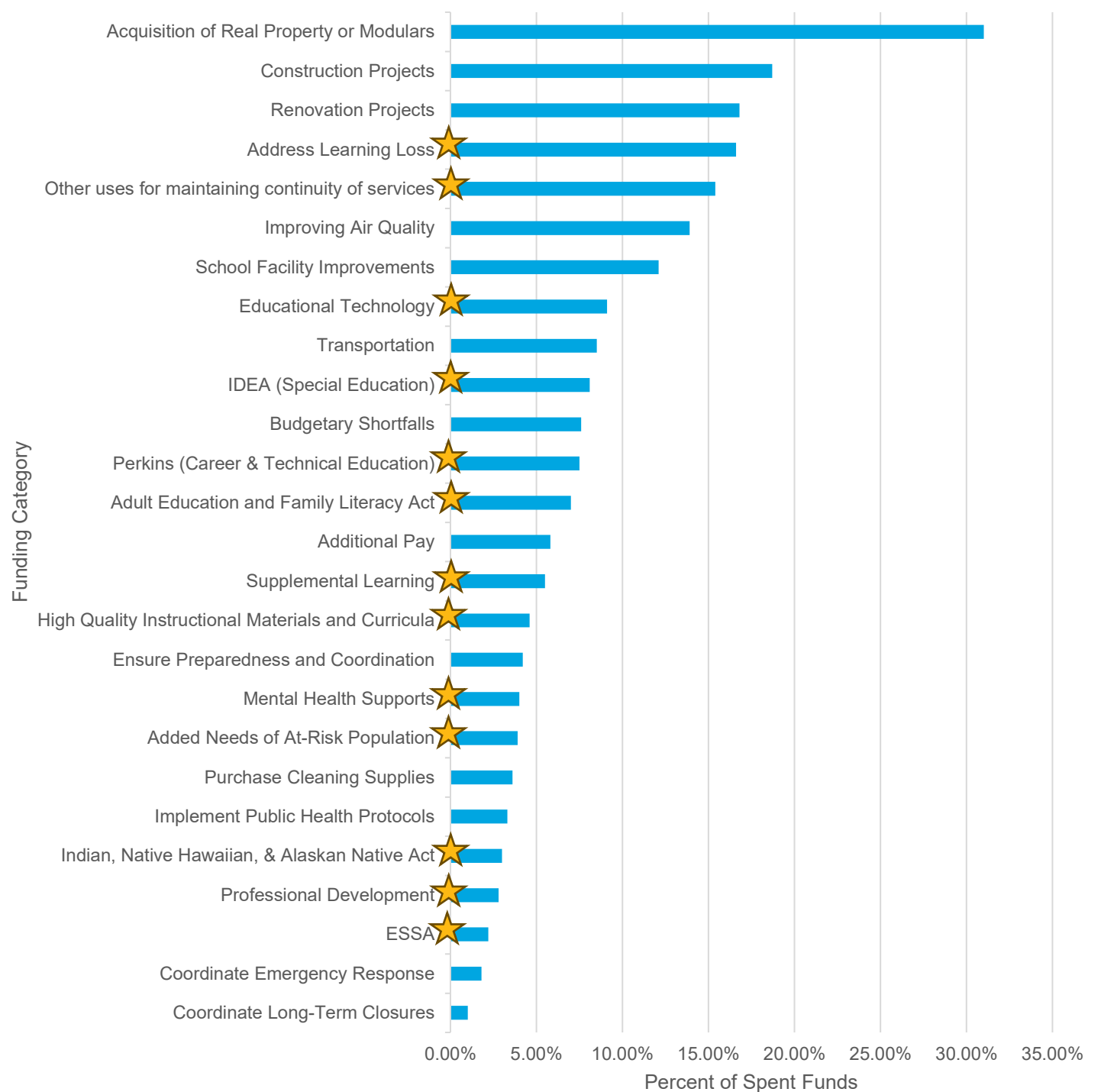How did ND District Spend their ESSER Funds?

