

The logo features the acronym 'MICIP' in large, bold, blue capital letters. To the left of the letters, there are two concentric circular arrows: an outer blue arrow and an inner green arrow, both curving around the 'M' and pointing towards the 'I'.

MICIP

MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

Funding the Continuous Improvement Plan

Objectives – Participants will...

Identify

- Identify the fiscal team as critical partners in the planning process.

Identify

- Recognize braiding, transferring, and blending as methods for utilizing various funding streams to support a continuous improvement plan.

Leverage Team Experts

- **Business Office**
 - How will the three to five-year enrollment projections impact the strategy?
 - What are the short and long-term expense projections?
 - Will bids need to be required for services or products?
 - Which funding streams are available to support the strategy?
- **State & Federal Programs**
 - What are the allowable uses of the funds available to the district?
- **Human Resource**
 - Analyze current staffing against staffing needs of the strategy.
- **Technology**
 - Consider your delivery system, hardware & software needs, and technology life cycle.
- **Operations & Transportation**
 - What maintenance, facilities updates, and/or staff are required?
 - What transportation needs exist for trips and afterschool/summer programs?
- **Food Service**
 - In what ways can afternoon and summer food programs be incorporated?



The Assess Needs Process



Identify Area(s) of Inquiry

- What will you explore? How will you explore it?



Data Discovery

- What do you see? What does the data say?



Initial Initiative Inventory

- What are you currently doing to address your data?



Gap Analysis

- How well is that working? How far are you from where you need to be?



Data Story Summary

- What do you know?



Conduct Root Cause Analysis

- Why are things the way they are?



Identify Challenge

- **Where is there an opportunity to grow?**

Example: Challenge Statement

- Students are not making necessary gains in literacy skills due to lack of aligned curricula, instructional practices and resources.



Example: Strategy Statement

Develop a system to ensure administrators, teachers, and other key stakeholders implement the applied methodology of GELN Literacy Essentials across the district to align curricula, instructional practice, and resources for optimal student gains in literacy skills.



The Planning Process



Write Measurable Goal(s)

- What will you achieve?



Set Interim and End Targets

- How will you know?



Select Strategies from the Strategy Bank

- **How will you get there? What is the right thing to do?**



Identify Using the Hexagon Tool

- **Can you implement the strategy in the right way? Where do you start?**



Choose Activities

- How will you implement, monitor and evaluate the strategy?



Braid and Blend Funding

- How will you pay for the strategy/activities?



Identify Communication Plan

- How will you communicate the plan to stakeholders?

The Planning Process



Write Measurable Goal(s)

- What will you achieve?



Set Interim and End Targets

- How will you know?



Select Strategies from the Strategy Bank

- How will you get there? What is the right thing to do?



Identify Using the Hexagon Tool

- Can you implement the strategy in the right way? Where do you start?



Choose Activities

- How will you implement, monitor and evaluate the strategy?



Braid and Blend Funding

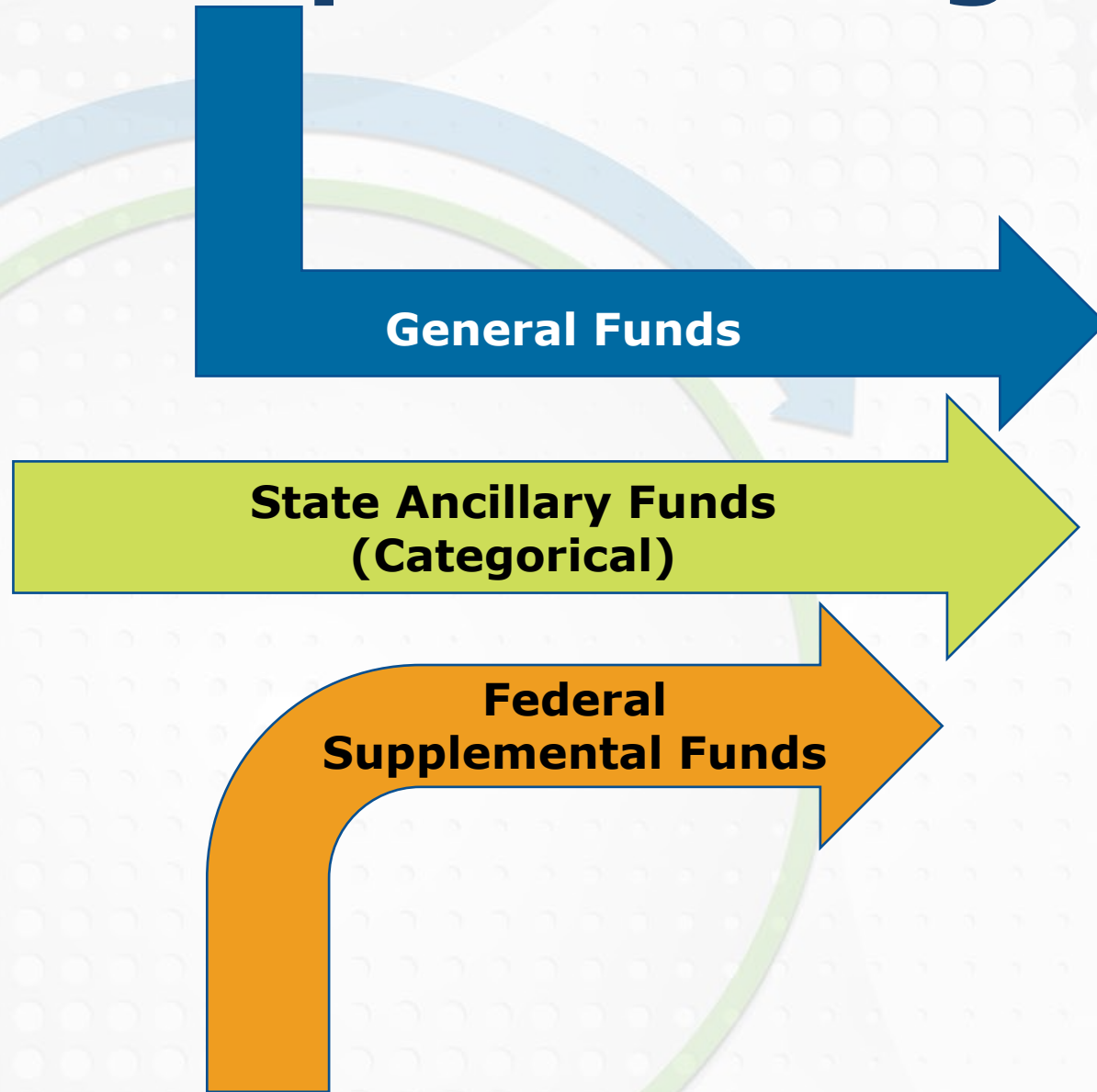
- **How will you pay for the strategy/activities?**



Identify Communication Plan

- How will you communicate the plan to stakeholders?

