

Community of Practice Virtual Sessions for Teacher Vacancy Grantees: Process for Sustainability Planning

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Jan. 2025

isbe.net | air.org



Welcome!

- Name
- District/Organization
- What has been the greatest achievement or lesson learned from engaging in the Teacher Vacancy Grant?



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Session Agenda

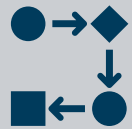
- I. Importance of sustaining the Teacher Vacancy Grant outcomes
- II. Starting the Sustainability Process
- III. Braiding and Blending Funds
- IV. Example resource
- V. Closing



Objectives

- Participants will understand the process to determine initiatives focused on teacher recruitment and retention that should be sustained.
- Participants will explore resources that will help to braid and blend funds to sustain the Teacher Vacancy Grant work.

Continuing the Teacher Vacancy Grant (TVG) efforts: Sustaining Outcomes

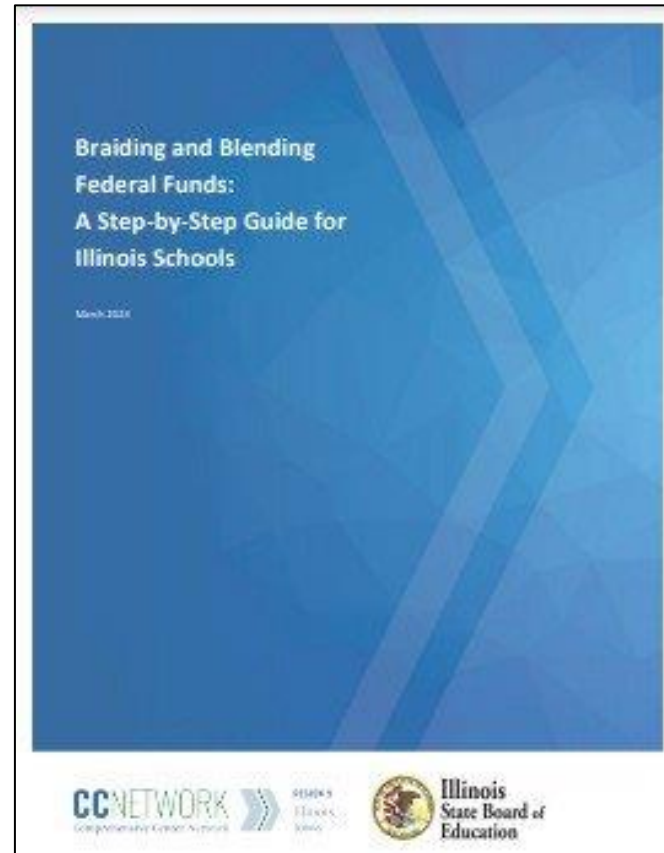


Why is it important to sustain the TVG outcomes? Be specific about the impact that has been made.



What systems and processes will support sustainability?

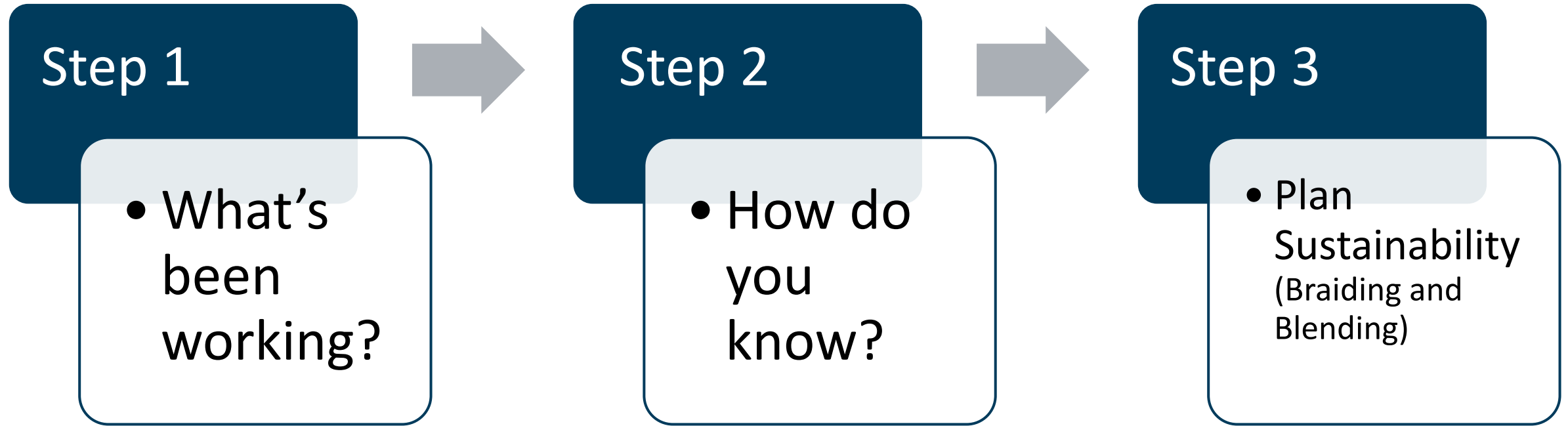
Strategically Planning to Braid and Blend Funds