Frequency

⭐ = possible alignment to other federal funds

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Funding Category (y-axis):
- Address Learning Loss ⭐
- Educational Technology ⭐
- Purchase Cleaning Supplies
- Professional Development ⭐
- Mental Health Supports ⭐
- School Facility Repairs and Improvements
- High Quality Instructional Materials and Curricula ⭐
- Additional Pay ⭐
- Improving Air Quality
- Supplemental Learning ⭐
- Transportation
- Implement Public Health Protocols
- Ensure Preparedness and Coordination
- Other uses for maintaining continuity of services ⭐
- Added Needs of At-Risk Population ⭐
- Renovation Projects
- Coordinate Emergency Response
- Budgetary Shortfalls
- IDEA (Special Education) ⭐
- Perkins (Career & Technical Education) ⭐
- Construction Projects
- ESSA ⭐
- Acquisition of Real Property or Modulars
- Coordinate Long-Term Closures
- Indian, Native Hawaiian, & Alaskan Native Act ⭐
- Adult Education and Family Literacy Act ⭐

Number of Districts (x-axis): 0, 20, 40, 60, 80, 100, 120, 140, 160

How did ND District Spend their ESSER Funds?

Percent of Funds

⭐ = possible alignment to other federal funds

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Bar chart titled "Funding Category" (y-axis) vs "Percent of Spent Funds" (x-axis), showing percent of spent funds by funding category:

- Acquisition of Real Property or Modulars — ~31%
- Construction Projects — ~19%
- Renovation Projects — ~17%
- Address Learning Loss ⭐ — ~16.5%
- Other uses for maintaining continuity of services ⭐ — ~15.5%
- Improving Air Quality — ~14%
- School Facility Improvements — ~12%
- Educational Technology ⭐ — ~9.5%
- Transportation — ~8.5%
- IDEA (Special Education) ⭐ — ~8%
- Budgetary Shortfalls — ~7.5%
- Perkins (Career & Technical Education) ⭐ — ~7.5%
- Adult Education and Family Literacy Act ⭐ — ~7%
- Additional Pay — ~6%
- Supplemental Learning ⭐ — ~5.5%
- High Quality Instructional Materials and Curricula ⭐ — ~4.5%
- Ensure Preparedness and Coordination — ~4.5%
- Mental Health Supports ⭐ — ~4%
- Added Needs of At-Risk Population ⭐ — ~4%
- Purchase Cleaning Supplies — ~3.5%
- Implement Public Health Protocols — ~3.5%
- Indian, Native Hawaiian, & Alaskan Native Act ⭐ — ~3%
- Professional Development ⭐ — ~2.5%
- ESSA ⭐ — ~2%
- Coordinate Emergency Response — ~1.5%
- Coordinate Long-Term Closures — ~1%

7

Funding Your Plan:
Best Practices for Sustaining Effective Investments

- **Released January 2024**
- **Guidance and examples for districts**
- **ESSER inspired, but applicable to many more situations**

https://www.nd.gov/dpi/districtsschools/finance-operations/funding-your-plan

Foreword

School districts look to their state leaders for guidance on federal programs. States play an instrumental role in helping districts better understand how to use, braid, and blend funds appropriately for outcome-focused and evidence-based programs and practices. Last year, the Council of Chief State School Officers (CCSSO), the national nonprofit, nonpartisan organization representing public officials who lead K-12 education across the United States, released template guidance documents. States could customize these documents and share guidance regarding allowable uses of ESSER and other U.S. Department of Education (ED) funds with their school districts. This guidance addresses the following key areas of pandemic recovery: student well-being, teacher recruitment, curriculum, school leaders, and meeting the needs of students with disabilities.

North Dakota created an internal team to personalize the CCSSO resources and create this comprehensive workbook to support districts in "funding your plan" versus the traditional model of "planning for your funds." This team used North Dakota information to provide North Dakota resources. This workbook is about sustaining investments that have been proven effective as well as thinking strategically and innovatively about how Federal funds are used to supplement state and local efforts. It includes many of the helpful resources our committed team has developed over the years to support supplemental programs, such as offering ideas on how to support various state-supported initiatives, worksheets to support braiding and blending funds, and helpful links to other state resources.

