Braiding Federal Grant Funds for Maximum Impact

National Criminal Justice Association
Disclaimer

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• Discuss why we should focus on leveraging federal funding.

• Define and discuss the value of collaborative models and define braided funding.

• Discuss the important factors for an SAA to consider when contemplating the development of a collaborative funding model with braided funding.

• Describe the steps to developing a braided funding model.
Why should we focus on leveraging federal funding?
Why?

One funding source cannot meet the full needs of the criminal justice system.

Using multiple funding streams helps to maximize impact.
More reasons why

PROJECTS CAN BE MORE STRATEGIC AND LESS SILOED.

PROJECTS CAN PROVIDE MORE SEAMLESS SERVICE DELIVERY.

PROJECTS CAN REDUCE RESOURCE GAPS.
Challenges of the Current Funding Structure

- Focus on compliance instead of performance or outcomes.
- Fragmentation, Overlap and Duplication.
- Traditional collaborations often involve systems/agencies working together but each remaining independent within the project.
Public funders must work together to make it easier for many more state, local and community providers “to use multiple funding streams in order to attain the scale needed to efficiently deliver high-quality services that result in meaningful outcomes for their target populations.”

Wallen, Margie and Hubbard, Angela. (2013), p 5.
What exactly are braided (and blended) funding models?
Blended vs. Braided Funding

• You will often hear the terms blended and braided funding used interchangeably.
  o They are not the same.
• Both can be legitimate ways of accounting of funds, but have a key difference.
Blended and Braided Funding

Both...
- Involve combining two or more sources (or “streams”) of funding
- Involve multiple organizations

But...
- Blended funding “commingles” funds.
- Discrete financial and programmatic reporting by source of funds is not possible as the funds lose their identity, can no longer track how they are used (services).

Braided Funding

Groups multiple funding streams toward one purpose while separately tracking and reporting on each source of funding.

Funds are managed by the recipient agency.

Wallen, Margie and Hubbard, Angela. (2013)
Concept Check-in

Which of these statements about braided and blended funding is true?

a) Both involve combining two or more sources (or “streams”) of funding to support a program or activity.

b) Blended funding combines, or “commingles,” multiple funding streams for one purpose without continuing to differentiate or track individual sources.

c) Braided funding groups multiple funding streams toward one purpose while separately tracking and reporting on each source of funding.

d) Both start with B

e) All of the Above
Challenges with Braided Funding

- Funding requirements
- Detailed tracking
- Resources
Why Isn’t Braiding Done More Often?

Laws, rules, and regulations placed on federal grant awards

Focus on compliance
What are important factors for an SAA to consider?
What to consider...

Strategic planning
- Stakeholder engagement
- Assessment of funding streams

Financial Management
- Know your requirements
- What to watch out for
Strategic Plan

- START THE CONVERSATION
- IDENTIFY PRIORITIES
- KNOW WHAT’S AVAILABLE
Takeaway

Engaging stakeholders and building rapport with other agencies and funders is key to a successful braided funding initiative.
Requirements to Note

- The applicable law of their jurisdiction
- Financial and administrative rules in the *DOJ Financial Guide*
- Other programmatic and technical requirements (for example, as set out in award conditions or contained in program-specific guidelines)
- All applicable uniform (grants) administrative requirements, cost principles and audit requirements set forth in 2 C.F.R. Part 200
- Other applicable law.

“All recipients and subrecipients are required to establish and maintain adequate accounting systems and financial records and to accurately account for funds awarded to them. Recipients must have a financial management system in place that is able to record and report on the receipt, obligation, and expenditure of grant funds.”
What to track?

