

2013-14 ND COMMUNITIES TOPICAL CALL SERIES

CALL RECAP

INNOVATIVE USES OF TITLE I, PART D, FUNDS: BLENDING AND BRAIDING MONDAY, SEPTEMBER 22, 2014

- [CALL RECORDING](#) (ADOBE CONNECT)
- [CALL SLIDES](#) (PPTX)

Determining how to use Title I, Part D funds is both an art and a science. The statute provides some guidelines but otherwise offers sub-grantees the flexibility to use funds in a way that suits the needs of their local contexts. In a tough economy, educational settings must look to creative ways to maximize service delivery for youth who are neglected and delinquent with strained state and local budgets. The [Innovative Uses of Title I, Part D Funds series of topical calls](#) addresses this challenge by reviewing references to the use of funds in the statute and non-regulatory guidance, promoting technical assistance strategies to encourage more creative uses of funds, sharing ways in which TIPD funds can and have been used effectively to promote programs, suggesting alternative funding sources to supplement TIPD, and discussing cost-benefit analysis as a tool to inform decisionmaking about Title I, Part D programming.

This document provides a summary of [the third and final topical call in this series](#). It discusses:

1. The difference between blending and braiding funds
2. Constraints on braiding and blending federal funding
3. Ways in which your fellow State Title I, Part D coordinators are currently or considering blending and braiding TIPD funds in Montana, Washington State, and Utah
4. Technical assistance resources to help you encourage your subgrantees to blend or braid their TIPD funds

OVERVIEW

NDTAC State Liaison, Lauren Amos, began the call with an introduction to the concept of blending and braiding funds, the extent to which federal funds may be blended and braided, and a discussion of model efforts around the country. Following a discussion of programs supported (or planned support) by blended and braided Title I, Part D funds in Utah, Washington State, and Montana, call participants were encouraged to share examples of their efforts or brainstorm about their desires to blend and braid funds. To conclude the call, Lauren Amos reviewed a number of technical assistance resources on blending and braiding funds.

TOOLS, TIPS AND TAKE-AWAYS

What is the Difference Between Blending and Braiding Funds?

- **Blending of funds:** Two or more sources of funds are put together for a specific purpose and track expenditures as if they were one (i.e., cannot discern how each fund source is allocated)
- **Braiding of funds:** Two or more sources of funds are put together for a specific purpose in such a way that the funds can still be accounted for separately

Constraints on Blending and Braiding Federal Funds

- Historically both practices have been discouraged; presently, practice of braiding funds has been allowed, even encouraged, in at least the last three reauthorizations of the Elementary & Secondary Education Act (ESEA)
- NCLB requires all funds spent to have an impact on student learning and must be planned to be spent according to a needs assessment that is based on hard data, not opinion or perception.
- Only certain programs may be blended; Funds may **not** be transferred from Title I.
- There is a limit on the amount of funding which may be blended.
- Braiding funds might lead a school system close to the "supplement vs supplant" issue; funds from NCLB Title programs are to be supplemental in nature.

Examples of Efforts to Blend and Braid Title I, Part D Funds

- **Washington State (Subpart 2).** Education Advocate Program
- **Utah (Subpart 1).** Blending and braiding TIPD, DJJS, state, and/or OJJDP funding to support: (1) training local educators and Department of Juvenile Justice Services (DJJS) staff, (2) transition services, (3) academic services, and (4) career and technical education.
- **Montana (Subpart 2).** Considering braiding Title I, Part A, Part D, Title X (homeless), Title III (LEP) and Title VII (Indian Ed.)
- Interagency strategic and fiscal planning and relationship building are key to effective blending and braiding

ADDITIONAL RESOURCES

- [A Self-Assessment and Planning Guide: Developing a Comprehensive Financing Plan to Support Effective Systems of Care](#)
- [Blending and Braiding Funds to Support a System of Care](#)
- [Critical Financing Strategies with System-Level Outcomes, Indicators, Data Sources, and Data Analysis Plan \(Table\)](#)
- [Blending And Braiding Funds And Resources: The Intermediary As Facilitator](#)
- [Collaborative Funding Strategies](#)
- [Mix and Match: Using Federal Programs to Support Interagency Systems of Care for Children with Mental Health Care Needs](#)
- [Blending and Braiding Funding Strategies: What are they and how do you make them work?](#)
- [Cross-Systems Financing Project Report](#)
- [Guide to Blending & Braiding](#)