Sustaining investments is top of mind for state, district, and school leaders as we all consider the upcoming "fiscal cliff" that will impact service delivery to students once historic levels of federal COVID relief funds expire. When ED funds are used to their full potential, states and districts can better support sustainable efforts that are evidence-based, proven effective, and focused on student outcomes. NDDPI hopes this workbook, which includes concrete action steps school leaders can take to align funding with state policy priorities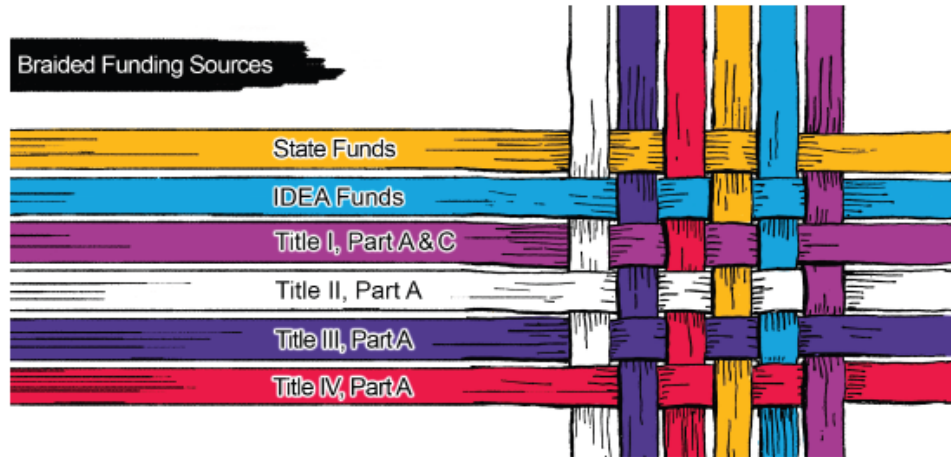 and promote sustainability, will be used for years to come. I want to thank the CCSSO for creating supportive documents to help states, districts, and schools be proactive. I also want to extend my deep gratitude to the NDDPI team involved in customizing this guidance for North Dakota educators.

"Sustaining investments is top of mind for state, district, and school leaders as we all consider the upcoming "fiscal cliff" that will impact service delivery to students once historic levels of federal COVID relief funds expire. When ED funds are used to their full potential, states and districts can better support sustainable efforts that are evidence-based, proven effective, and focused on student outcomes. NDDPI hopes this workbook, which includes concrete action steps school leaders can take to align funding with state policy priorities and promote sustainability, will be used for years to come."

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

Where to begin?

Recommended Action Steps

Step 1: Identify Needs

Step 2: Define the Activity

Step 3: Estimate Expenses

Step 4: Identify Funding Sources

Step 5: Evaluate Activity

Step 6: Monitor Implementation & Spending

Step 7: Manage Activity

Activity on track? Continue as Planned

Activity not on track? Adjust & Re-evaluate
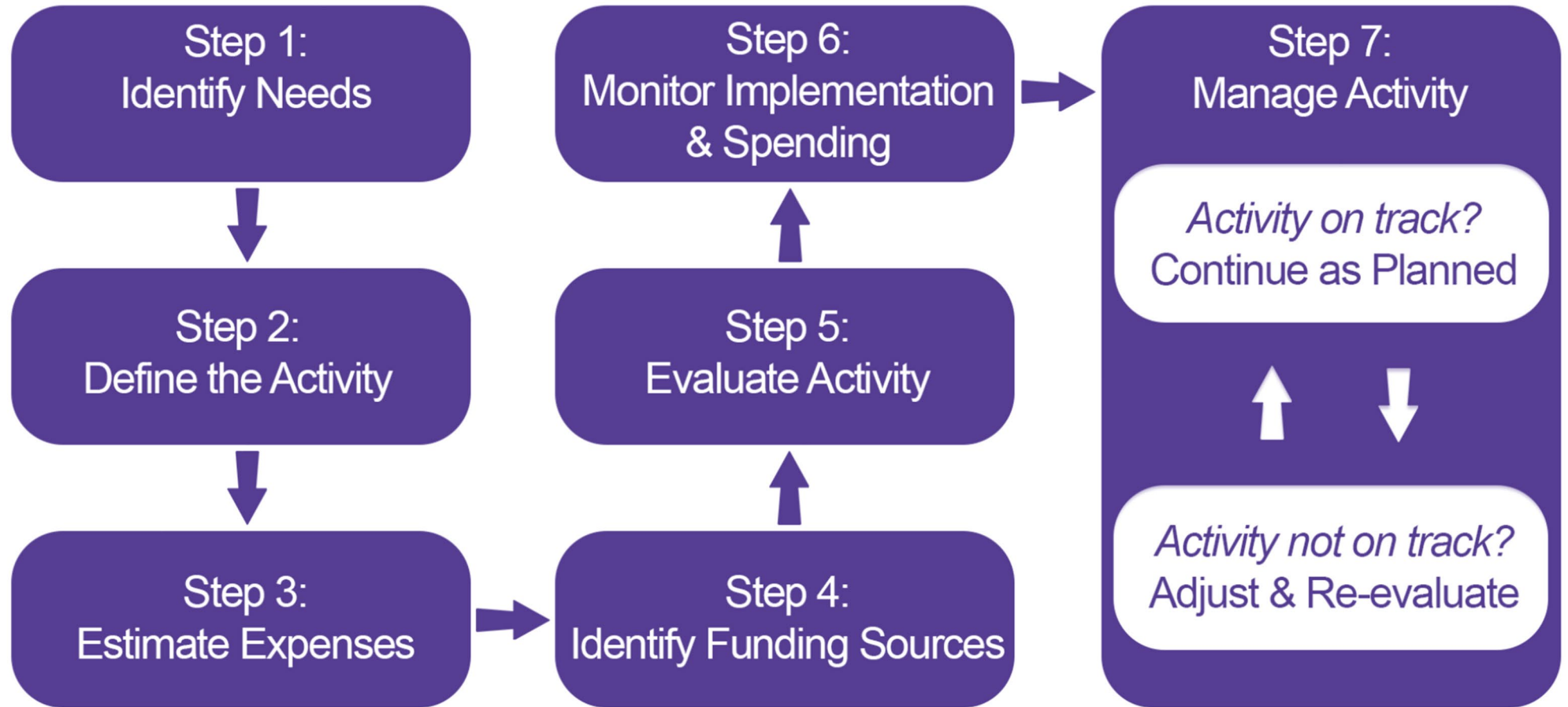
Flexibility of Funding Streams