Where to Start: The Sustainability Process

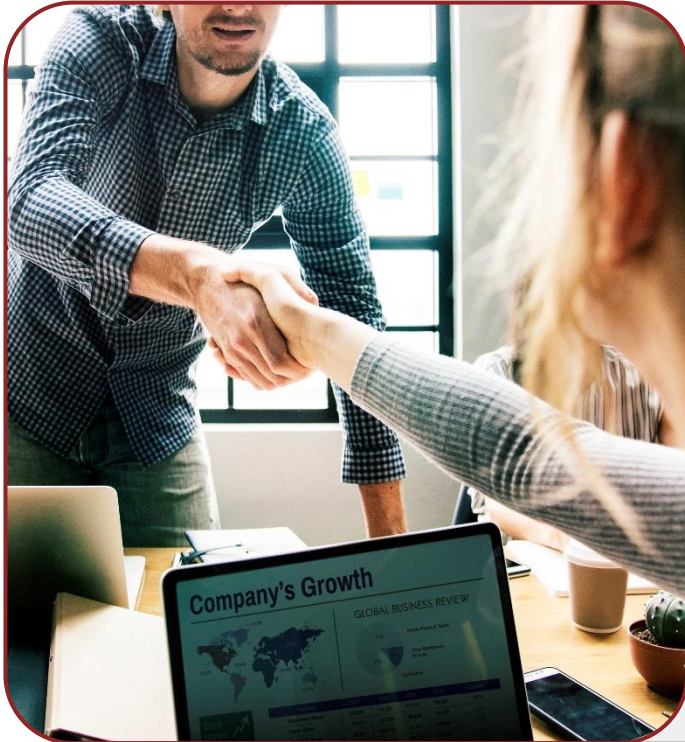


Sustainability Process



Sustainability Process Questions Discussion

12 minutes



On the next three sustainability slides, review the process step questions and answer the reflection questions in the Padlet.

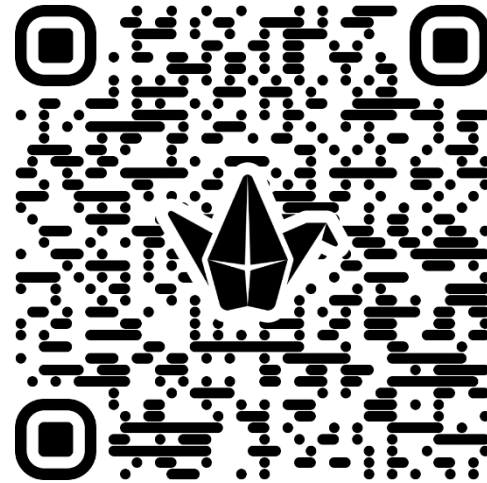
Reflection Questions:

1. Why are these questions important to this process?
2. What other questions should be considered?
3. How would you capture these kinds of reflections?

(1) Tell Your Story: What's Been Working?

- What are you communicating to the field? To your stakeholders?
- What outcomes have you seen?
- Student outcomes?
- Teacher outcomes?

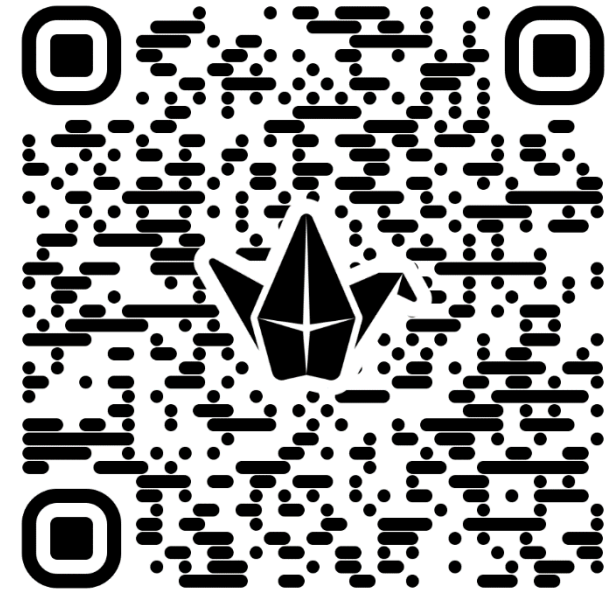
<https://padlet.com/lkimmel18/1-tell-your-story-what-s-been-working-pogmfbksl13n54nu>



(2) How Do You Know?

- What data are you leveraging?
- How are you analyzing the data?
- Who needs to be involved in the analysis?