Multiple Funding Streams

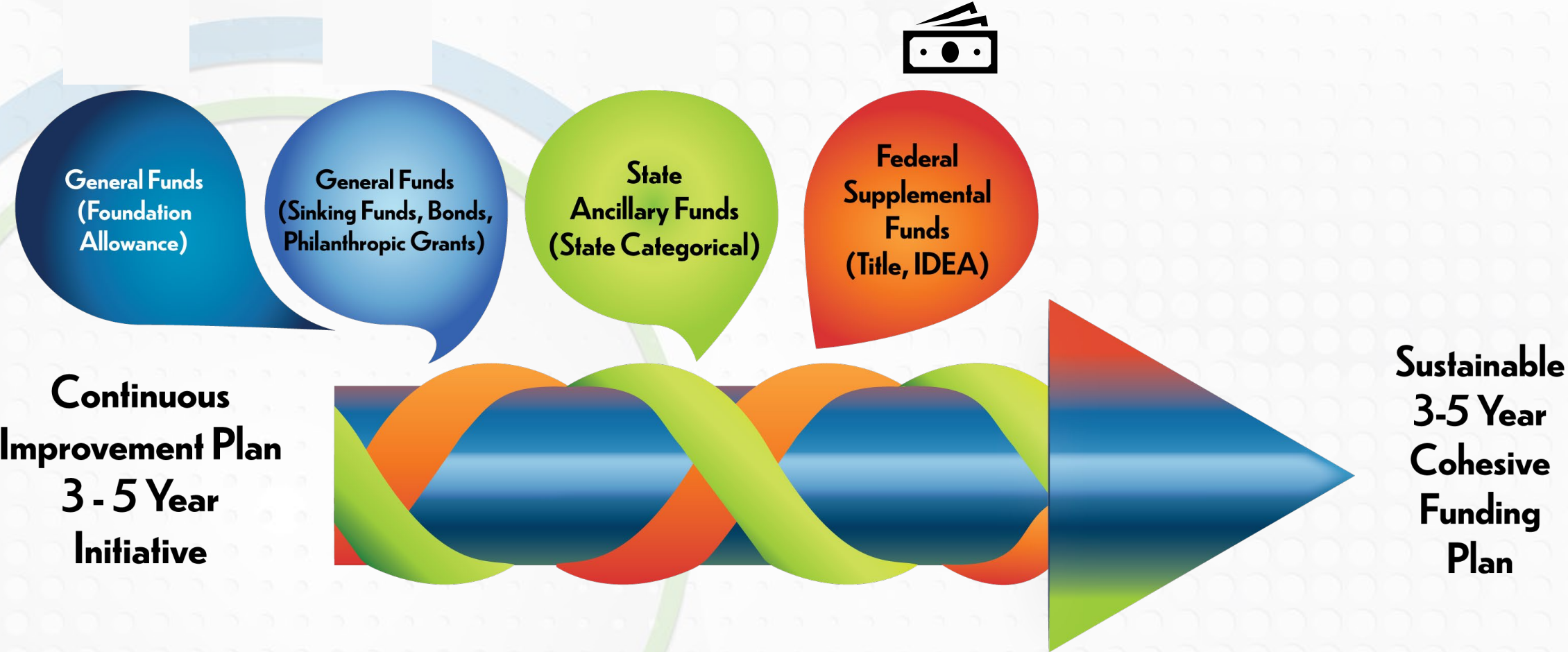


- State per pupil allocation (Foundation Allowance)
- Local Taxes
- Philanthropic Grants
- State ancillary funds
 - 31a – At-Risk
 - 35a - Literacy
- Federal Funds
 - Title I
 - Title III
 - IDEA
 - Food programs

Funding Methods

Braiding	Transfer	Blending
<ul style="list-style-type: none">• Multiple funding sources• Specific fund identity is maintained• <u>Specific intent & purpose maintained</u>	<ul style="list-style-type: none">• Funds from Title II, Part A and/or Title IV, Part A may be transferred to other specific Federal funds.• An LEA can only transfer into another fund source if they already receive an allocation under that fund source.• Transferred funds <u>take on the identity and intent & purpose of the new fund.</u>	<p>Schoolwide Consolidation</p> <ul style="list-style-type: none">• For Schoolwide Title I buildings only.• Certain Title funds, 31a (state funds), and general fund dollars may be combined.• Specific fund identity is lost; however the <u>intent and purpose of each fund remains.</u>

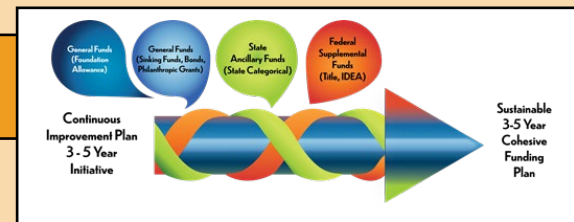
Braiding Funds



Braiding Funds Example: Literacy Initiative

Develop a system to ensure administrators, teachers, and other key stakeholders implement the applied methodology of GELN Literacy Essentials across the district to align curricula, instructional practice, and resources for optimal student gains in literacy skills.

Funding Source	Budget Item Description
General Funds	Salary & benefits for instructional and non-instructional staff, transportation, facilities...
Local Philanthropic Literacy Grant	Creation of diverse classroom libraries.
Sec. 31a At-Risk	MTSS, Support staff (Salary & Benefits) , security, school-wide Tier I evidence-based practices, parent engagement.
Sec. 35a(5) Literacy	5% for Literacy Essentials Professional Development, 5% for data analysis training, remainder of funds support additional instructional time.
Sec. 35a(9) Literacy	Summer school program for identified third grade students.
Title I, Part A	Salary & benefits: Reading Specialist, paraprofessionals, intervention instructional materials, parent engagement...
Title II, Part A	Professional Development: Coaches , Literacy Consultant, training materials, staff training time stipends...
Title IV, Part A	Support staff (counselor, social worker) , parent engagement, professional learning for effective use of technology...
Regional Assistance Grant	Additional time programs (before, after, summer school), instructional materials, equipment, instructional staff , professional learning for systems reconfiguration and literacy...
Child and Adult Care Food Program	Reimbursement for afternoon snack and supper.
Meet Up & Eat Up Program	Summer meals reimbursement program.



Transferring Title Funds

- What is the purpose of transferability?
 - “The purpose of [transferability] is to allow LEAs the flexibility to target Federal funds to the programs and activities that most effectively address the unique needs of the LEA.” ESEA Sec 5102
- Why is transferability helpful?
 - The integration of funding sources provides an opportunity for additional flexibility of allowable uses of program specific funds.

Which funds may be transferred?

Title II, Part A funds may be transferred to the following:

Title I, Part A
Title I, Part C
Title I, Part D
Title III, Part A
Title IV, Part A
Title V

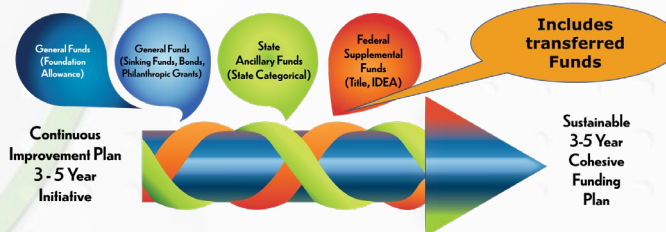
Title IV, Part A funds may be transferred to the following:

Title I, Part A
Title I, Part C
Title I, Part D
Title II, Part A
Title III, Part A
Title V

Transferred Funds Example: Literacy Initiative

Develop a system to ensure administrators, teachers, and other key stakeholders implement the applied methodology of GELN Literacy Essentials across the district to align curricula, instructional practice, and resources for optimal student gains in literacy skills.

Source Funding	Function Code	Function Code Name	Budget Item Description	Salaries	Benefits	Recipient Fund
Title IV, Part A	221	Improvement of Instruction	Instructional coach to provide professional development to K-8 staff on K-3 Literacy Essentials #4 & #5 (50 hours of services @ \$50/hour).	\$2,500	\$825	Transfer to Title II, Part A



Blending Funds

“Financial assistance is ***combined*** [emphasis added] under a single set of reporting and other requirements, and resources contributed from each individual funding stream lose their original award-specific identity.”

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Only Title I Schoolwide buildings are eligible for Schoolwide consolidation.
The District forms that must be submitted to MDE are located on the MDE website.



Blending Funds

- General funds (State Aid and local tax revenue),
- Title I, Part A
- Title II, Part A
- Title III
- Title IV, Part A
- Title V
- Section 31a (state funds)

Blending Funds Example: Literacy Initiative

Develop a system to ensure administrators, teachers, and other key stakeholders implement the applied methodology of GELN Literacy Essentials across the district to align curricula, instructional practice, and resources for optimal student gains in literacy skills.