- Federal funds awarded
- Federal funds drawn down
- Matching funds of State, local, and private organizations, when applicable
- Program income
- Subawards (amount, purpose, award conditions, and current status)
- Contracts expensed against the award
- Expenditures
- Performance measures
“Although physical segregation of cash deposits is not required, the accounting systems of all recipients and subrecipients must ensure that agency funds are not commingled with funds from other Federal or private agencies.”
Commingling of Funds

- Separate accounting
- No commingling funds on a program-by-program or project-by-project basis
- Funds specifically budgeted and/or received for one project may not be used to support another
- A system to adequately track funds according to each budget category must be put into place

“Supplanting is to deliberately reduce State or local funds because of the existence of Federal funds. For example, when State funds are appropriated for a stated purpose and Federal funds are awarded for that same purpose, the State replaces its State funds with Federal funds, thereby reducing the total amount available for the stated purpose.”
Supplanting Scenario #1

State funds are appropriated to hire 50 new police officers, and Federal funds are awarded for hiring 60 new police officers. At the end of the year, the State has hired 60 new police officers, and the Federal funds have been exhausted. The State has not used its funds towards hiring new officers, but instead reduced its appropriation for that purpose and assigned or appropriated the funds to another purpose.
Supplanting Scenario #2

A municipality has a full-time police officer on staff whose salary and benefits are budgeted for and paid from local and state funds. The police department’s Byrne JAG application created a communication's officer position. However, due to an unanticipated hiring freeze, they are unable to fill the position, some of the communications responsibilities are added to the police officer’s workload. Can Byrne JAG funding be used to pay for the officer’s time?
Supplanting Scenario #3

A county has a part-time Community Outreach worker who works 20 hours per week in Neighborhood X and is paid with state funds. Under a collaborative project using federal JAG funds, this worker begins to take on responsibility for managing the outreach efforts in Neighborhood Y, increasing his or her work week from 20 to 40 hours. Would it be supplanting to pay for the worker’s 20 hours per week in Neighborhood Y using JAG funds?
Potentially duplicative funding

Be aware of potentially duplicative funding

If you believe there is duplicative funding, notify DOJ
Takeaways

- The key to braided funding is that the funds never lose their identity allowing tracking from planning to final evaluation.
- Be aware of commingling of funds, supplanting and report potentially duplicative funding to DOJ.
- Communicate, communicate, communicate.
Steps for Developing a Braided Funding Model
How to get started?

- Start with a clear vision
- Understand your resources
- Create a strategy that maximizes those resources
- Focus on outcomes
- Engage stakeholders
- Collect data to provide feedback on the strategies
A Basic Decision Framework

Are we clear about the scope and goals of the collaborative project?

Have we identified our partners?

Have we determined that we (collectively) have the resources to meet our goals?

Have we identified our challenges and obstacles, and have we identified how we can address them?

Have we collectively determined how we will have met our goals?

A no to any of these questions suggests the plan needs further development before continuing.
Four Principles of Cross System Financing

1. Leadership and Collaboration
2. Collaborative Planning
3. Leverage and Maximize Different Funding Streams
4. Outcomes and Accountability
Phase 1: Identify Your Vision and Your Partners

- Identify priorities.
- Identify gaps.
- Identify partners and opportunities.
- Identify partner needs, interests and parameters.
Phase 2: Define Your Program

- Create an action plan.
- Seek consensus from partners.
- Continually reassess and adapt to assure the program design continues to address your goal.
Phase 3: Explore Financing Options

What funding streams (federal, state and local) already support the population or delivery of the intended services?

Identify key staff required to assist in assessing fit for a potential funding stream within the initiative.

What yet untapped funding streams are being considered for inclusion in the project?

What are the allowable and unallowable costs associated with each potential fund source and how does that compare with the needs of the intended population(s) to be served? This process highlights gaps when assessing your funding streams.
## Template A: Analyzing Your Funding Streams