<https://padlet.com/lkimmel18/2-how-do-you-know-fygsq7dvu496peo1>

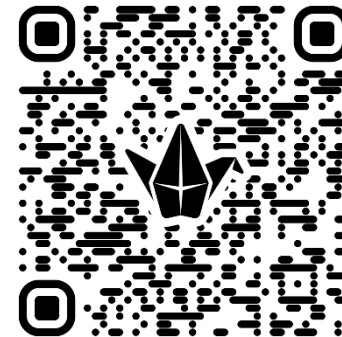


(3) Plan Sustainability

- What is worth sustaining?
- What are the short-term vs. long-term impacts?
- What systems and processes need to be in place for sustainability?

<https://padlet.com/lkimmel18/3-plan-sustainability-ryxhoh45tdj9tk25>

- What funding do we need to sustain?
- What funding is available?
- How can we braid funds?



Braiding and Blending Funds




“I am honored to be part of such a dynamic and inclusive educational environment.”


— **BRAMARAMBICA PAVULURI**
LONG BEACH ELEMENTARY SCHOOL, OSWEGO CUSD 308

READ ABOUT AMBICA'S TEACHING JOURNEY.

THE ANSWER IS *teaching* | ILLINOIS STATE BOARD OF EDUCATION



“The Teacher Vacancy Grant was a pivotal support in my journey. It enabled me to pursue my Master's degree, which was instrumental in my transition from a substitute teacher to a fully certified educator.”



THE ANSWER IS *teaching* | ILLINOIS STATE BOARD OF EDUCATION

Blending

- Combines funds from multiple sources into a single pot for a common purpose or initiative
- Funding sources lose their individual identity
- The blended pot of funds has its own reporting requirements



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U.S. Department of Education. (2022). Blending and Braiding: Using Different Funding Streams to Meet the Needs of the Whole Child. <https://www.youtube.com/watch?app=desktop&v=VGOWG09AUOc>

Braiding

- Coordinates funds from different sources for one purpose or initiative
- Funding sources keep their specific identity
- Each of the funding streams maintains its own reporting requirement



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U.S. Department of Education. (2022). Blending and Braiding: Using Different Funding Streams to Meet the Needs of the Whole Child. <https://www.youtube.com/watch?app=desktop&v=VGOWG09AUOc>

Reflect and Share

- Think about a time when your school or district successfully used multiple funding sources for an initiative.
 - What strategies worked well?
 - What obstacles did you encounter?