Funds are blended at "School B" while **maintaining the intent and purpose of each funding stream.**

General Funds

Section 31a

Title I, Part A

Title II, Part A

Title IV, Part A

Instructional Budget:

\$3,242,000

General Funds (74%)

Section 31a (13%)

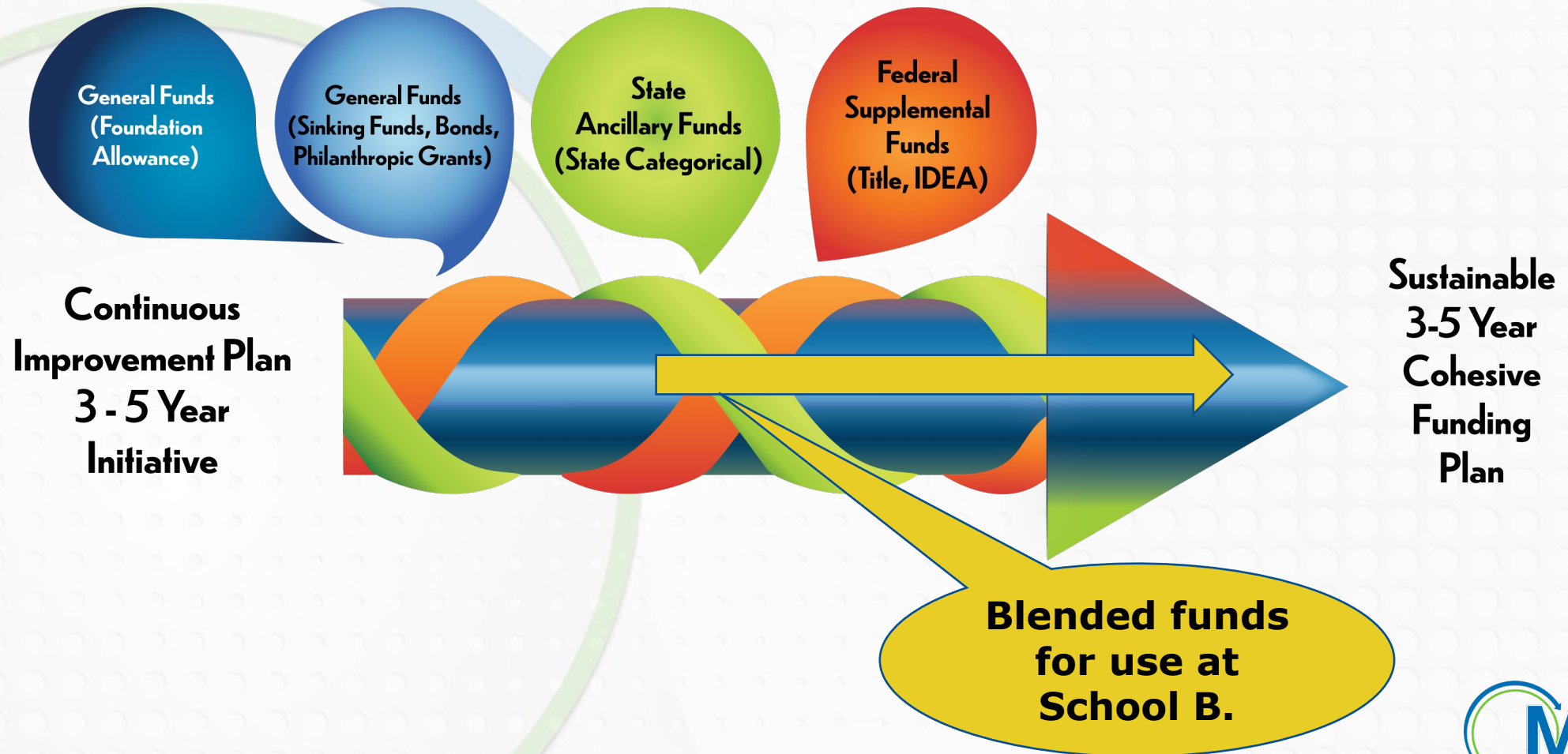
Title I, Part A (11%)

Title II, Part A (1%)

Title IV, Part A (1%)

Blending & Braiding Funds

Example: Literacy Initiative



MDE Link to Schoolwide Consolidation

- https://www.michigan.gov/mde/0,4615,7-140-81376_51051-254873--,00.html
- Blending funds can only be done at the school level for Title I schoolwide buildings and **must receive prior approval by MDE.**



Title I, Part A Schoolwide Consolidation (Updated 5/6/20)

Consolidated Title I, Part A Schoolwide Programs are authorized under the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *Every Student Succeeds Act of 2015* (ESSA), as an alternative to operating categorical programs as separate services. Consolidating instructional programs and consolidating financial resources for all children in a school by intentionally coordinating instructional programs and consolidating financial resources rather than operating categorical programs as separate services.

In a Title I, Part A Schoolwide Consolidation, Title I, Part A funds and other Federal education programs are used only to **supplement the total amount of funds that would, in the absence of Federal funds, be available to that school from non-Federal sources for that school**, including funds needed to provide services that are required for all children with disabilities and children with limited English proficiency. It is the district's responsibility to ensure that Title I, Part A Schoolwide school receives all the State and local funds it would receive if it were not a Title I, Part A Schoolwide school and that State and local funds are distributed fairly and equitably to all schools in the district; Title I, Part A Schoolwide schools [ESSA 1118(b)(2)].

For questions regarding Consolidated Title I, Part A Schoolwide Programs; please contact the Office of School Performance & Supports (OES) at 517-241-6971.

For assistance with accounting or other financial services; please contact Shoua Vang, OES Financial Services at 517-241-5388 or VangS1@michigan.gov

Title I, Part A Schoolwide Consolidation Resources

- [Title I, Part A Schoolwide Fiscal Guidance](#)
- [Required Templates 1-5 and Guide to Implementation](#) (Updated 5/6/20)
- [Required Template 6:](#)
 - [Long Version](#)
 - [Short Version](#)
- [Drawing and Charging Funds in the Title I, Part A Schoolwide Consolidation](#) (Updated 4/24/20)

Braiding & Blending Considerations

Braid Funds

Strategy is funded by multiple sources.

Individual fund identity remains.

Intent & purpose remains.

Do limits of the available funding for the desired allowable use exist?

If yes, consider transferring.

Transfer Title Funds

Allows the LEA flexibility to use funds in the programs and activities that most effectively address their needs.

Allowability guidelines and intent & purpose change to those of the new funding source.

Do limits of the available funding for the desired allowable use still exist?

If yes, consider schoolwide consolidation if applicable.

Schoolwide Title I Consolidation

Schoolwide Title buildings only

General Fund, 31a, and certain Title Funds.

Specific fund identity lost.

Intent & purpose of all funds remain.

Will consolidating available funding provide for the desired allowable use

Leadership Collaboration

- Consistent collaborative dialog amongst district leadership **enables the alignment of various funds to** academic and non-academic goals established within **the continuous improvement plan.**
- **Ensures compliance** with various guidelines of each funding source.

Resources

Levin, McEwan, Belfield, Bowden, Shand (2018)
*Economic Evaluation in Education: Cost Effectiveness
and Benefit-Cost Analysis* 3rd Edition. Thousand Oaks,
CA: Sage Publications.

Newcombe, Douglas L. (2019), *Understanding
Michigan's Public School Finance System* 6th Edition,

<https://gfoa.org/pk-12budget>

<https://www.gfoa.org/pk-12-budgeting-academic-roi>

https://www.michigan.gov/mde/0,4615,7-140-81376_51051-254873--,00.html

<http://www.ed.gov/programs/titleiparta/fiscalguid.doc>

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517-241-5388
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- Special Populations Unit
**At-Risk/EL &
Immigrant/Migrant/Homeless/MTSS**
General Number: 517-241-6974
- Michigan Integrated
Continuous Improvement
Process
https://www.michigan.gov/mde/0,4615,7-140-81351_92325---,00.html



MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

**Funding the Continuous
Improvement Plan**



Welcome to Funding the Continuous Improvement Plan. My name is Steven Curry, a consultant with the Michigan Department of Education. This presentation is part of a series of professional learning opportunities as part of the Michigan Integrated Continuous Improvement Process, or MICIP. There is also a companion reflection document found on the MDE MICIP website for participant use.

Objectives – Participants will...

Identify

- Identify the fiscal team as critical partners in the planning process.

Identify

- Recognize braiding, transferring, and blending as methods for utilizing various funding streams to support a continuous improvement plan.



