

American Recovery and Reinvestment Act (ARRA): Questions to Consider and Suggested Uses of Funds

What is ARRA?

The American Recovery and Reinvestment Act (ARRA) – a.k.a. the \$787 billion “economic stimulus package” – was passed by Congress and signed by President Obama in February 2009. ARRA provides over \$130 billion for education programs for Fiscal Year 2009. This unprecedented level of funding is generally available over the next two school years (2009-10 and 2010-11). The U.S. Department of Education (USED) has established four principles to guide the distribution and use of ARRA funds:

1. Spend funds quickly to save and create jobs
2. Improve student achievement through school improvement and reform
3. Ensure transparency and accountability and report publicly on the use of funds
4. Invest one-time ARRA funds thoughtfully to minimize the “funding cliff”

The distribution of more than half of the ARRA funds allocated to USED (i.e., a \$53.6 billion state fiscal stabilization fund) is conditioned upon states making key promises or “assurances” to advance certain reform efforts. The reform areas include (1) academic standards and assessments, (2) comprehensive data systems, (3) teacher effectiveness and equitable distribution, and (4) improving the lowest-performing schools. In addition, USED has identified a fifth priority ARRA reform area (5): “improving results for all students, including early learning, extended learning time, use of technology, preparation for college, and school modernization.” (See USED guidance: <http://www.ed.gov/policy/gen/leg/recovery/guidance/uses.doc>).

What’s the purpose of this guide?

This guide is intended to help state and local affiliates understand and plan for the unprecedented funding that is now being distributed by the federal government to state and local educational agencies – and to help affiliates organize members to ensure that ARRA funding is directed toward the most critical needs (e.g., preventing layoffs, preserving critical programs). Although most ARRA funds will be initially distributed to states, most of the decisions around the use of ARRA funds will ultimately occur at the local level. Therefore, this guide offers questions that all affiliates will need to address in order to maximize the use of ARRA funding. It also explains where to go for more information and offers possible suggestions on how to use ARRA funds. *Please note:* this guide is a

living document that will be updated periodically, especially as we receive more information from USED or affiliates. Please send your comments or questions to NEA Education Policy and Practice: Kay Brilliant (kbrilliant@nea.org), Tom Zembar (tzembar@nea.org), Robert Kim (rkim@nea.org) or Donna Harris-Aikens (dharris-aikens@nea.org).

Major ARRA funding areas and Table of Contents:*

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* This guide does not address Pell Grants and College Work-Study; those ARRA funds will be awarded to college students and higher ed institutions for the 2009-10 school year in accordance with the normal procedures for awarding such funds.

When will ARRA funds be available and to whom?

<u>Funding Area</u>	<u>When Available</u>	<u>To Whom (Initially)</u>
State Fiscal Stabilization Fund	April 1, 2009 (67%)	State governors
IDEA, Parts B and C	April 1, 2009 (50%)	Chief State School Officer
Title I, Part A	April 1, 2009 (50%)	Chief State School Officer
Vocational Rehabilitation	April 1, 2009 (50%)	states/VR agency
Independent Living	April 1, 2009 (100% of formula funding)	states/VR agency/IL Grant and OIB programs
Homeless Youth	April 10, 2009 (100%)	Chief State School Officer
Impact Aid	April 10, 2009 (100% of formula funding)	Eligible LEAs
Pell Grants	Summer/Fall 2009 (100%)	Directly to students
Work Study	Summer/Fall 2009 (100%)	Higher education institutions
State Fiscal Stabilization Fund	Summer/Fall 2009 (33%)	State governors
IDEA, Parts B and C	by September 30, 2009 (50%)	Chief State School Officer
Title I, Part A	by September 30, 2009 (50%)	Chief State School Officer
Title I School Improvement	Fall 2009 (100%)	Chief State School Officer
Enhancing Education through Tech.	Fall 2009 (100%)	Chief State School Officer
Vocational Rehabilitation	by September 30, 2009 (50%)	states/VR agency
Statewide Data Systems	Summer/Fall 2009 (100%)	SEA (competitive)
Teacher Incentive Fund	Summer/Fall 2009 (100%)	SEAs, LEAs, or partnership (competitive)
Teacher Quality Enhancement	Summer/Fall 2009 (100%)	partnership of higher ed/LEAs (competitive)
Impact Aid	by November 30, 2009 (discretionary grants)	Eligible LEAs
SFSF Race to Top Fund	Fall 2009 (30%)/Spring-Summer 2010 (70%)	State governors (competitive)
SFSF Innovation Fund	Fall 2009/Spring-Summer 2010 (<i>likely</i>)	LEAs, school districts, nonprofits (competitive)

How does ARRA funding relate to the usual federal appropriations for education?