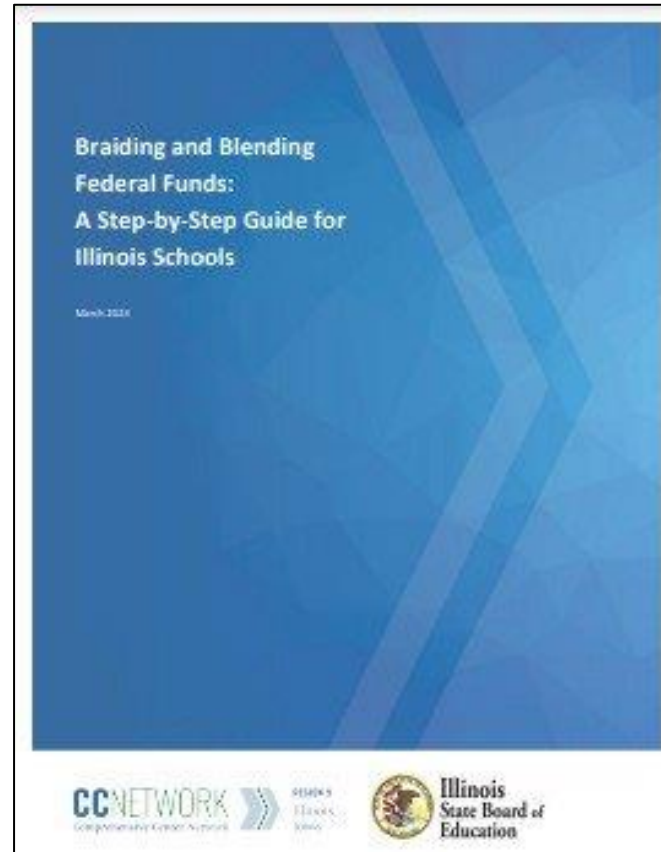


Braiding Funds Example



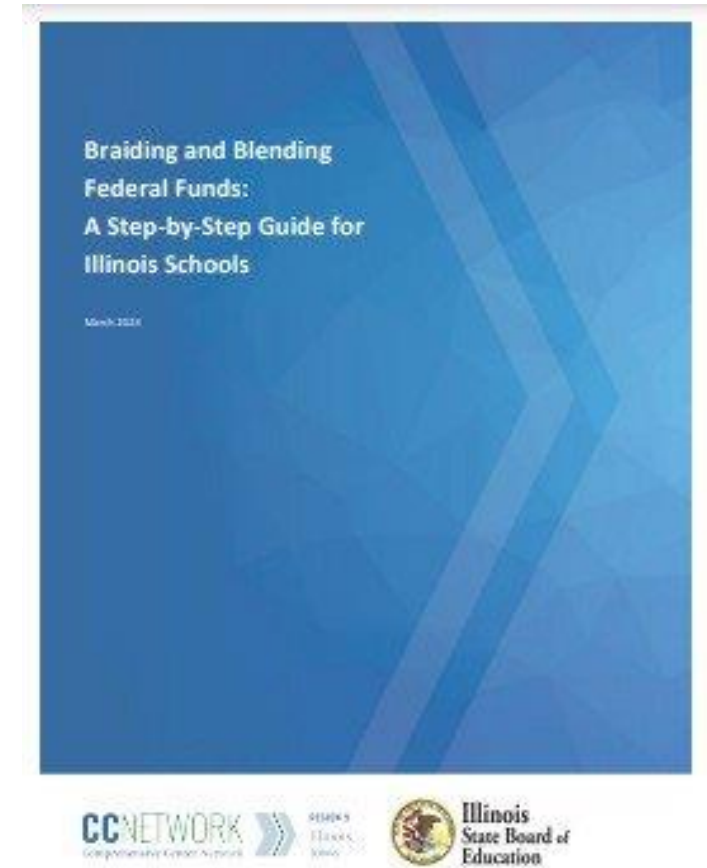
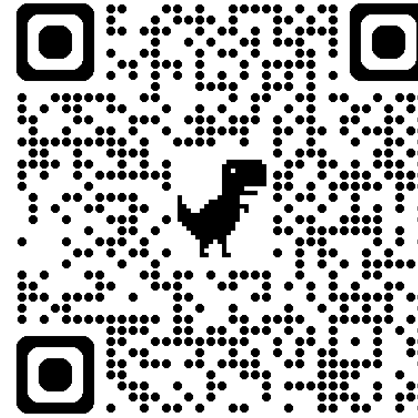
<https://www.ed.gov/about/initiatives/raise-bar/raise-bar-eliminate-educator-shortage>

Braiding and Blending Federal Funds: A Step-by-Step Guide for Illinois Schools



Braiding and Blending Federal Funds: A Step-by-Step Guide for Illinois Schools

- Audience:
 - Local Education Agencies (LEAs) in Illinois
 - District leaders, including principals and superintendents
 - School administrators and staff involved in funding and resource allocation
- Purpose:
 - To provide a comprehensive guide on how to braid and blend federal funds effectively



Region 9 Comprehensive Center. (n.d.). *Illinois Braiding and Blending Guide*. <https://region9cc.org/sites/default/files/Illinois-Braid-Blend-Guide-508.pdf>

Steps in Braiding and Blending

1

Step 1: Comprehensive
Needs Assessment

2

Step 2: Reflect on
Resources Needed

3

Step 3: Implementing,
Monitoring, and
Modifying Plans

Step 1: Comprehensive Needs Assessment

- Helps local stakeholders and system leaders understand how the pieces of a complex educational system interact address to improve performance
- Review of relevant data (variety of sources)
- Local **stakeholders** should lead the process (school staff, parents, a diverse assortment of leaders, external support providers, and even students)
- The findings from the needs assessment represent the foundation for building the plan

Step 1: Conduct a Comprehensive Needs Assessment

What initiative or activity has been identified as a need or priority?

Step 2: Reflect on Resources Needed

- Identify funding sources
- Determine which funds can address specific components of the plan

Step 2: Reflect on Resources Needed	
What local, state, and/or federal funds are eligible to braid or blend for this initiative?	What, if any, requirements are needed for specific funding streams?
Possible budgeting options for this initiative	

IL only allows for the blending of Titles I, II, and IV

Step 3: Implementing, Monitoring, and Modifying Plans

Step 3: Implementing, Monitoring, and Modifying Plans
Sustainability considerations
Next steps/questions to consider

Progress Monitoring

- Essential for the improvement process, based on established benchmarks
- Supports leaders in determining necessary modifications through regular data collection and analysis
- Regular Checks: Aim to have frequent progress checks instead of relying solely on annual or biannual student testing



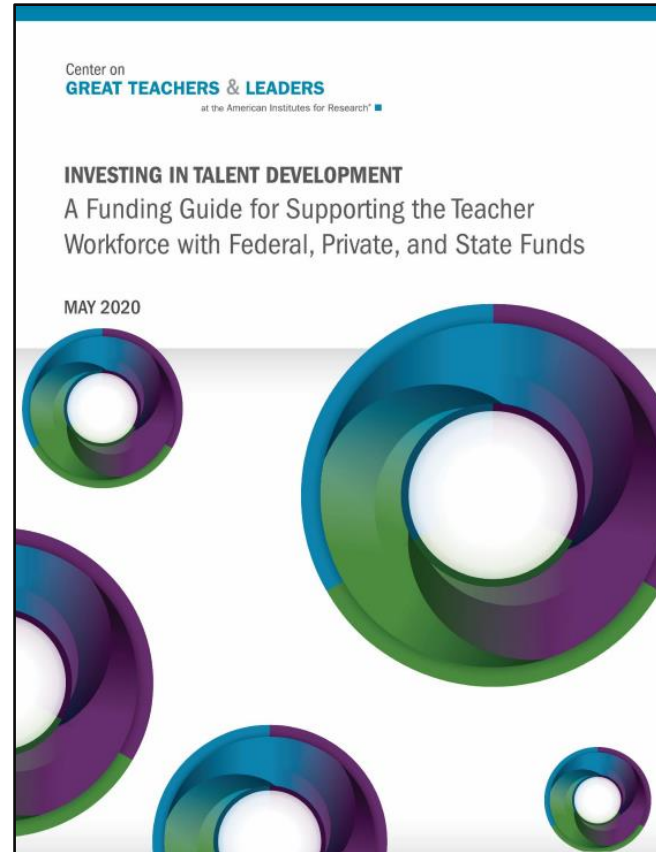
[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