Braided Funding Sources

State Funds
IDEA Funds
Title I, Part A & C
Title II, Part A
Title III, Part A
Title IV, Part A

Braiding funds
- uses multiple funding sources to support various parts of an initiative
- maintaining the award-specific identity of funds
- meets the purpose of each specific grant program
- tracked back to their original source

Blended Funding Sources

State Funds
IDEA Funds
Title I, Part A & C
Title II, Part A
Title III, Part A
Title IV, Part A
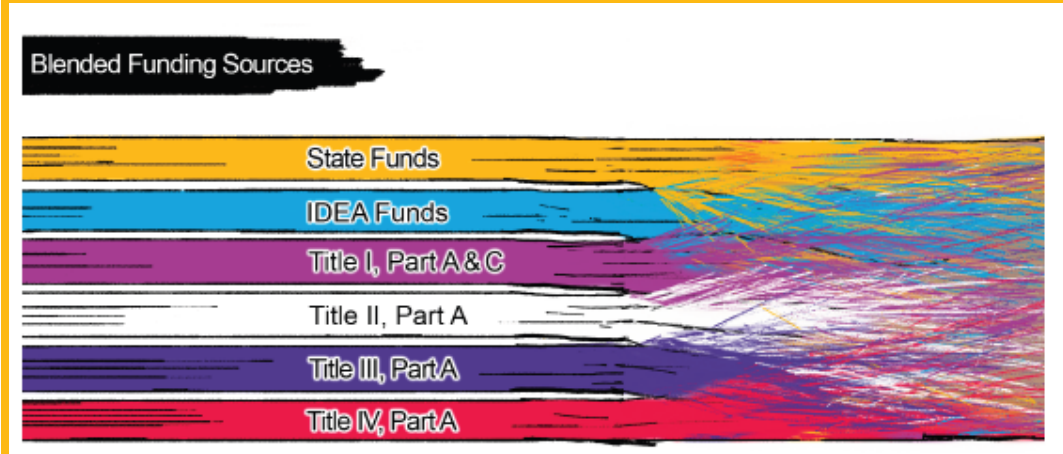
Blending funds
- statutory authority
- combines all funding sources into one category
- Funding sources lose their individual identity
- Requirements are in place to ensure intent and purpose is being met