It is important to keep in mind that leaders from the business office, human resources, transportation, and facilities and operations are also invested in the best interest of the students the district serves. The way they engage in supporting student success looks very different than engagement of instructional and student support staff. These individuals are continuously working to ensure that resources are available and operational to sustain the school district's efforts. Planning for programs and supports require collaborative dialogue between all departments and other key stakeholders.

The previous video in this series entitled “Budgets Impact Continuous Improvement” focused on the budget process for the state and a district. During this presentation, participants will identify internal and external partners for continuous improvement planning and consider three methods for leveraging various funding streams to support the continuous improvement plan.

Michigan districts serve student populations of less than 100 students to over 45,000 students. Consequently, the number of internal district staff members available to engage in this work will vary greatly. When considering the capacity of the district to collaborate on determining the allocation (assignment) of available resources, remember that there are also multiple external partners such as the MDE Regional Field Services Consultant, the local ISD/RESA, Michigan Association of State & Federal Program Specialists (MASFPS), Michigan Association of School Business Officials (MSBO) and others to assist in supporting the budget process.

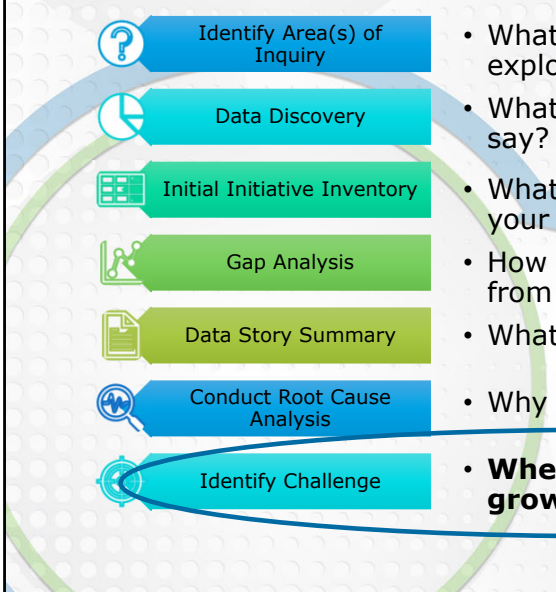
Leverage Team Experts

- **Business Office**
 - How will the three to five-year enrollment projections impact the strategy?
 - What are the short and long-term expense projections?
 - Will bids need to be required for services or products?
 - Which funding streams are available to support the strategy?
- **State & Federal Programs**
 - What are the allowable uses of the funds available to the district?
- **Human Resource**
 - Analyze current staffing against staffing needs of the strategy.
- **Technology**
 - Consider your delivery system, hardware & software needs, and technology life cycle.
- **Operations & Transportation**
 - What maintenance, facilities updates, and/or staff are required?
 - What transportation needs exist for trips and afterschool/summer programs?
- **Food Service**
 - In what ways can afternoon and summer food programs be incorporated?



This slide suggests several internal stakeholders that may provide valuable feedback and suggestions throughout the planning process. They are the local experts and can assist in providing details to support developing and monitoring the continuous improvement plan. Through effective collaboration, the district can reduce the amount of unanticipated expenses that impact implementing the plan as intended. Research indicates that a district can spend eight times more money implementing a strategy when careful consideration of available resources and district capacity does not occur prior to initial implementation.

The Assess Needs Process

- 
- What will you explore? How will you explore it?
 - What do you see? What does the data say?
 - What are you currently doing to address your data?
 - How well is that working? How far are you from where you need to be?
 - What do you know?
 - Why are things the way they are?
 - **Where is there an opportunity to grow?**



Here are some of the questions a team considers when engaging in the assess needs process that ultimately leads to an opportunity to grow as reflected in a challenge statement.

Example: Challenge Statement

- Students are not making necessary gains in literacy skills due to lack of aligned curricula, instructional practices and resources.



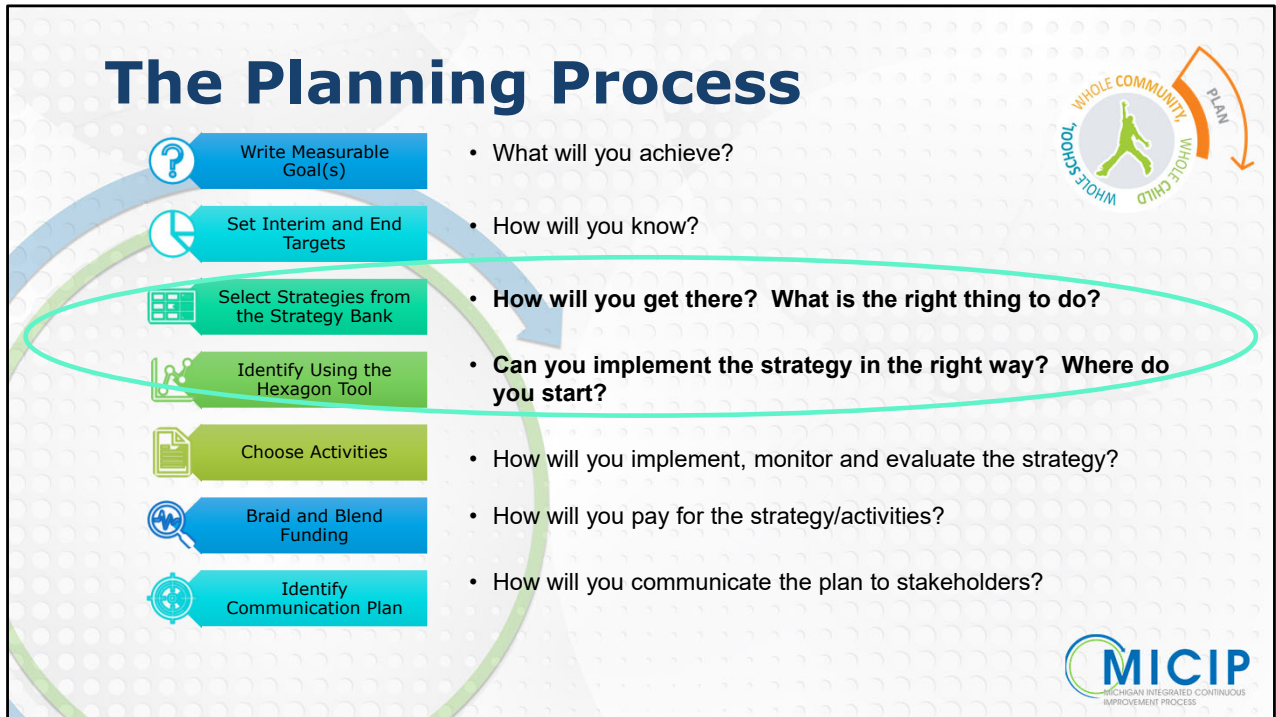
In this example, the district identified achievement in literacy as an area of need. Additionally, this statement identifies a challenge with alignment of curricula, instructional practice, and resources as the root cause. Having determined this, the district is ready for the planning process.