<table>
<thead>
<tr>
<th>Byrne JAG (Federal)</th>
<th>Medicaid &amp; EPSDT (Federal/State)</th>
<th>AmeriCorps (Positions only- no $)</th>
<th>Grant X</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What population(s) do we intend to serve?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children/youth who meet the statutory definition of a habitual truant* but a truancy petition has not been filed with the court (and their parents/guardians)</td>
<td>Yes</td>
<td>Only if qualify for Medicaid</td>
<td>Yes</td>
</tr>
<tr>
<td>Children/youth who meet the statutory definition of a habitual *truant and a truancy petition has been filed with the court (and their parents/guardians)</td>
<td>Yes</td>
<td>Only if qualify for Medicaid</td>
<td>Yes</td>
</tr>
<tr>
<td>Children/youth whom school personnel (teachers, administrators, counselors, etc.) have identified as at risk for a potential truancy court filing (and their parents/guardians)</td>
<td>Yes</td>
<td>Only if qualify for Medicaid</td>
<td>Yes</td>
</tr>
<tr>
<td>Children/youth with whom the parent/guardian is requesting help regarding school attendance</td>
<td>Yes</td>
<td>Only if qualify for Medicaid</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Template B: Identifying Funding Gaps

<table>
<thead>
<tr>
<th>Other Expected Child/Youth/Family Concerns</th>
<th>Byrne JAG (Federal)</th>
<th>Medicaid &amp; EPSDT (Federal/State)</th>
<th>AmeriCorps (Positions only- no $)</th>
<th>Grant X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Foster Care</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>No</td>
</tr>
<tr>
<td>MH and/or Substance Use/Abuse Issues-Youth</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MH and/or Substance Use/Abuse Issues-Parents/Guardians</td>
<td>X</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Health Issues- Youth</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>No</td>
</tr>
<tr>
<td>Health Issues- Parent/Guardians</td>
<td>X</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Teen Parent</td>
<td>X</td>
<td>No</td>
<td>X</td>
<td>No</td>
</tr>
<tr>
<td>Risk of or becoming Homeless</td>
<td>X</td>
<td>No</td>
<td>No</td>
<td>X</td>
</tr>
</tbody>
</table>
### What are the services or interventions that are part of our program?