For planning purposes, it is important to note that, for many major programs, ARRA funding has been provided *in addition to* significant federal educational funding appropriated by Congress in Fiscal Year 2009 or under consideration for FY 2010. To see a chart with state-by-state annual funding estimates including ARRA, see <http://www.ed.gov/about/overview/budget/statetables/10stbyprogram.pdf>.

How can ARRA help advance NEA's goals?

Here's a partial list of possible uses of ARRA funds that would advance NEA's Great Public Schools Criteria (<http://www.nea.org/home/12462.htm>):

- Prevent layoffs of teachers and education support professionals to the extent possible under each funding pool
- Block elimination of or cuts to programs that will be harmful to students and make it more difficult to close achievement gaps
- Improve teacher quality and knowledge through high-quality professional development and induction/mentoring programs
- Focus on addressing the needs of disadvantaged students, English Language Learners, and students with disabilities
- Target resources to turn around low-performing schools through teacher incentives, parental and community engagement, extended school hours/days, enhanced pre-K and other early childhood education programs, or comprehensive school-based services for children and their families
- Use KEYS (<http://www.keysonline.org>) to measure the needs of and improve low-performing schools
- Survey education employees on, and improve, working and learning conditions
- Expand programs for middle- and high-school students in order to increase graduation rates

Where can I find more – or share – information?

- For NEA affiliate staff and governance: Inside NEA ARRA webpage: <http://insidenea.nea.org/state/ARRA/Pages/Default.aspx>
- To share a story on how ARRA has affected your school or community: <http://www.nea.org/home/31061.htm>
- NEA's *Can Education Funds from the American Recovery and Reinvestment Act (ARRA) Be Used to Create and Save Educators' Jobs?* (April 25, 2009; http://www.nea.org/assets/docs/ARRA_funds_and_jobs.pdf)
- United States Department of Education's (USED) *American Recovery and Reinvestment Act of 2009: Using ARRA Funds to Drive School Reform and Improvement* (April 24, 2009; <http://www.ed.gov/policy/gen/leg/recovery/guidance/uses.doc>)
- USED's various guidance documents and fact sheets for the State Fiscal Stabilization Fund, Title I, IDEA, and other ARRA programs at: <http://www.ed.gov/policy/gen/leg/recovery/programs.html>
- Learning Point Associates' *Education Recovery and Reinvestment Center*: <http://www.learningpt.org/recovery/>, which has links to a large number of other organization's ARRA sites: <http://www.learningpt.org/recovery/other.php>.
- Education Week: Schools and the Stimulus, <http://www.edweek.org/ew/collections/schools-stimulus/index.html>

STATE FISCAL STABILIZATION FUND (SFSF) – FORMULA FUNDING: \$48.6 billion

Each State’s Governor must submit an application to receive their state’s share of funds. The “phase one” application became available on April 1. Approved states will receive 67 percent of their SFSF allocation within two weeks of submitting their applications. A phase two application for the remaining 33 percent is expected to be available in June.

States must meet four policy assurances to receive SFSF funds: (1) making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need; (2) establishing pre-K-to-college-and-career data systems that track progress and foster continuous improvement; (3) making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities; and (4) providing targeted, intensive support and effective interventions for the lowest-performing schools.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
1. Has the governor submitted the Phase 1 application for SFSF? 2. What will the state legislature do if the governor doesn’t intend to? 3. Who is in charge in your state: governor, a recovery “czar”, state legislature? 4. Has the governor decided when he/she will release	1. Who will decide local uses of SFSF \$? 2. Has LEA decided when it will spend SFSF funds (they are available for obligation until 9/30/2011)? 3. Is money enough to prevent all layoffs, budget cuts? 4. If there is extra money after preventing layoffs,	http://www.ed.gov/programs/statestabilization/applicant.html http://www.ed.gov/programs/statestabilization/applicant.html http://www.ed.gov/policy/gennleg/recovery/index.html	1. REQUIRED: Restore state support in Fiscal Years 2009, 2010, 2011 for public K-12 using the state’s primary education funding formula(e) to the greater of the level of such support in FY 2008 or 2008-09. 2. REQUIRED: Restore state support in Fiscal Years 2009, 2010, 2011 for public institutions of higher education to the greater of