Sustainability: Common Mistakes to Avoid

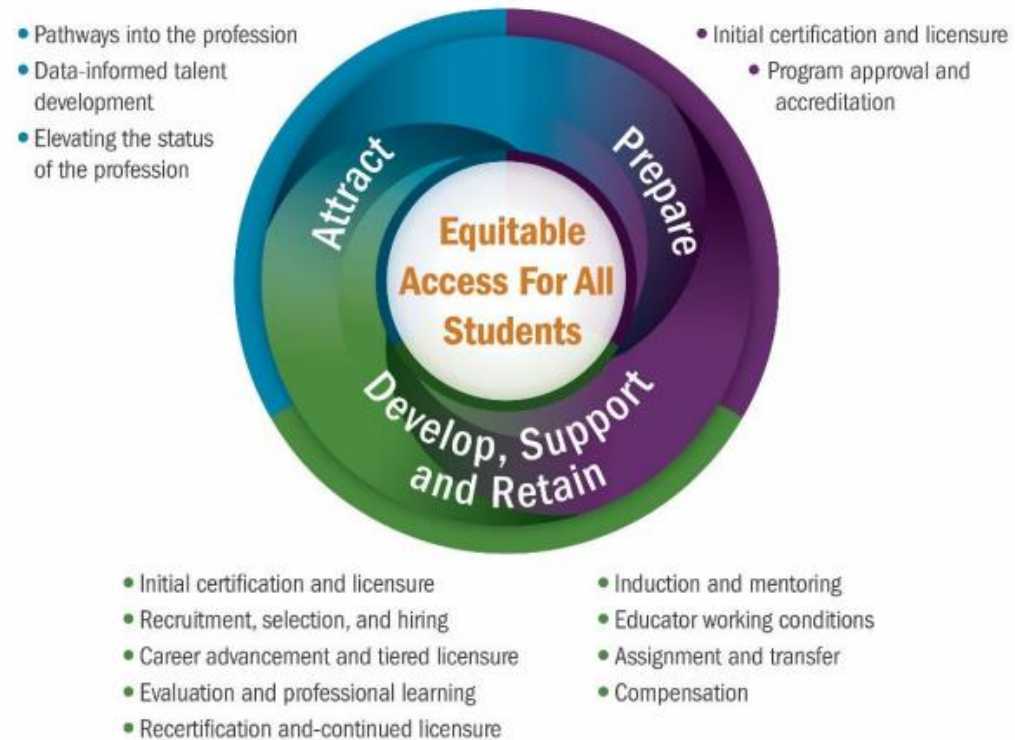
- Spending in a way that creates a disruptive fiscal cliff
- Offsetting lost funds due to permanent enrollment declines
- Issuing problematic procurement contracts that come back to haunt leaders
- Deploying funds inequitably across schools
- Failing to make sure the school district community sees and values investments
- Investing without demonstrating real results for students

The Edunomics Lab at Georgetown University (2021)