Example: Strategy Statement

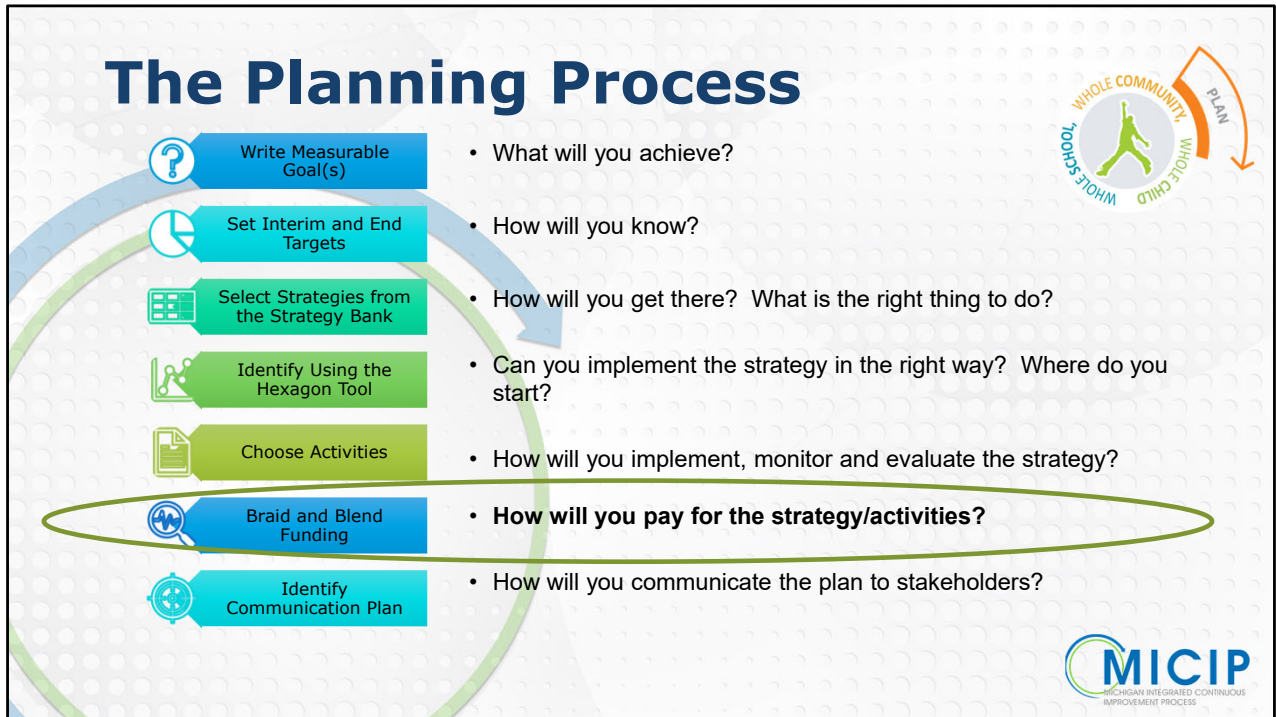
Develop a system to ensure administrators, teachers, and other key stakeholders implement the applied methodology of GELN Literacy Essentials across the district to align curricula, instructional practice, and resources for optimal student gains in literacy skills.



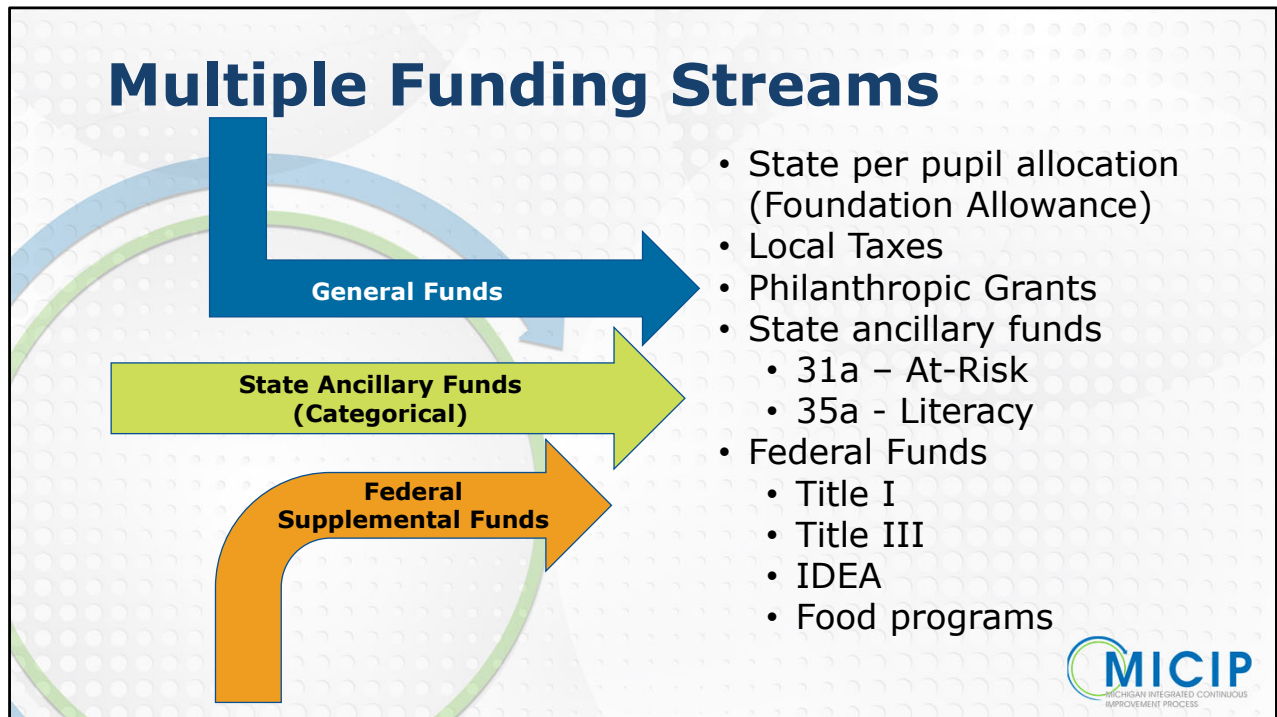
This strategy statement identifies the district’s intent to implement the applied methodology of GELN Literacy Essentials across the district to align curricula, instructional practice, and resources. Notice that the strategy directly aligns to the challenge statement shared earlier “Students are not making necessary gains in literacy skills due to lack of aligned curricula, instructional practices and resources.”



During the planning process, the continuous improvement team writes measurable goals with interim and end targets and considers various strategies and its capacity to implement each. The team then collaborates with those whose responsibility includes the business, state & federal programs, human resource, facilities & transportation, technology, and food service functions. This enables the team to consider the district’s human, physical, material, and financial resources. Based on this information the team identifies the appropriate strategy. Supporting activities are then identified for implementing, monitoring, and evaluating the effectiveness of the strategy.



During the discussions on selecting, implementing, monitoring, and evaluating the selected strategy, the team discusses potential funding sources to sustain the district’s efforts. During this step, the specifics about how the strategy will be funded over the next three to five years are identified. Collaboration between the program leaders and those who allocate the available resources is critical to ensure equity, alignment, sustainability, and compliance to applicable laws. This work informs the overall district budget and the various grant applications for accessing state, federal, and philanthropic grant opportunities. Remember that the overall budget must be approved by the school board before July 1st each year.



Funding the continuous improvement plan requires the use of multiple funding streams with a variety of legal guidelines that need to be considered. Consequently, a team of individuals that typically include the Superintendent, State & Federal Programs, and those responsible for business office functions collaborate to sort out the details of braiding, transferring, and blending funding streams. These funds can be placed in three general categories: (*)

- **General Funds** consists of funds available to districts via the state per pupil allocation, local taxes, and philanthropic grants. (*)
- **State Ancillary funds**, also known as state categorical funds, are funds awarded to districts for specifically designed purposes that are outlined in the State Aid Act or other laws. Currently, there are nearly 100 different funds, including 31a – at risk and 35a - literacy. (*)
- **Federal Supplemental Funds** are federal dollars provided to districts based upon a variety of factors such as the demographics of the community. These funds are designed to supplement the general fund dollars and come with a variety of guidelines for allowable use.

There are numerous needs within a district demanding the use of the same pool of

funding sources. Consistent collaborative dialog enables the collective knowledge of the district leadership team to utilize and align the available funds to support the goals established within the continuous improvement plan. Furthermore, it ensures that the available funds are utilized according to the various regulations of each funding source.