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<p>funds to school districts and public institutions of higher education?</p> <p>5. Has state calculated its shortfall in “state support” for K-12 and higher ed?</p> <p>6. Is the state planning to use SFSF money to supplant planned education funding?</p> <p>7. Has the state decided what the primary state K-12 funding formula(e) is/are?</p> <p>8. Will charter schools be funded under this formula?</p> <p>9. Has the state decided how it will allocate funds to public institutions of higher education?</p> <p>10. Are stabilization funds enough to cover total state level education shortfall?</p>	<p>what will it be used for?</p> <p>5. Will SFSF funds be used to supplant state or local funds?</p> <p>6. Will any money be spent on school modernization?</p> <p>7. Will any money be used to meet Title I or IDEA MoE?</p> <p>8. How will SFSF impact collective bargaining agreements?</p> <p>9. How will SFSF \$ be combined with Title I, IDEA, and other funds?</p> <p>10. How will institutions of higher education use money?</p> <p>11. Are there plans on what to do once SFSF \$ is gone?</p>		<p>the level of such support in FY 2008 or 2008-09. (required)</p> <p>3. Prevent layoffs of teachers and education support professionals or create sustainable jobs that avoid the funding cliff.</p> <p>4. For LEAs, use money for any activity authorized under ESEA, IDEA, Adult and Family Literacy Act, or the Perkins Career and Technical Education Act or school modernization and repair (<i>See suggested uses for Title I, IDEA, and other programs that follow</i>).</p> <p>5. Because an LEA may consider Stabilization funds to be available for any activity authorized under Impact Aid (which is an activity in ESEA), the funds may be used to support</p>

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<p>11. If funds exceed the amount of state shortfall or there is no state shortfall, which districts will get SFSF funds under the Title I formula?</p> <p>12. Has the state made preliminary allocations to school districts and public institutions of higher education?</p> <p>13. Will the governor add additional requirements beyond those required by USED for LEA application to state for SFSF funds?</p> <p>14. Will the governor restrict how institutions of higher education can use funds?</p> <p>15. Will the state use any money for early childhood education?</p>	<p>12. What role will local association have?</p>		<p>both current expenditures and other expenses such as capital expenditures. Among other things, the Stabilization funds may be used for activities such as: paying the salaries of administrators, teachers, and support staff; purchasing textbooks, computers, and other equipment; supporting programs designed to address the educational needs of children at risk of academic failure, limited English proficient students, children with disabilities, and gifted students; and meeting the general expenses of the LEA.</p> <p>6. According to the SFSF guidance, examples of activities that an LEA might support with its funds in order to advance reform include [ideally these would</p>

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<p>16. Who will determine if the state has met, can meet or will meet the required assurances?</p> <p>17. How will the state meet the required assurances?</p> <p>18. Who will decide how to spend the 18.2% in flexible funds – will any be spent on education? School modernization?</p> <p>19. Has the state determined its method to calculate FY 2006 Maintenance of Effort requirement?</p> <p>20. Will the state request a waiver of SFSF FY 2006 Maintenance of Effort requirement?</p> <p>21. Will the state request approval to use SFSF funds to meet state-level MoE in</p>			<p>be done in collaboration with local association and/or bargaining teams]:</p> <p>1. <i>Improving teacher effectiveness and the equitable distribution of highly qualified teachers</i> by:</p> <ul style="list-style-type: none"> • Establishing fair and reliable evaluation systems that provide feedback, help educators improve, and ensure that poor performers are dismissed; • Establishing a system for identifying and training highly effective teachers to serve as instructional leaders and modifying the school schedule to allow for collaboration among the instructional staff; and • Implementing

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<p>IDEA or other programs?</p> <p>22. Is your state participating in the partnership for 21st Century Skills?</p> <p>23. Will the state request approval for districts to use stabilization funds to meet IDEA or Title I maintenance of effort (MoE) requirements? How does your state collect data around the type(s) intensity, quality, and effects of activities to recruit and retain highly qualified teachers?</p> <p>24. How does your state track the extent that teachers are participating in high-quality professional development (e.g., professional development that is sustained, intensive, and content-focused)?</p>			<p>innovative strategies for identification of, advancement of, and compensation for highly effective teachers and leaders.</p> <p>2. <i>Establishing data systems and using data for improvement</i>, including:</p> <ul style="list-style-type: none"> • Strengthening the use of longitudinal data systems to drive effective decision-making and continuous improvement efforts; and • Developing and providing intensive professional development on use of data to improve instruction. <p>3. <i>Turning around the lowest-performing schools</i> by:</p> <ul style="list-style-type: none"> • Attracting teams of committed educators

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<p>25. How has your state specified the knowledge that teachers should have and identify the professional development experiences that will enable teachers to learn?</p> <p>26. What type of data systems does your state have/use to track teacher working conditions and how conditions impact issues on teachers' recruitment & retention, teachers' classroom practices, and overall the impact on the composition of the district's teaching workforce?</p> <p>27. How is your state addressing the issue that students in schools that are traditionally disadvantaged continue to not have equitable access to highly</p>			<p>who are compensated for taking on new assignments and roles in a school in corrective action or restructuring;</p> <ul style="list-style-type: none"> • Extending time for learning, including activities provided before school, after school, during the summer, or over an extended school year; • Providing intensive, year-long teacher training in reading that aggressively works on improving students' oral language skills and vocabulary or, in some other way, builds teachers' capacity to address academic achievement