<table>
<thead>
<tr>
<th>Service</th>
<th>Byrne JAG (Federal)</th>
<th>Medicaid &amp; EPSDT (Federal/State)</th>
<th>AmeriCorps (Positions only - no $)</th>
<th>Grant X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Admission Screening</td>
<td>X</td>
<td>Yes - if deemed medically necessary</td>
<td>No</td>
<td>X</td>
</tr>
<tr>
<td>Participant Assessment of Need</td>
<td>X</td>
<td>Yes - if deemed medically necessary</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Multi-Disciplinary Staffings</td>
<td>X</td>
<td>Yes - if deemed medically necessary</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School Attendance and Service Plan</td>
<td>X</td>
<td>Yes - if deemed medically necessary</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Case Management</td>
<td>X</td>
<td>Yes - if deemed medically necessary</td>
<td>No</td>
<td>X</td>
</tr>
<tr>
<td>Parent/Guardian MH Counseling</td>
<td>X</td>
<td>Yes - if deemed medically necessary</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Child/Youth MH Counseling</td>
<td>X</td>
<td>Yes - if deemed medically necessary</td>
<td>No</td>
<td>X</td>
</tr>
<tr>
<td>Rental Assistance</td>
<td>X</td>
<td>No</td>
<td>No</td>
<td>X but 6-month cap</td>
</tr>
<tr>
<td></td>
<td>Byrne JAG (Federal)</td>
<td>Medicaid &amp; EPSDT (Federal/State)</td>
<td>AmeriCorps (Positions only- no $)</td>
<td>Grant X</td>
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<td>--------------------------------------------------</td>
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</tr>
<tr>
<td><strong>What are the services or interventions that are part of our program? (cont.)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian Drug/Alcohol Counseling</td>
<td>X</td>
<td>Yes- if deemed medically necessary</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Parent/Guardian Education</td>
<td>X</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Parent/Guardian Employment Services</td>
<td>X</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Transportation to school/appointments</td>
<td>X</td>
<td>Yes- if deemed medically necessary</td>
<td>No</td>
<td>X</td>
</tr>
<tr>
<td>Child/Youth Incentives</td>
<td>No- unless approved by BJA</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Child/Youth Mentoring</td>
<td>X</td>
<td>No</td>
<td>X</td>
<td>No</td>
</tr>
<tr>
<td>Educational Testing</td>
<td>Yes, but only if school is unable to provide</td>
<td>No</td>
<td>No</td>
<td>X</td>
</tr>
<tr>
<td>Tutoring/Educational Catchup</td>
<td>X</td>
<td>No</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Byrne JAG (Federal)</td>
<td>Medicaid &amp; EPSDT (Federal/State)</td>
<td>AmeriCorps (Positions only- no $)</td>
<td>Grant X</td>
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<td>----------------------</td>
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</tr>
<tr>
<td><strong>Where are we delivering the services?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Court Room- hearings</td>
<td>X</td>
<td>No</td>
<td>No</td>
<td>X</td>
</tr>
<tr>
<td>Office</td>
<td>X</td>
<td>X</td>
<td>No</td>
<td>X</td>
</tr>
<tr>
<td>Home</td>
<td>X</td>
<td>X</td>
<td>No</td>
<td>X</td>
</tr>
<tr>
<td>Community</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School</td>
<td>X</td>
<td>No</td>
<td>X</td>
<td>No</td>
</tr>
<tr>
<td><strong>Who will deliver the services?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truancy Program Coordinator</td>
<td>X</td>
<td>No</td>
<td>No</td>
<td>X</td>
</tr>
<tr>
<td>MH Provider</td>
<td>X</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Substance Use/Abuse Counselor</td>
<td>X</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>School Counselor</td>
<td>X</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Community Service Provider</td>
<td>X</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Tutor</td>
<td>X</td>
<td>No</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mentor</td>
<td>X</td>
<td>No</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Byrne JAG (Federal)</td>
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<td>----------------------</td>
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<tr>
<td>What will our services accomplish and how will we know?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Improved Attendance</td>
<td></td>
<td></td>
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<tr>
<td>Improved Grades/GPA</td>
<td></td>
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<tr>
<td>Improved Post-Test Score on the School Engagement Index</td>
<td></td>
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<tr>
<td>Decrease in new Truancy Court Filings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase in housing stability (days homeless)</td>
<td></td>
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<tr>
<td>What is the time frame for potential funding streams?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>36 months</td>
<td>As long as eligibility is retained by individuals</td>
<td>24 months</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Takeaway

Analyzing your funding streams and identifying funding gaps will allow you to determine which funding streams are appropriate.
Phase 4: Develop Your Coordinated Financing Plan

Components of a Coordinated Financing Plan

1. Program Budget
2. Cost Allocation
3. Front Door and Back Door Protocols
4. Tracking and Reporting
5. Financial Systems
6. Contracting
7. Quality Control and Staff Training
Phase 5: Implement, Track and Improve

- Constant communication with your partner agencies, including funders is vital
- Minimally plan for an annual review of the Financing Plan
- Update the plan
- Assess the value
Takeaways

- Phase 1: Identify your vision and your partners
- Phase 2: Define your program
- Phase 3: Explore financing options
- Phase 4: Develop your coordinated financing plan
- Phase 5: Implement, track and improve
Questions?
Grants Management Training
November 15-16, 1-4:30ET

- The virtual training will include presentations from the Department of Justice’s JustGrants team, programmatic updates and a conversation with Bureau of Justice Assistance (BJA) leadership, and an interactive session about the PMT with the DOJ Performance Management Team as well as a presentation from the Office of Chief Financial Officer (OCFO). Question and answer sessions will be held along with each presentation.
- In addition, interactive breakout sessions will allow grant managers to network and share questions and ideas on a variety of topics including tools and processes for administering the Coronavirus Emergency Supplemental Funding (CESF) and American Rescue Plan Act funds, transitioning funding to allow for the implementation of innovative programs, grant writing and submission through the JustGrants system, and prepping for and surviving a federal audit.
- The cost of registration is $165 per person
- You can find the registration information on the events page of the NCJA website.
Thank you!

strategicplanning@ncja.org