Funding Methods

Braiding	Transfer	Blending
<ul style="list-style-type: none"> Multiple funding sources Specific fund identity is maintained <u>Specific intent & purpose maintained</u> 	<ul style="list-style-type: none"> Funds from Title II, Part A and/or Title IV, Part A may be transferred to other specific Federal funds. An LEA can only transfer into another fund source if they already receive an allocation under that fund source. Transferred funds <u>take on the identity and intent & purpose of the new fund.</u> 	<p>Schoolwide Consolidation</p> <ul style="list-style-type: none"> For Schoolwide Title I buildings only. Certain Title funds, 31a (state funds), and general fund dollars may be combined. Specific fund identity is lost; however the <u>intent and purpose of each fund remains.</u>



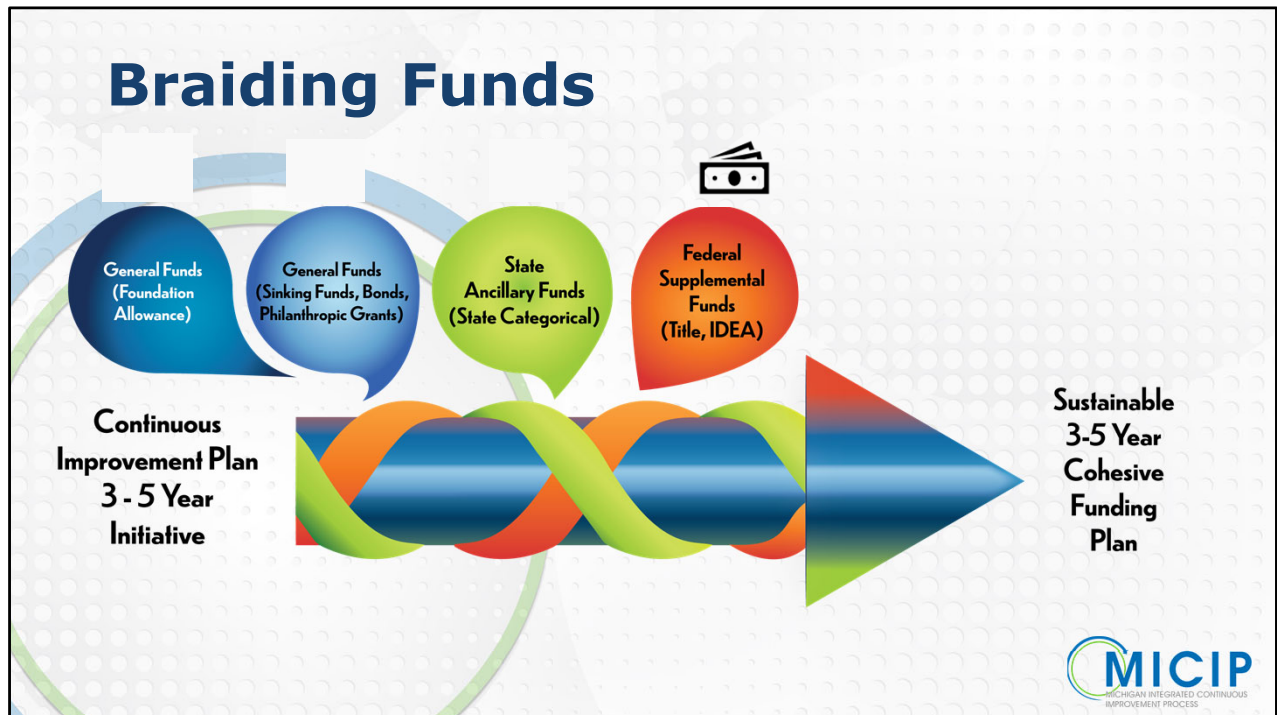
Braiding funds is a way for districts to use multiple federal, state, and local funding sources to support various parts of an initiative while maintaining their specific identity and purpose. Through an understanding of allowable uses and careful planning, the braiding of state ancillary, federal funds and general funds will provide resources for specific educational activities that support a given strategy.

Transferring is the process that is usable when a district can move funds from Title II, Part A and/or Title IV, Part A to another federal funding source the district receives. For programming purposes these funds lose their original identity and take on the new identity of the new fund source subject to all rules and conditions of that new fund source. Michigan’s current system has the funds retaining their full identity, but they take on the allowability of the fund source to which they were transferred. Therefore, the funds must meet the intent and purpose and all other applicable rules of the fund source that received the transfer.

Blending funds occurs when funding sources are combined under a set of single reporting and other requirements. As a result, resources contributed from each individual funding stream loses the original award-specific identity. Blending can occur through the process of Title I Schoolwide Consolidation.

Schoolwide Consolidation is a process that is only allowable for a Title I schoolwide building. This process allows for the blending of certain Title funds, 31a At-Risk

(state ancillary fund), and general fund dollars. The specific fund identity is lost while the intent and purpose for each remains the same.



As mentioned previously, **Braiding funds** is a way for districts to use multiple federal, state, and local funding sources to support various parts of an initiative while maintaining their specific identity and purpose.

When reading this graphic from left to right ...

In dark blue, **General Funds (Foundation Allowance)** represents the least restrictive funds available to a district. “Resource Equity” begins here and is the base for funding the operations of a district. Districts with multiple schools that utilize federal funds are required to have a written methodology for distributing non-Federal resources.

The light blue, **General Funds (Sinking Funds, Bonds, Philanthropic Grants.)** are local funds that are restrictive, which means that there are specific allowable uses of the available funds based upon law, community approval, or philanthropic grant specifications. District focus is maintained when bond issues and philanthropic grants are requested that are aligned to the district needs and selected strategy. Significant challenges occur when a district seeks funding sources followed by an attempt to create a connection with the allowable uses of the funds to support the continuous improvement plan.


In green, **the State Ancillary Funds (State Categorical Funds)** are State grant funds awarded to districts for specifically designed purposes that are outlined in law.

Finally, the orange, **Federal Supplemental Funds (Title, IDEA, food programs, etc.)** are dollars provided by the federal government, allocated by MDE according to established guidelines, made available upon approval of allowable activities, and paid as a reimbursement of expenses incurred by the district.

Braiding Funds Example: Literacy Initiative

Develop a system to ensure administrators, teachers, and other key stakeholders implement the applied methodology of GELN Literacy Essentials across the district to align curricula, instructional practice, and resources for optimal student gains in literacy skills.

Funding Source	Budget Item Description
General Funds	Salary & benefits for instructional and non instructional staff, transportation, facilities...
Local Philanthropic Literacy Grant	Creation of diverse classroom libraries.
Sec. 31a At-Risk	MTSS, Support staff (Salary & Benefits) , security, school-wide Tier I evidence-based practices, parent engagement.
Sec. 35a(5) Literacy	5% for Literacy Essentials Professional Development, 5% for data analysis training, remainder of funds support additional instructional time.
Sec. 35a(9) Literacy	Summer school program for identified third grade students.
Title I, Part A	Salary & benefits: Reading Specialist, paraprofessionals, intervention instructional materials, parent engagement...
Title II, Part A	Professional Development: Coaches , Literacy Consultant, training materials, staff training time stipends...
Title IV, Part A	Support staff (counselor, social worker) , parent engagement, professional learning for effective use of technology...
Regional Assistance Grant	Additional time programs (before, after, summer school), instructional materials, equipment, instructional staff , professional learning for systems reconfiguration and literacy...
Child and Adult Care Food Program	Reimbursement for afternoon snack and supper.
Meet Up & Eat Up Program	Summer meals reimbursement program.



Notice that the chart is color coded to align with the braiding graphic at the bottom of the slide, and that the items mentioned align with the challenge statement seen at the top right. Here, the blue general funds (that make up the state foundation allowance and local taxes) fund staff salaries & benefits, transportation, facilities and more. A philanthropic grant focuses on diverse classroom libraries, and green state ancillary funds some support staff salary & benefits, professional development, summer school, and other possible items.

In reviewing the federal funds in orange, it is important to note that the district collaborated with the Regional Field Services Consultant to ensure that budget items are allowable and coded correctly. Here you will notice that salaries and benefits are highlighted as they were in the previous slide. As the district identifies needs and roles for individuals within the district, a person's salary and benefits can often be funded through multiple funding streams. When this occurs, it is essential that the staff member knows and can account for the time spent doing the work funded by each source. Remember, federal funds are provided as a reimbursement, therefore this information is valuable for demonstrating the work was completed and paid by the district. It is essential that the building leader, grant manager, and fiscal office establish a clear system for accurately recording the employee's time and effort for reporting and the development of an effective and efficient reimbursement process. Recording the work and resulting student outcomes is also highly valuable data for monitoring and evaluating the program.