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<p>qualified and experienced teachers?</p> <p>28. What is the role of your association in all of the above?</p>			<p>problems;</p> <ul style="list-style-type: none"> • Strengthening and expanding early childhood education; • Providing intensive training to all teachers in new curriculum and the use of assessment data to improve instruction; and • Using high-quality, on-line courses as supplemental learning materials to help secondary students meet core content requirements.” <p>7. An LEA may not use Education Stabilization funds for –</p> <ul style="list-style-type: none"> • Payment of maintenance costs; • Stadiums or other facilities primarily used for athletic

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
			<p>contests or exhibitions or other events for which admission is charged to the general public;</p> <ul style="list-style-type: none"> • Purchase or upgrade of vehicles; • Improvement of stand-alone facilities whose purpose is not the education of children, including central office administration or operations or logistical support facilities; • Financial assistance for students to attend private elementary or secondary schools, unless the funds are used to provide special education and related services to students with disabilities, as authorized by the

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			<p>IDEA;</p> <ul style="list-style-type: none"> • School modernization, renovation, or repair that is inconsistent with State law; or • Restoring or supplementing a “rainy day” fund. <p>8. Public higher education institutions may use funds for education and general expenditures, in such a way as to mitigate the need to raise tuition and fees for in-State residents; or modernization, renovation, or repair of IHE facilities that are primarily used for instruction, research, or student housing, including modernization, renovation, and repairs that are consistent with a recognized green-building rating system.</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
			<p>9. IHEs may not use funds:</p> <ul style="list-style-type: none"> • To increase its endowment; • Maintenance of systems, equipment, or facilities; • Modernization, renovation, or repair of stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public; or • Modernization, renovation, or repair of facilities – <ul style="list-style-type: none"> (a) used for sectarian instruction or religious worship; or (b) in which a substantial portion of the functions of the facilities are

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			subsumed in a religious mission.

STATE FISCAL STABILIZATION FUND – COMPETITIVE FUNDING (RACE TO THE TOP FUND): \$4.35 billion

Secretary Duncan will issue awards to states which make significant progress in meeting ARRA’s four policy assurances. The application and guidance are not yet available. Initial awards are expected in late Fall, with most funds being awarded in Spring 2010.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. Who will decide if the state applies for an incentive grant in FY 2010?</p> <p>2. How will it determine that is has made “significant progress” on above assurances?</p> <p>3. Who will decide what to say in application about use of funds?</p> <p>4. How will it use funds to close achievement gaps?</p> <p>5. Will any money be spent on Teacher Working Conditions surveys, alternative compensation, incentives for NBCTs, incentives for hard-to-staff</p>	<p>1. What will school districts use money for?</p> <p>2. Will charter schools get money?</p> <p>3. What role will local association have?</p> <p>4. Impact of Incentive Grant funds on collective bargaining agreements (compensation, benefits or working conditions)?</p>	<p>http://www.ed.gov/programs/statestabilization/index.html</p> <p>http://www.ed.gov/policy/gen/leg/recovery/index.html</p>	<p>1. Advancing fairer and more accurate models of assessment and accountability.</p> <p>2. Implementing multiple measures of student learning including the use of locally-designed assessments, performance assessments, and portfolios.</p> <p>3. Implementing state of the art longitudinal P-20 data systems that include appropriate protections on use of teacher identifiers that work across state lines.</p> <p>4. Fostering teaming and partnering among higher ed,</p>

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<p>schools and positions (including special ed/ELL), P21 standards and assessments?</p> <p>6. How will your association influence whether state applies and if so, what it asks for?</p> <p>7. How will you monitor and influence implementation?</p> <p>8. How will the state's progress in closing achievement gaps be evaluated?</p> <p>9. Who will decide if state allocates more than 50% of incentive grant funds to LEAs?</p> <p>10. How will funds be allocated to charter schools?</p> <p>11. What will state do with</p>			<p>K-12, ESPs and retired professionals to improve learning and working conditions in elementary and secondary schools in order to improve equity in teacher distribution.</p> <p>5. Advocating parent/family/community outreach programs that are tied to improving low-performing schools by increasing student achievement, closing gaps, increasing graduation rates and transforming schools.</p> <p>6. Purchasing data systems and technology, implementing and providing professional development for staff on Response-to-Intervention student data systems.</p> <p>7. Create assessments that use principles of universal</p>

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<p>its state level share of money?</p>			<p>design for learning (UDL) to more appropriately evaluate the skills of students with disabilities and ELLs.</p> <p>8. Implementing professional development for classroom educators on how to effectively use data to improve instruction.</p> <p>9. Implementing high-quality residency and induction programs for new teachers to improve effectiveness.</p> <p>10. Developing models for effective interventions in low-performing schools.</p> <p>11. Provide compensation – both financial and benefits – for accomplished teachers to go to and stay on hard-to-staff schools.</p> <p>12. Working with other state agencies to provide</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
			<p>coordinated and comprehensive services to students and their families, including developing community schools which offer such comprehensive services.</p> <p>13. Improving the quality of preK programs and improving the coordination of such programs with elementary schools.</p> <p>14. With Association input, implementation of a statewide teacher working conditions survey and determining use of the data - how conditions impact issues on teachers' recruitment & retention, teachers' classroom practices, and overall the impact on the composition of the district's teaching workforce.</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
			<p>15. Implementation of strategies to help states address the challenges for some types of teachers to demonstrate subject matter knowledge in the classes they teach (notably middle school teachers and teachers of students with disabilities).</p>