Categories Aligned to Federal Funds

Educator Recruitment →
- ❖ Title I, Part A
- ❖ Title II, Part A
- ❖ Title IV, Part A
- ❖ IDEA, Part B, Section 611
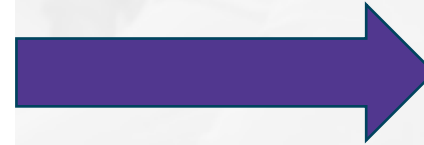
High-Quality Instructional Materials (HQIM) →
- ❖ Title I, Part A
- ❖ Title II, Part A
- ❖ Title III, Part A
- ❖ Title IV, Part A
- ❖ IDEA, Part B, Section 611
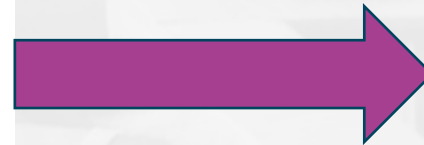
Developing & Supporting Leaders →
- ❖ Title I, Part A
- ❖ Title II, Part A
- ❖ Title IV, Part A
- ❖ IDEA, Part B, Section 611
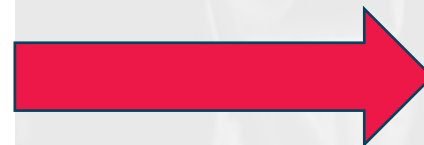
Integrated Student Supports (ISS) →
- ❖ Title I, Part A
- ❖ Title II, Part A
- ❖ Title III, Part A
- ❖ Title IV, Part A
- ❖ IDEA, Part B, Section 611

Educator Recruitment

North Dakota districts are not alone in the teacher shortages they are facing

- special education
- CTE
- fine/performing arts
- school counseling
- Science

Many districts and special education units are looking to develop sustainable teacher pipelines or implementing strategies to strengthen teacher retention, which could include

- teacher induction programs
- leadership pathways for existing teachers
- other supports to retain teachers

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION
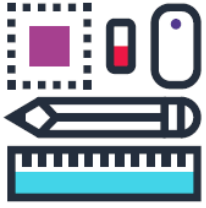
High-Quality Instructional Materials (HQIM)

HQIM includes:

- high-quality curriculum
- Core instructional materials
- intervention instructional materials

HQIM has a strong evidence base, along with curriculum-connected professional development.

Research shows curriculum and instructional materials are significant factors in student academic success, particularly for the highest-need students.

Developing & Supporting Leaders

Developing and Supporting principals through:

- Recruitment
- Retention
- Professional development
- Leadership pipeline approach

Great teachers, principals, and other school leaders (collectively, educators) matter enormously to the learning and the lives of children.

There are immediate school leadership challenges, such as vacancies or high turnover, and other, more long-term solutions that seek to establish and diversify principal pipelines.

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Integrated Student Supports (ISS)

ISS is an educational approach that works to improve students' academic outcomes by systematically supporting their academic and non-academic needs.

Examples may include:

- North Dakota Multi-Tiered System of Supports (NDMTSS)

- Response to Intervention (RTI)

- Integrated Systems Framework (ISF)

- Trauma-sensitive practices

- Personalized learning strategies

Schools implementing ISS take a whole-child approach and provide wrap-around supports to address students' barriers to learning in a data-driven manner that is authentic to their local needs.

Opportunity for Continued Learning and Support

Funding Your Plan Workshops: Preparing for the ESSER Cliff

- **Visit the [CREA Website](#) for future offerings!**

Who Should Attend?
District/School cross-sectional team of those responsible for budgeting and federal programs, including:
- Administrator/Superintendent
- Business Manager
- Principals
- Federal Programs Manager
- SPED Unit Director

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

CREA
Central Regional Education Association

What is the Certificate in Education Finance?

Financial and resource allocation issues influence all aspects of U.S. public education policy yet are often not fully understood.

This one-of-a-kind Certificate in Education Finance (CEF) equips participants with the practical skills they need in strategic fiscal management, finance policy analysis, and financial leadership to deploy resources in ways that do the most for students.

REGISTER FOR THE CEF

Certificate in Education Finance

- **Fiscal Cliff**
  - With the infusion of ESSER dollars set to expire in 2024, districts will be experiencing a drastic reduction in dollars.
    - Districts that used ESSER funds to pay for pay increases or hire more staff will experience a more difficult time balancing the budget.
    - Districts that used ESSER funds for facility projects will have less of an impact.
      - Facility upgrades rarely improve student performance.
  - Where will districts look to close the budget gap?
    - Carry out a Reduction in Force (RIF).
    - Request additional funds from the legislature.
    - *Consider a change to budget practices.*

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Certificate in Education Finance (cont.)