A district funding plan will include specific details for each line, such as including the staff member name, task, the amount of time (FTE) is funded for that task, accompanied by the allocated figure. For professional development, the district may indicate a topic, date, number of participants, and the allocated funds. The summer school program for identified third graders would encompass several lines detailing items such as staff and materials.

Transferring Title Funds

- What is the purpose of transferability?
 - “The purpose of [transferability] is to allow LEAs the flexibility to target Federal funds to the programs and activities that most effectively address the unique needs of the LEA.” ESEA Sec 5102
- Why is transferability helpful?
 - The integration of funding sources provides an opportunity for additional flexibility of allowable uses of program specific funds.



Transferability is the flexibility provided by ESSA to move federal funds from one program to other Title programs. A district may choose this option to fund an activity that is not allowable through Title II, Part A and/or Title IV, Part A, however, is allowable under another program. Before making this decision **to transfer funds**, a district may ask questions like...

- What can be accomplished through transferring that cannot be accomplished through braiding?
- Do limits of the available funding for the desired allowable use exist that can be resolved by transferring funds?
- How will other priorities be impacted by transferring funds to resolve the identified limitations?

Which funds may be transferred?

Title II, Part A funds may be transferred to the following:

**Title I, Part A
Title I, Part C
Title I, Part D
Title III, Part A
Title IV, Part A
Title V**

Title IV, Part A funds may be transferred to the following:

**Title I, Part A
Title I, Part C
Title I, Part D
Title II, Part A
Title III, Part A
Title V**



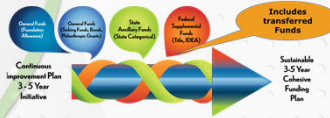
There are two funding sources that are transferrable – Title II, Part A and Title IV, Part A.

As seen in these charts, a district may choose to transfer funds into a variety of other federal program funding streams.

Transferred Funds Example: Literacy Initiative

Develop a system to ensure administrators, teachers, and other key stakeholders implement the applied methodology of GELN Literacy Essentials across the district to align curricula, instructional practice, and resources for optimal student gains in literacy skills.

Source Funding	Function Code	Function Code Name	Budget Item Description	Salaries	Benefits	Recipient Fund
Title IV, Part A	221	Improvement of Instruction	Instructional coach to provide professional development to K-8 staff on K-3 Literacy Essentials #4 & #5 (50 hours of services @ \$50/hour).	\$2,500	\$825	Transfer to Title II, Part A



In this example, the district determined the need to transfer funds from Title IV, Part A to Title II, Part A to fund an Instructional coach for ongoing training on implementing the applied methodology of GELN Literacy Essentials as seen in the strategy statement, with a focus on Essentials four and five.

Blending Funds

“Financial assistance is ***combined*** [emphasis added] under a single set of reporting and other requirements, and resources contributed from each individual funding stream lose their original award-specific identity.”

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Only Title I Schoolwide buildings are eligible for Schoolwide consolidation. The District forms that must be submitted to MDE are located on the MDE website.



If the district determines limits of the available funding for the desired allowable use are not resolved through braiding and transferring, then blending funds via Schoolwide Consolidation may be another option to consider. **It is important to note that blending or schoolwide consolidation can only occur at a Title I schoolwide building.**

When thinking about blending funds, one might consider the analogy of a fruit smoothie. Before blending, the fruit in the blender maintains the unique characteristics of each type of fruit. After the blending process, you have a refreshing glass of fruit smoothie with the specific identity of the berries, pineapple, orange, and lime have been lost to create a single unique fruit beverage. In a similar way, when a district blends funding sources for a building, the award-specific identity is lost even though the intent and purpose for the use of each of those funds must still be met.

Consolidating funds in a schoolwide program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated schoolwide pool to support any activity of the schoolwide program without regard to which program contributed the specific funds. A schoolwide school must identify in its schoolwide plan which programs are included in its consolidation and the

amount each program contributes to the consolidated schoolwide pool. *[Section 1114(b)(2)(A)(iii)]*

Blender and fruit: This Photo by Unknown Author is licensed under CC BY-NC-ND

Blending Funds

- General funds (State Aid and local tax revenue),
- Title I, Part A
- Title II, Part A
- Title III
- Title IV, Part A
- Title V
- Section 31a (state funds)



In Michigan, a district choosing to blend funds may consider some of the following fund sources in which they receive an allocation:

General funds (State Aid and local tax revenue)

Title I, Part A

Title II, Part A

Title III

Title IV, Part A

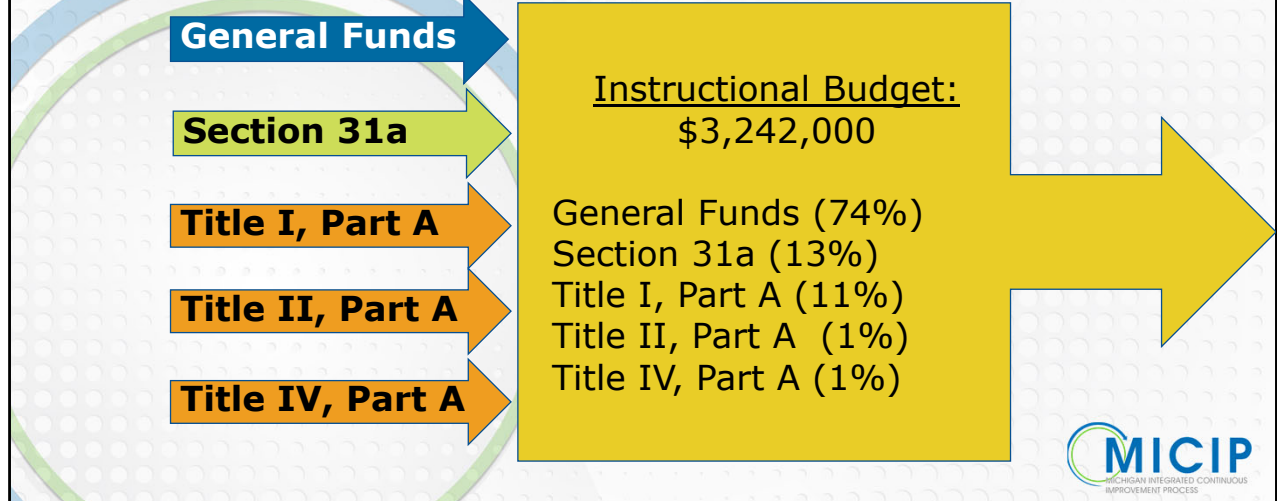
Title V

Section 31a (state funds)

Blending Funds Example: Literacy Initiative

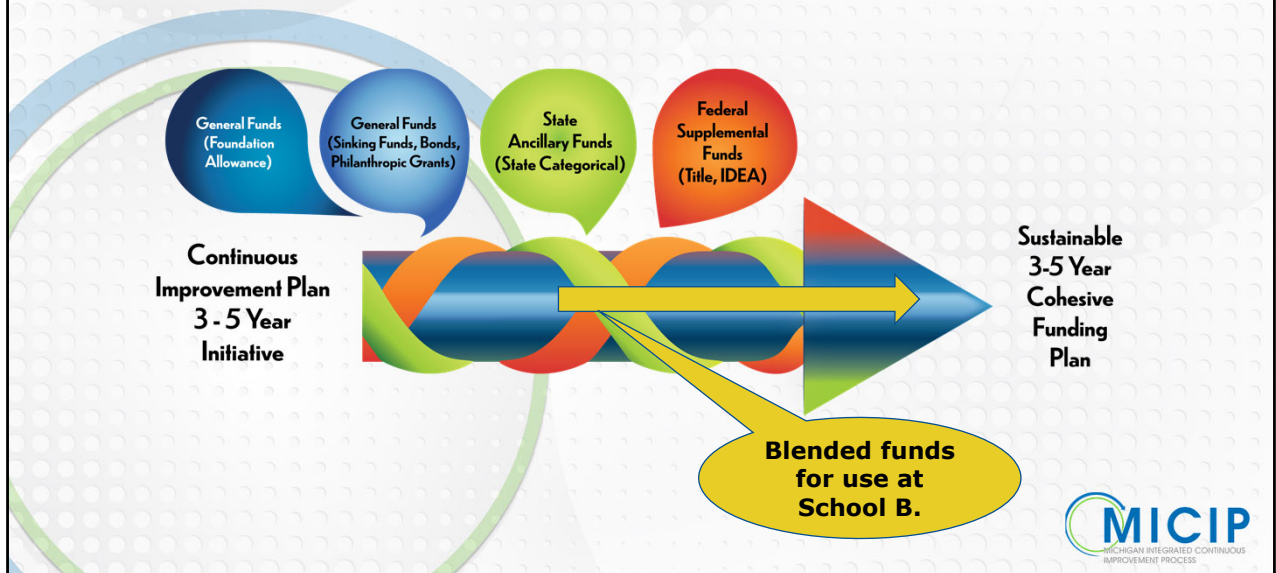
Develop a system to ensure administrators, teachers, and other key stakeholders implement the applied methodology of GELN Literacy Essentials across the district to align curricula, instructional practice, and resources for optimal student gains in literacy skills.