STATE FISCAL STABILIZATION FUND – COMPETITIVE FUNDING - INVEST IN WHAT WORKS & INNOVATION: \$650 million

Secretary Duncan will issue grants to Local Education Agencies (LEAs), or partnerships of a non-profit and one or more LEAs or a consortium of schools that have shown progress in closing achievement gaps. The application and guidance are not yet available. Initial awards are expected in late Fall, with most funds being awarded in Spring 2010.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. What role, if any will the state have in encouraging/promoting LEAs to apply for these grants?</p> <p>2. What LEAs or partnership of nonprofit organizations or consortia of schools have made significant gains in closing the achievement gap can the state identify that may wish to apply for funds?</p>	<p>1. What role will local association have?</p> <p>2. Will LEA partner with non-profit, private sector or philanthropic community or apply as a consortium of schools?</p> <p>3. Has the applicant met the eligibility requirements?</p> <ul style="list-style-type: none"> a. Significantly closed achievement gap b. Exceeded AYP for 2+ consecutive years c. Significantly improved in other areas such as graduation, recruitment/placement of high quality 	<p>http://www.ed.gov/programs/statestabilization/index.html</p> <p>http://www.ed.gov/policy/gen/leg/recovery/index.html</p>	<p>1. With input of local association, teachers and ESPs, identifying and creating “model” laboratory public, non-charter schools that incorporate all the NEA elements of a great public school, including appropriate class size, positive working conditions, collective bargaining or collaborative decisionmaking, curriculum, professional pay for teachers and salaries above living wage for ESPs, assessment – and evaluate the long-term impact on student achievement</p> <p>2. Implementing high-quality</p>

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	<p>teachers or leaders</p> <p>d. Established partnerships with the private sector</p> <p>4. What will school districts use money for?</p> <p>5. How will applicants serve as a model for best practices and identify and document best practices?</p> <p>6. Will charter schools get money?</p> <p>7. Impact of Innovation Fund grants on collective bargaining agreements?</p> <p>8. How is your LEA and local association involved to insure that teachers are participating in high-quality professional development (e.g., professional development that is sustained, intensive, and</p>		<p>parent and family engagement programs to help close achievement gaps.</p> <p>3. Developing professional pay systems for teachers that are collectively bargained or collaboratively agreed upon based on NEA compensation principles and that are designed to improve teacher practice.</p> <p>4. Provide paraprofessional development in cultural competency for both teachers and ESPs.</p> <p>5. Additional involvement of local associations in designing and implementing quality PD.</p> <p>6. Additional involvement of LEAs and local associations in determining the type(s) intensity, quality, and effects</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
	content-focused)?		of activities to recruit and retain highly qualified teachers.

ESEA TITLE I, PART A GRANTS TO LEAs: \$10 billion

On April 1, USED awarded 50 percent of the Title I, Part A ARRA Grants to each State’s State Education Agency. The second half of the funds will be distributed after SEAs submit additional information for review and approval by USED that addresses how the state will meet the accountability and reporting requirements of ARRA. USED has not yet released the requirements or forms for this documentation. The second half of the Title I funds is expected to be available to SEAs by October 2009.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. Will the State Department of Education request a waiver on behalf of school districts of Title I MoE rules?</p> <p>2. Will SEA request a waiver on behalf of school districts of Title I SES/school choice 20% set-aside?</p> <p>3. What role will Title I Committee of Practitioners have?</p> <p>4. Will the SEA have to revise its NCLB approved accountability plan?</p> <p>5. How much money is available from 4% set-aside for school improvement?</p>	<p>1. Who decides split of funds between 2009-10 and 2010-11 school years?</p> <p>2. Will LEA request a waiver of the limit of no more than 15% of funds being carried over into 2010-11 school year?</p> <p>3. Will any money be spent in 2008-09 school year?</p> <p>4. How will money be spent?</p> <p>5. Will money be used for any new hires or just for one-time purchases (equipment, professional development, etc.)?</p>	<p>http://www.ed.gov/programs/titleiparta/index.html</p> <p>http://www.ed.gov/policy/gen/leg/recovery/index.html</p>	<p>1. Improved professional development for teachers and paraprofessionals.</p> <p>2. Implement mentoring programs for new Title I teachers.</p> <p>3. Provide necessary training to paraprofessionals.</p> <p>4. Expand or implement high-quality preK programs.</p> <p>5. Expand and improve parent engagement.</p> <p>6. Revise and upgrade curriculum and curricular materials.</p>