Resource



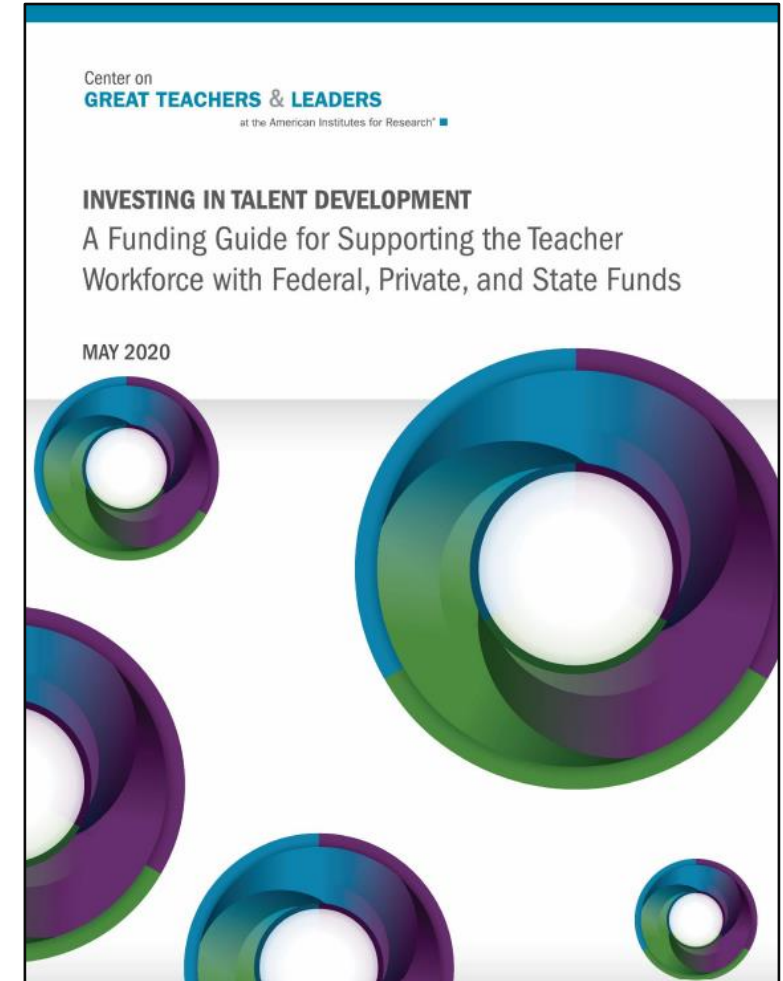
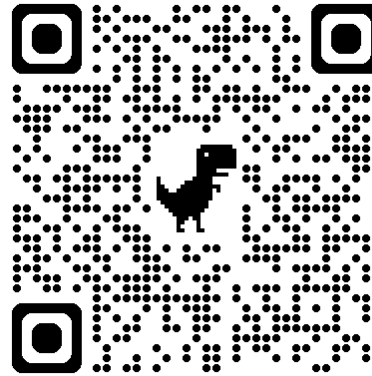
Talent Development Framework



American Institutes for Research. (2020). *Talent development framework*. https://www.air.org/sites/default/files/2024-05/Talent_Dev_Framework_06_16_20.pdf

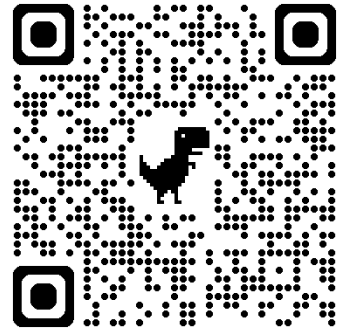
Shortages Funding Guide

Identifies potential funding that can be leveraged by state education agencies (SEAs), local education agencies (LEAs), and educator preparation providers to address teacher professional growth and talent development across the full educator career continuum.



American Institutes for Research. (2020). *Talent development framework: Funding guide*. https://www.air.org/sites/default/files/2024-05/TDF_Funding%20Guide_06_16_20.pdf