Funds are blended at "School B" while **maintaining the intent and purpose of each funding stream.**



School B has an enrollment of 420 students and is part of an urban district with three other buildings. The funds in this slide have been selected to be consolidated (blended) to address the strategy of implementing the applied methodology of GELN Literacy Essentials while maintaining the other academic programs at the building. This visual shows the percentage of funds making up the consolidated fund budget. The district utilizes the funds the same way as any of the available funding sources thus increasing the flexibility by reducing the limits of the available funds. Though each fund loses its individual identity, the intent and purpose of each funding stream remain. To accomplish this task, the district maintains records to demonstrate Time and Effort as explained in the Unified Guidance document. Additionally, the business office tracks the expenditures by individual funding stream to reflect a single building budget as a portion of the funds received by the district through each funding stream.

Blending & Braiding Funds Example: Literacy Initiative



A quick review of the graphic from earlier in the presentation shows how the blended funds from the school B example on the previous slide becomes part of the district braided model for funding all the district's strategies.

MDE Link to Schoolwide Consolidation

• https://www.michigan.gov/mde/0,4615,7-140-81376_51051-254873--,00.html

• Blending funds can only be done at the school level for Title I schoolwide buildings and **must receive prior approval by MDE.**

The screenshot shows the Michigan Department of Education website. The header includes the MDE logo, a search bar, and navigation links for 'MDE Home' and 'Top Topics'. A left sidebar contains a menu with items like 'State Board of Education & Superintendent', 'Top 10 in 10', 'Academic Standards', 'Career and Technical Education', 'Early Learners and Care', 'Educator Services', 'Family Engagement', 'Flexible Learning Options', 'Food & Nutrition Programs', 'Grants', 'Health & Safety', 'MDE Operations', 'School Performance & Supports', 'Accountability', and 'Ann Arbor'. The main content area is titled 'MDE | SCHOOL PERFORMANCE & SUPPORTS | FIELD SERVICES' and features a section for 'Title I, Part A Schoolwide Consolidation (Updated 5/6/20)'. This section explains that consolidated Title I, Part A Schoolwide Programs are authorized under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), as an alternative to operating categorical programs as separate services. It states that in a Title I, Part A Schoolwide Consolidation, Title I, Part A funds and other Federal education programs are used only to supplement the total amount of funds that would, in the absence of Federal funds, be provided from non-Federal sources for that school, including funds needed to provide services for children with disabilities and children with limited English proficiency. It is the district's responsibility to ensure that all children in a school by intentionally coordinating instructional programs and consolidating financial resources. A Title I, Part A Schoolwide school receives all the State and local funds it would receive if it were not a Title I, Part A Schoolwide school and that State and local funds are distributed fairly and equitably to all schools in the district. For questions regarding Consolidated Title I, Part A Schoolwide Programs, please contact the Office of School Performance & Supports (OESP) at 517-241-6971. For assistance with accounting or other financial services, please contact Shoua Vang, OESP Financial Services, at 241-5388 or VangS1@michigan.gov. Below this text is a section titled 'Title I, Part A Schoolwide Consolidation Resources' with a bulleted list: 'Title I, Part A Schoolwide Fiscal Guidance', 'Required Templates 1-5 and Guide to Implementation (Updated 5/6/20)', 'Required Template 6' (with sub-items 'Long Version' and 'Short Version'), and 'Drawing and Charging Funds in the Title I, Part A Schoolwide Consolidation (Updated 4/24/2018)'.

This slide provides the MDE link with further details concerning blending or consolidating federal funds for a school building. As a reminder, when a district is considering this option, **it is imperative that there is clear communication with the district's Regional Field Services Consultant** because there are certain templates that must be submitted and approved by the MDE.

Braiding & Blending Considerations

Braid Funds

Strategy is funded by multiple sources.

Individual fund identity remains.

Intent & purpose remains.

Do limits of the available funding for the desired allowable use exist?

If yes, consider transferring.

Transfer Title Funds

Allows the LEA flexibility to use funds in the programs and activities that most effectively address their needs.

Allowability guidelines and intent & purpose change to those of the new funding source.

Do limits of the available funding for the desired allowable use still exist?

If yes, consider schoolwide consolidation if applicable.

Schoolwide Title I Consolidation

Schoolwide Title buildings only

General Fund, 31a, and certain Title Funds.

Specific fund identity lost.

Intent & purpose of all funds remain.

Will consolidating available funding provide for the desired allowable use



In summary, a continuous improvement plan may be funded through braiding and/or blending a variety of funding streams. Braiding funds maintains individual fund identity, intent and purpose, and may be combined with either transferring or blending. Transferring allows the LEA flexibility to use funds in the programs and activities that most effectively address their needs. Blending combines multiple funding streams to address the resource need through Schoolwide consolidation. Title I Schoolwide consolidation combines funds and enables those funds to be utilized in the same way as all the various blended funding streams.

Some questions to consider in this process include:

- Do limits of the available funding for the desired allowable use exist? If so, can transferring federal funds provide the additional flexibility needed?
- What aspects of the strategy can be funded through schoolwide consolidation that cannot be funded through braiding and transferring?

Leadership Collaboration

- Consistent collaborative dialog amongst district leadership **enables the alignment of various funds to academic and non-academic goals established within the continuous improvement plan.**
- **Ensures compliance** with various guidelines of each funding source.



This presentation addresses a portion of the complexities that districts face when allocating funds to support the continuous improvement plan. Consequently, it is worth repeating the importance of consistent collaborative dialog among district leadership for the alignment of funds to the continuous improvement plan while ensuring compliance to the various guidelines of each funding source.



Resources

Levin, McEwan, Belfield, Bowden, Shand (2018)
*Economic Evaluation in Education: Cost Effectiveness
and Benefit-Cost Analysis* 3rd Edition. Thousand Oaks,
CA: Sage Publications.

Newcombe, Douglas L. (2019), *Understanding
Michigan's Public School Finance System* 6th Edition,

<https://gfoa.org/pk-12budget>

<https://www.gfoa.org/pk-12-budgeting-academic-roi>

https://www.michigan.gov/mde/0,4615,7-140-81376_51051-254873--,00.html

<http://www.ed.gov/programs/titleiparta/fiscalguid.doc>

MICIP

The resources provided here were utilized in the development of this presentation and may be accessed for further personal study.

Contact Information

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**At-Risk/EL &
Immigrant/Migrant/Homeless/MTSS**
General Number: 517-241-6974
- Michigan Integrated
Continuous Improvement
Process
[https://www.michigan.gov/mde/0,4615,
7-140-81351_92325---,00.html](https://www.michigan.gov/mde/0,4615,7-140-81351_92325---,00.html)



Thank you to the MICIP team, the MDE Curriculum and Instruction Unit, Grants, Contracts, and School Support Unit, Fiscal Unit, School Nutrition Programs Unit, School Improvement Support Unit, Special Populations Unit, State Aid & School Finance Office, Regional Support Unit, and MSBO partners for aiding in the development this presentation.

For additional questions you may contact the Michigan Department of Education. We wish you well on your journey as you serve the children and families of Michigan.