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<p>6. How will these school improvement funds be integrated with the school improvement funds available from the \$3 billion school improvement grants?</p> <p>7. Will the SEA release any funds for use in the remainder of the 2008-09 school year?</p>	<p>6. Will any money be used for paraprofessional training?</p> <p>7. Will any funds be used for salaries or benefits for current staff?</p> <p>8. Will LEA allocate more money to middle and high schools?</p> <p>9. How much money will charter schools get?</p> <p>10. Will more schools eligible to implement school-wide programs do so?</p> <p>11. How will LEA spend required 1% set-aside for parent involvement? Will LEA use part of the 1% set-aside for parent involvement programs at the middle and high school levels? Can FSCP programs be funded?</p>		<p>7. Provide time for collaboration among teachers to improve instruction and student outcomes.</p> <p>8. Purchase necessary equipment and technology.</p> <p>9. Establish reading and math coaches as needed.</p> <p>10. Reduce class sizes.</p> <p>11. Implement or expand student mentoring program.</p> <p>12. Improve services to ELL students.</p> <p>13. Programs to increase the graduation rates, such as expanded counseling services.</p> <p>14. Adolescent literacy programs</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
	<p>12. How will LEA use additional dollars in required “equitable participation” services for private school students?</p> <p>13. Will LEA request a waiver of Title I MoE?</p> <p>14. Will any funds be used to prevent layoffs or create sustainable jobs?</p> <p>15 Will LEA be able to meet supplement not supplant rules? If not, how it will document use of funds to rebut presumption of supplanting?</p> <p>16. Will LEA request approval to use SFS funds to meet Title I MoE?</p> <p>17. Will LEA request a waiver of required 20% set-aside for SES/school choice</p>		<p>15. Institute alternative pathways to reenroll students who have dropped out of high school.</p> <p>16. Through collaborative decisionmaking or bargaining, implement extended learning time opportunities through after-school, weekends, and summer.</p> <p>17. Improve formative assessments.</p> <p>18. See suggested uses below for school improvement grants.</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
	<p>costs?</p> <p>18. Will LEA use any money for pre-K programs?</p> <p>19. How is your LEA and local association involved to insure that teachers are participating in high-quality professional development (e.g., professional development that is sustained, intensive, and content-focused)?</p> <p>20. What is role of local association in all of above?</p>		

ESEA TITLE I SCHOOL IMPROVEMENT GRANTS \$3 billion

Funds available beginning in Fall of 2009. Additional details, including guidance and applications still to come from USED.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. Will SEA change its current plan for distribution of funds to LEAs?</p> <p>2. How does money get allocated to charter schools that are separate school districts?</p> <p>3. How will funds from the 4% set-aside and these grants get combined?</p>	<p>1. What will LEA spend its money on (and how will this impact existing collective bargaining agreements)?</p> <p>a. Professional development?</p> <p>b. Salaries, benefits, alternative compensation?</p> <p>c. Curricula changes?</p> <p>d. Extended day?</p> <p>e. Class size reduction?</p> <p>f. Incentives for NBCTs?</p> <p>g. Reading coaches?</p> <p>h. Mentoring?</p> <p>i. Outside specialists?</p> <p>j. PreK?</p> <p>k. Working Conditions?</p> <p>l. Parent, family, community involvement?</p> <p>m. Response-to-Intervention (RTI) resources?</p> <p>n. Universally designed curriculum, teaching materials and resources for</p>	<p>http://www.ed.gov/programs/sif/index.html</p>	<p>1. Convening a cross-disciplinary, inter-grade level team to plan and implement “Tier 1” review of the core academic and behavior curriculum provided to all students.</p> <p>2. Convene a cross-disciplinary, inter-grade level team to examine the current curriculum, identify needed upgrades (especially regarding technology needs), and purchase new curriculum, teaching materials and resources that are designed using universal design for learning principles (UDL).</p> <p>3. Provide full-day kindergarten.</p> <p>4. Provide summer programs</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
	<p>all students?</p> <p>o. Student assessment resources?</p> <p>p. Other?</p> <p>2. Will schools in need of improvement revise their required improvement plans?</p> <p>3. What is role of local association?</p>		<p>in schools and high quality child care programs for low-income children prior to kindergarten entry.</p> <p>5. Provide joint professional development of kindergarten, pre-kindergarten and child care providers aligned with state early learning standards.</p> <p>6. Professional development for pre-kindergarten through third grade teachers that emphasizes better alignment of curricula and assessment.</p> <p>7. Expand school-based, state-funded pre-kindergarten for three and four year olds.</p> <p>8. Reduce class size in grades Pre-k – 6.</p> <p>9. Implement community</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
			schools programs that provide access and/or referral to a series of comprehensive services for students and their families.