Funding Charts



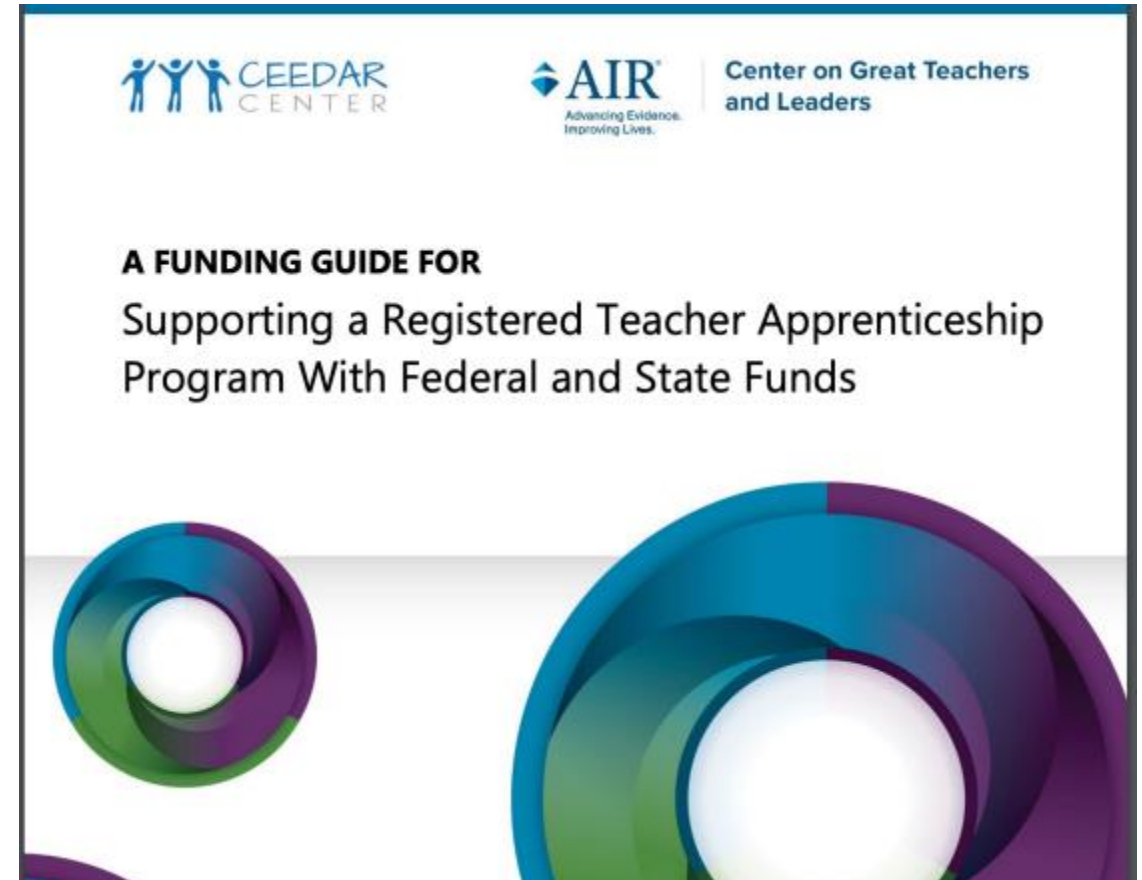
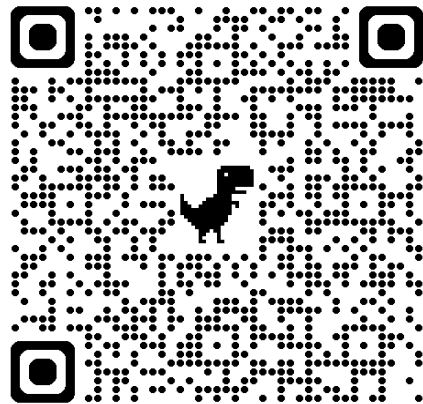
	Attract			Prepare		Develop, Support, and Retain								
	Grow Your Own	Alternative Programs	Incentives (e.g., scholarships, loan forgiveness)	Initial Certification	Accreditation	Recruitment, Selection, and Hiring	Credential Reciprocity	Assignment and Transfer	Recertification and Continued Licensure	Career Advancement and Tiered Licensure	Mentoring and Induction	Evaluation and Professional Learning	Compensation	Working Conditions
School Improvement Funds: ESEA, Title I, Section 1003			•			•			•	•	•			
Improving Basic Programs Operated by LEAs: ESEA, Title I-A						•				•				
Preparing, Training, and Recruiting High-Quality Teachers and Principals: ESEA, Title II-A	•	•	•	•		•	•		•	•	•	•	•	•
Teacher and Leader Incentive Fund Grant: ESEA, Title II-B	•		•	•		•		•		•	•	•	•	
Supporting Effective Educator Development (SEED) Grants: ESEA, Title II-B, Subpart 4, Section 2242	•	•	•	•		•		•	•	•	•	•		
Small, Rural School Achievement (SRSA) Program: ESEA Title V, Part B, Subpart 1	•	•	•	•		•	•	•	•	•	•	•	•	
Rural and Low-Income School (RLIS) Program: ESEA Title V, Part B, Subpart 2	•	•	•	•		•	•	•	•	•	•	•	•	
Student-Centered Funding Pilot: ESEA, Section 1501(b)(2)	•	•									•			
Personnel Development to Improve Services and Results for Children with Disabilities: IDEA, Subchapter IV (Part D Discretionary/Competitive Grants)			•	•	•				•	•	•	•		

Summary of Funding

Small, Rural School Achievement (SRSA) Program: ESEA Title V, Part B, Subpart 1	
Eligible entities and funding mechanism	
Eligible entities: LEAs that meet certain criteria Mechanism: Annual entitlement grants administered by the U.S. Department of Education. LEAs apply for funding directly through Grants.gov.	
Resources	
Program information: https://www2.ed.gov/programs/reapsrsa/index.html Program webinar: https://www2.ed.gov/programs/reapsrsa/reapwhatleasneedtoknowinfy2019presentation.pdf	
Authorized activities	
The purpose of the SRSA program is to fund initiatives in rural LEAs focused on increasing academic achievement. SRSA funds may be used for any activities authorized under ESEA Title IA, IIA, III, IVA, and IVB. Allowable activities include:	
<ul style="list-style-type: none">• Mentoring and Induction• Recruitment and Retention• Professional Development• Teacher Leadership	<ul style="list-style-type: none">• Career Ladders/Teacher Advancement• Teacher and Leader Academies• Teacher and School Leader Residencies• Merit-Based Compensation

Registered Teacher Apprenticeships Programs (R-TAPs)

The funding guide is designed to support states, districts, and educator preparation programs with R-TAP with a list of a variety of funding sources to support the program implementation and apprenticeship success needs.



