



 PowerSchool

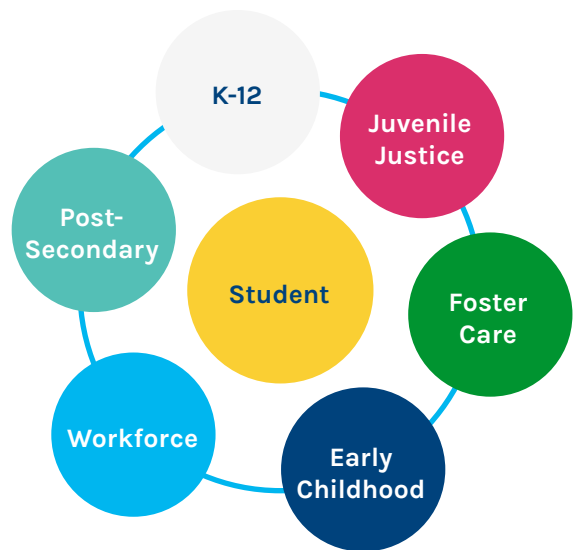
# Funding PowerSchool's Connected Intelligence

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An explanation of how to leverage your general operating budget and federal funding sources, including COVID-19 emergency relief funds, to invest in Connected Intelligence by PowerSchool.

## Connected Intelligence: The Power of Data-as-a-Service (DaaS)

Connected data systems promise to bring early childhood, K-12, post-secondary, workforce development, and other interagency data together to provide a holistic picture of cradle-to-career data trends. With the right architecture in place, well-designed P20W\* data systems promise inferential and causal insights about key education and workforce programs to inform state policy, redirect program investments, and optimize support to improve people's lives.



## Funding Overview

To achieve these goals, districts and state governments can utilize (and often combine) key funding sources to achieve more unified data and deliver powerful insights for decision-makers.

### ONGOING FUNDS

- General Fund
- ESEA
- IDEA
- Carl Perkins CTE
- WIOA
- Childcare & Development

### COMPETITIVE FUNDS

- Statewide Longitudinal Data Systems
- Workforce Data Quality Initiative

### ONE-TIME FUNDS

- ESSERs I, II, III
- State & Local Fiscal Relief Funds

\*P20W = Preschool through K12, Higher Education, and Workforce

# Towards a Funding Rationale: Key Benefits of Connected Intelligence



PowerSchool recommends districts and states emphasize the following benefits when presenting state or federal funding rationales:

- Connected Intelligence enables secure, streamlined data collection, makes that data observable and searchable, and structures it so disparate data sources are unified to deliver crucial systemwide, school, and classroom insights—with built-in security, data governance, and data privacy.
- With Connected Intelligence, states and districts enjoy specific data benefits with an extensible, commercially off-the-shelf solution that ultimately delivers high value when integrated with a capable data analytics platform like PowerSchool Unified Insights™:
  - Operational and transactional analysis of structured, semi-structured, and unstructured data
  - Built-in FERPA-aligned data governance, security, and privacy
  - Up-to-date frequent data refreshes such as near-real-time, hourly, or several times a day with pre-built P20W data connectors
  - Access to the entire data set without limitation on data elements, fields, or the number of years of data
  - Archive historical data for legal, federal, and ad hoc requests while eliminating the risk of security breaches—without impacting the source system performance
  - Critical functionality for projects requiring data discovery, data exploration, ad hoc querying, and building artificial intelligence (AI)/machine learning (ML) models
- Data insights derived from a modern P20W platform such as Connected Intelligence provides critical information to leaders about student, staff, and system needs and how to best meet them. Concrete examples include:
  - Collecting and analyzing school data to conduct quick-cycle action planning to address students' needs—including academic, and social and emotional learning—impacted by the pandemic.
  - Timely, valid data insights help administrators, coaches, and teachers better understand student learning progress and needs to inform instructional planning and shifts in practice. Connected Intelligence can support professional learning focal areas and clarify educator supports.
  - Using Connected Intelligence, states and districts can strengthen their Plan-Do-Study-Act (PDSA) continuous improvement cycles by comparing historical data to post-program implementation data, conducting quasi-experimental studies via data comparisons, and informing decision-making to drive strategic planning and budgeting.