- **Budget Process**
  - Budget at a per pupil level.
  - Who is involved in creating the budget?
    - Should principals be more involved in school district budgeting?
  - Teacher shortages and teacher retention
    - Could this be the first time in a while where there may not be a shortage of teachers?
    - Rethink teacher compensation.

Budget Process

Consider using a grid to help budget with desired outcomes in mind.

	Investment	Major cost factors	Estimated # of student served	Cost per participating student	Desired Outcomes	Risks	After implementation - Is it working
A	Tutoring 1-to-1 student-teacher ratio 3x/week, 36 weeks	Tutors = $30/hour	308 Students Highest-Need Students?	$1,000,000/308 $3,240 per student	Increase scores for highest-need students	Attendance No peer interaction Difficulty hiring	
B	Adding specialists staff to schools	$100,000 per FTE = 1 per school	4,000 students	$250 per student	Increase scores for all students	Specialists spread to thin Different size schools	
C							

Key Performance Indicators

Revenue Per Pupil	Cost of Education Per Pupil	Capital Projects Cost Per Pupil	Extracurricular Cost Per Pupil	Transportation Cost Per Pupil	Fund Group 1 Cost Per Pupil
$18,408 ↑	$16,683 ↑	$0 ↓	$415 ↑	$1,321 ↑	$18,656 ↑

Additional Financial Information

Foundation Aid Per WSU	Debt Per Pupil	Taxable Valuation Per Pupil
$10,136 ↓	$27,883 ↑	$81,429 ↑

ESSA Accountability Performance Indicators

Choice Ready	On-Time Graduation	Completer Rate	Chronic Absenteeism
69.2% ↑	96.4% ↑	93.1% ↑	31.5% ↑

Achievement ELA	Achievement Math	EL Proficiency Growth
37.6% ↓	36.9% ↓	100.0% ↑

District Composition

Students	Teachers	Administrators	Schools
382	36	3	2
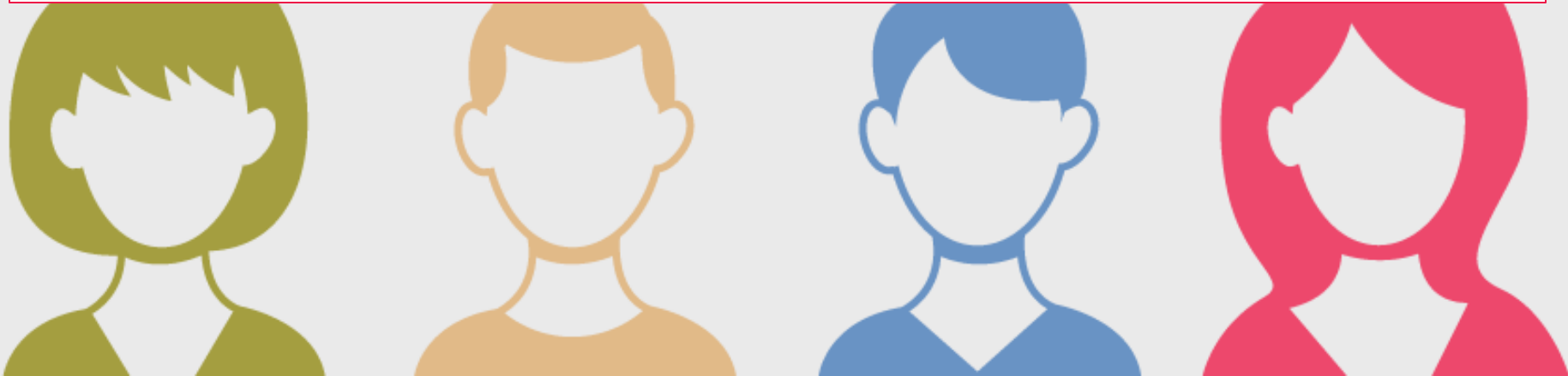
Contact Us!

Amanda Peterson
Director, Educational Equity & Support
amandapeterson@nd.gov
701-328-3545

Ann Ellefson
Director, Academic Support
aellefson@nd.gov
701-328-2488