IDEA PART B-611 GRANTS TO STATES \$11.3 billion

On April 1, USED awarded 50 percent of the IDEA, Part B ARRA Grants to each State’s State Education Agency. The second half of the funds will be distributed after SEAs submit additional information for review and approval by USED that addresses how the state will meet the accountability and reporting requirements of ARRA. USED has not yet released the requirements or forms for this documentation. The second half of the IDEA Part B funds is expected to be available to SEAs by October 2009.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. How will SEA spend its state-level IDEA funds?</p> <p>2. Will State request a waiver of state level IDEA MoE rule?</p> <p>3. Will SEA seek approval to use SFSF funds to meet IDEA MoE?</p> <p>4. Will the state provide any flexibility in determining that an LEA is not meeting the requirements of Part B, including meeting targets in the state’s performance plan?</p>	<p>1. Who decides split of funds between 2009-10 and 2010-11 school years?</p> <p>2. Will any money be spent in 2008-09 school year?</p> <p>3. Will LEA utilize option to reduce local share of spending on special education by up to 50% of federal IDEA increase?</p> <p>4. Who decides the use of the “freed-up funds? Will they be used to prevent layoffs?</p> <p>5. Is LEA prohibited from</p>	<p>http://www.ed.gov/programs/osepgts/index.html</p> <p>http://www.ed.gov/policy/gen/leg/recovery/index.html</p>	<p>1. Use as “start-up” monies to establish a cross-district, interagency consortium to serve children with disabilities with low incidence disabilities, such as autism, visual or hearing impairments.</p> <p>2. Use as “start up” funds to establish a cross-district, interdistrict consortium to provide pupil or related services and therapies (e.g., speech-language pathologists, school social workers, home-school liaisons, occupational therapists, physical</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
	<p>reducing local share of special education funding because it has been cited by the SEA for not being on compliance with IDEA?</p> <p>6. Will funds be used for new hires? Teachers and/or paras?</p> <p>7. Will LEA use portion of new funds for Response to Intervention?</p> <p>8. Does new IDEA money impact ability of LEA to now provide services to students currently being paid for in private schools or served by outside, for-profit contractors?</p> <p>9. What is role of local association?</p>		<p>therapists, music therapists). Based on the BOCES in NY or regional special services teams in PA, this is a potential opportunity for increased membership, especially in rural areas and regions currently served primarily by outside, for-profit contractors.</p> <p>3. Use for professional development for all educators on topics that will benefit students with disabilities who are included in general education classrooms, such as differentiated instruction, Universal Design for Learning (UDL), classroom management or positive behavioral supports (PBIS) and culturally responsive teaching.</p> <p>4. Purchase electronic</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
			<p>Individualized Education Program (IEP) systems.</p> <p>5. Purchase assistive technologies and materials to adapt or accommodate learning in the general education classroom.</p> <p>6. Use as “start up” funds to create high quality alternative education options for students with emotional disorders or aggressive behaviors.</p> <p>7. Provide collaboration time, student data systems, professional development and other supports to establish and enhanced a Response-to-Intervention (RTI) approach.</p>

IDEA PART B-619 PRESCHOOL GRANTS: \$400 million

On April 1, USED awarded 50 percent of the IDEA, Part B ARRA Preschool Grants to each State’s State Education Agency. The second half of the funds will be distributed after SEAs submit additional information for review and approval by USED that addresses how the state will meet the accountability and reporting requirements of ARRA. USED has not yet released the requirements or forms for this documentation. The second half of the IDEA Part B funds is expected to be available to SEAs by October 2009.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. Can these funds be used to provide professional development focused on Part C to Part B 619 transition programming for Head Start, Preschool and Kindergarten teachers?</p>	<p>1. What will LEA spend its money on?</p> <p>2. Will these funds be coordinated with Head Start and/or any Title I funds used for preschool programs?</p> <p>3. What is role of local association?</p>	<p>http://www.ed.gov/programs/oseppsg/index.html</p> <p>http://www.ed.gov/policy/gen/leg/recovery/index.html</p>	<p>1. Use funds to increase access to inclusive, integrated preschool programs.</p> <p>2. Provide staff time for enhanced community outreach and child find activities, especially with Head Start and Part C programs.</p> <p>3. Use as “start up” funds to create a pre-Kindergarten screening process/procedure or tool to identify students with needs earlier.</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
			<p>4. Use funds to purchase assistive technology equipment and instructional technology appropriate for preschool students.</p> <p>5. Use as “start up” funds to establish a cross-district, interdistrict consortium to provide pupil or related services and therapies (e.g., speech-language pathologists, school social workers, home-school liaisons, occupational therapists, physical therapists, music therapists). Based on the BOCES in NY or regional special services teams in PA, this is a potential opportunity for increased membership.</p>