# ONGOING FUNDS

## General Operating Fund (State and Local Funding)

The general operating fund is the first option for state agencies, school districts, and other key entities to advance connected data systems. Ensuring that student and family/caretaker data is accurate and connected across vital information and education systems—spanning several state departments and local education and service agencies—is critical to providing connected, timely data insights on student learning and program effectiveness.

If you're replacing existing systems to bring all data in one place and achieve a clear picture of school performance, general funds can be redirected for investment in PowerSchool's Connected Intelligence platform.

General funds can also be "ESSER-enabled." By using ESSER funds to cover COVID-related expenses previously paid for with general funds, such as health and safety measures, student devices, or temporary staffing costs, general funds can be freed up for other purposes.

## Elementary and Secondary Education Act (ESEA)— Reauthorized as Every Student Succeeds Act (ESSA)

ESEA is the flagship national education law to provide equitable resources for students with the greatest needs, promote school and district quality and transparent reporting, and strengthen educator supports, among many other purposes. Funds authorized under ESEA are allocated annually from the U.S. Department of Education to states and, ultimately, districts and schools.

### Title I, Part A

**Title I funds** may be leveraged to improve district reporting and consultation with stakeholders about aggregate student and school performance and needs. In most, if not all cases, districts will select a district-wide Connected Intelligence solution from PowerSchool, exercising these funds in a "district-wide" approach. Given the emphasis of TIA funds to support schools with a high percentage of students who are low income and/or academically struggling, TIA funds should be utilized in proportion to these schools' needs for Connected Intelligence.



## Title I, Part B

[Title I, Part B funds](#) have the strongest alignment to data and reporting associated with Connected Intelligence. Title I, Part B provides funding for states to administer statewide assessments required by the law under Title I, Part A. This funding can be used to design state report cards and examine the supports needed to effectively use assessment data.

## Title II, Part A

[Title II, Part A](#) supports the preparation, training, and recruitment of high-quality teachers, principals, or other school leaders. Funds can be used for professional development related to data, including data use and privacy capacity building, equipping school leaders and other professionals to use achievement data to inform professional evaluations.

## Individuals with Disabilities in Education (IDEA) Act

[IDEA, Part B](#) provides annual formula funding to states and school districts to ensure that students with disabilities age 3–21 have access to a free and appropriate public education.

Funds reserved by the Secretary of Education can be used to provide technical assistance to states to improve state capacity to collect data related to IDEA reporting requirements.



# Carl D. Perkins Career and Technical Education Act

[Perkins V](#) state formula grants are intended to support state efforts to improve career and technical education (CTE) programs and overall system quality. A portion of all Perkins V state leadership funds must be used to support states' ability to report on learner performance within the law's performance accountability system. An allowable use of funds includes "enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes." These funds may also be used to improve data systems and related collection efforts on skills assessments.

## Workforce Innovation and Opportunity Act

Two [WIOA](#) programs are purposed specifically to support state data systems: Title I, Statewide Activities, and Title II, Adult Education & Family Literacy Act (AEFLA).

Title I of WIOA authorizes several interrelated funding streams to support job training and related services for unemployed and underemployed individuals and establishes an overarching governance and accountability system to track program impact. A portion of reserved statewide funds must be used to coordinate and align data systems to carry out activities related to the implementation of WIOA, including information technology solutions and data sharing processes and agreements. Additionally, some of these funds must be used to evaluate job training program performance data. States may also use these funds to provide technical assistance to local areas regarding data collection, entry, and related use.