American Institutes for Research. (n.d.). *Funding guide: Supporting registered teacher apprenticeship program with federal and state funds*. Retrieved from <https://www.air.org/resource/funding-guide-supporting-registered-teacher-apprenticeship-program-federal-and-state-funds>

Shortages in Special Education Toolkit: Strategies Funding Guide

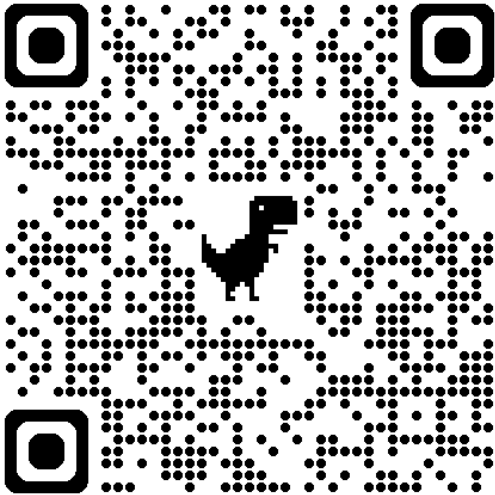
Center on
GREAT TEACHERS & LEADERS
at the American Institutes for Research®



Shortages in Special Education Toolkit: Strategies Funding Guide

Potential Funding Sources	Pathways Into the Profession		Attract					Prepare					Retain																
			Recruitment, Selection, and Hiring			Preparation Program Content & Pedagogy		Cert	Program Approval/Imps	Professional Learning and Support		Career Advancement		Teaching Conditions															
	Grow Your Own	Alternative Programs	Status of the Profession	Incentives	Preparation Program Recruitment & Selection Practices	District Recruitment & Hiring Practices	Credential Reciprocity									Workforce Diversity	Professional Standards, Preparation Program Standards, & Advanced Teaching Standards	Evidence-Based Practices	EPP & District Partnerships	Practice-Based Coursework & Clinical Experiences	Initial Certification	Accreditation	Continuous Improvement	Educator Evaluation and Professional Learning Systems	Alignment from Preservice to Inservice	Mentoring and Induction	Recertification and Continued Licensure	Teacher Leadership	Tiered Licensure
School Improvement Funds: ESEA, Title I, Section 1003																													
Improving Basic Programs Operated by LEAs: ESEA, Title I-A																													
Preparing, Training, and Recruiting High-Quality Teachers and Principals: ESEA, Title II-A	•	•		•	•	•	•	•			•	•	•					•	•	•	•	•	•	•	•		•	•	•
Teacher and Leader Incentive Fund Grant: ESEA, Title II-B	•			•			•					•	•				•		•		•			•		•	•		•

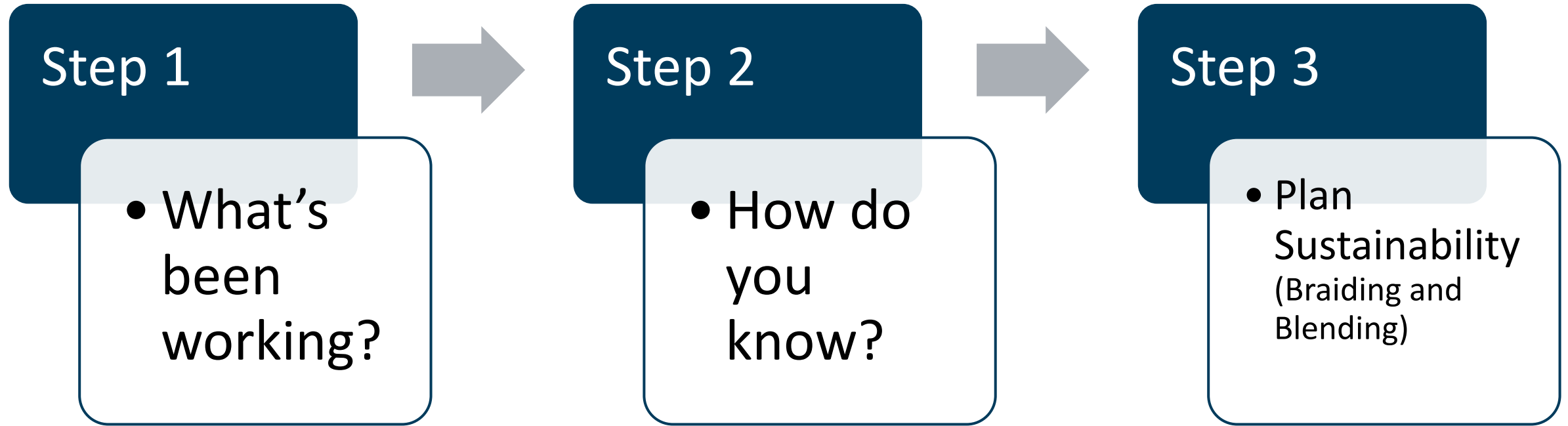
- <https://cedar.education.ufl.edu/wp-content/uploads/2024/09/StrategiesFundingGuide508.pdf>



Closing



Sustainability Process



Closing

Looking ahead, what's one change you could make in your district's funding strategy to ensure more efficient use of resources for your students?

<https://airtable.com/appQx5wFS9v3kHOf2/shrAiNXpg9YTsjAZb>



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