Title II is the principal source of funding to states for adult education programs, purposed to assist adults to obtain the knowledge and skills necessary for employment and support the educational development of their children. A portion of AEFLA state leadership funds must be used to monitor and evaluate the quality of adult education and literacy programs. These funds may also be used for other statewide activities needed to implement AEFLA at the discretion of the state. Title II includes similar data provisions as Title I.

## Childcare & Development Block Grant

The [CCDBG Act](#) provides formula grants to states to help families with low and moderate incomes access childcare services for children 12 or younger. Funds can be used for professional development and training to empower the childcare workforce to use data for continuous improvement. Funds can also be used for program evaluation and outcomes measurement, including kindergarten readiness.

# COMPETITIVE FUNDS

## Statewide Longitudinal Data Systems

The [SLDS Grant Program](#) is a competitive, annual program providing funding for states to design, modernize, and implement state data systems that bridge silos and provide policymakers, state and local leaders, and the public better information about public program trends to inform decision-making. Grant awards typically fund 3-5 years of data initiatives, ranging from \$1.5-\$9M per state.

## Workforce Data Quality Initiative

[WDQI grants](#) are intended to support linkages between education and workforce data systems and to help develop and enhance existing statewide longitudinal data systems. These funds are specifically for improvement and modernization of state data systems. While the WDQI program is not explicitly authorized in WIOA, the U.S. Department of Labor uses the statutory flexibility of the law to implement this program.



# ONE-TIME FUNDS

## Elementary and Secondary School Emergency Relief (ESSER I, II, III) Funds

States may use [ESSER funds](#) for "emergency needs as determined by the State Education Agency to address issues responding to coronavirus." District-level funding is flexible, including the use of funds for any authorized activity under: IDEA; the Elementary and Secondary Education Act (ESEA); Perkins CTE; certain sections of the McKinney-Vento Homeless Assistance Act; The Native Hawaiian Education Act; the Alaska Native Educational Equity, Support, and Assistance Act; and the Adult Education and Family Literacy Act (AEFLA). Both SEA and LEA uses of funds may include investments in data systems, data-oriented professional development, and other data-use activities.

Consider state and district needs for connected data and timely insights. If your district experienced any of the below impacts of the COVID-19 pandemic, it is highly likely that ESSER funds can support the purchase of Connected Intelligence.

- Pauses in state-level assessments that create a need for reliable and frequent insights on student learning needs
- Downturns in student academic growth or achievement due to unfinished learning during the pandemic, make the need for data insights crucial to mobilize instructional support
- Rectify the decline in post-secondary enrollment rates nationally, measure and act on learning loss long-term, and meet each student where they are by providing personalized supplemental learning opportunities
- Siloed, disparate student and staff data sources making it inefficient, challenging, or impossible to develop a full picture of how schools are doing
- Inability to quickly understand whole child health—including, but not limited, to social-emotional health, engagement, and needs
- Extreme variability in how schools are accessing and considering key data metrics and using these to drive action
- Cumbersome, inefficient use of spreadsheets to conduct needs assessments and identify top strategic priorities at district level, instructional and behavioral priorities at school level, and interventions at class level



# State and Local Fiscal Relief Funds

The [American Rescue Plan](#) (ARP) provided funding to eligible state, local, and tribal governments to bolster their responses to the pandemic and its related economic impacts. Eligible recipients have broad flexibility in deciding how to best make use of these resources to meet their communities' needs.

These funds can be used to support data systems and related activities that bolster the public sector's capacity to respond to the negative impacts of the COVID-19 pandemic. These uses include efforts to "improve the design and execution of programs responding to the [pandemic] and to administer or improve the efficacy of programs addressing [the pandemic] or its negative economic impacts," among other enumerated eligible uses of funds.



## Where Can I Learn More?

PowerSchool's team is here to help you consider funding sources for your data modernization and decision-making needs. With decades of experience in public education policy and federal grants, we can help you in your journey.

**Reach out to [fundingsupport@powerschool.com](mailto:fundingsupport@powerschool.com) today,  
and our team will connect with you.**



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