IDEA PART C GRANTS FOR INFANTS & FAMILIES: \$500 million

On April 1, USED awarded 50 percent of the IDEA, Part C Grants for Infants and Families program ARRA funds to each state’s lead agency designated by the Governor to implement statewide systems of coordinated, comprehensive, multidisciplinary interagency programs and make early intervention services available to infants and toddlers with disabilities and their families. The other 50 percent will be awarded by September 30, 2009. In order to receive the remaining 50 percent of IDEA, Part C ARRA funds, a state must submit, for review and approval by USED, additional information that addresses how the state will meet the accountability and reporting requirements

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. Can these funds be used to provide professional development focused on Part C to Part B 619 transition programming for Head Start, Preschool and Kindergarten teachers?</p> <p>2. If the official state lead agency is an entity other than the department of education or public instruction, will the department of education be able to use these funds?</p>	<p>1. Will the local district pursue establishing its own Birth to Three program administered by the local school system or a consortium of local school districts?</p>	<p>http://www.ed.gov/programs/osepeip/index.html</p> <p>http://www.ed.gov/policy/gen/leg/recovery/index.html</p>	<p>1. Expand the reach of these programs by establishing a Birth to Three community liaison position within the school district.</p> <p>2. If permitted, provide professional development for preschool educators. This could be an avenue for increasing membership.</p>

IMPACT AID CONSTRUCTION: \$100 million

On April 10, USED awarded \$39.6 million in Impact Aid formula grants to 179 eligible LEAs. USED will distribute \$59.4 million in competitive Impact Aid Construction grants. USED anticipates publishing a notice in the Federal Register in July 2009 to invite applications for the competitive grants and expects that awards will be issued by November 30, 2009.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
Funds are awarded directly to LEAs.	Which renovation/modernization programs will get funded?	http://www.ed.gov/programs/8007b/index.html http://www.ed.gov/policy/gen/leg/recovery/programs.html	Use funds to improve working and learning conditions.

ENHANCING EDUCATIONAL THROUGH TECHNOLOGY STATE GRANTS: \$650 million

No funds distributed yet.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. Will the SEA keep up to 5 percent of its ED Tech grant for state-level activities?</p> <p>2. If so, what will it use those funds for?</p> <p>3. How will the state distribute the competitive grants to LEAs?</p> <p>4. How will SEA ensure an equitable distribution of ED Tech competitive grant funds among urban and rural areas?</p> <p>5. How will the SEA meet the requirement to identify the LEAs that have the highest number or percentage of children from families with incomes below the poverty line and the</p>	<p>1. How will money be used to supplement current e-rate funds to acquire telecommunication devices, internet, and intranet and to maintain those services and devices?</p> <p>2. Are there opportunities for public/private partnerships as the funds are dispersed and used?</p> <p>3. Are there opportunities to strengthen the home-school connection by supporting technology throughout the community?</p> <p>4. What entities (universities, private companies, etc.) will be approved “deliverers” of professional development?</p>	<p>http://www.ed.gov/programs/edtech/index.html</p>	<p>1. Purchase assistive technology to accommodate the learning needs of ELLs and students with disabilities.</p> <p>2. Purchase laptops, smartboards and other instructional technology that will integrate with assistive technologies and be used to provide instruction utilizing principles of universal design for learning (UDL).</p> <p>3. All new technologies must include professional development for all teachers and education support personnel that is job-imbedded, sustainable and on-going. Example –e-Mints</p> <p>4. Provide professional</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>greatest need for technical assistance in developing local applications, and provide technical assistance to these LEAs?</p>	<p>5. How will the requirement that at least 25 percent of funds be spent on professional development be met?</p> <p>6. Will the LEA become part of a partnership with other LEAS and/or with an institution of higher education, a for-profit technology business or organization, a public or private nonprofit technology organization, or educational service agencies, libraries, or other appropriate educational entities?</p> <p>7. Will the LEA revise its long-range strategic educational technology plan?</p>		<p>development for leaders at both the school and district level. This is necessary for educators to get the level of support needed to enhance instruction through the integration of technology.</p> <p>5. Purchase technologies that support teachers in formative assessment that can target individual, groups, or a whole class of students. These tools allow immediate feedback that impacts instruction.</p> <p>6. Explore one-to-one initiatives to get technology into the hands of more students. Example—Maine.</p> <p>7. Use funds to use technology effectively to promote parental involvement and increase communication with parents.</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
			<p>8. Encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, that conform with existing collective bargaining agreements or that are bargained or collaboratively agreed upon where provisions do not exist.</p>

EDUCATION FOR HOMELESS CHILDREN & YOUTHS: \$70 million

On April 10, USED distributed all of these formula funds to State Education Agencies.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. How will SEA distribute funds to LEAS – by formula, by competitive basis, or combination of both?</p>	<p>1. Will LEA conduct an updated needs assessment to determine appropriate services and supports for homeless children?</p>	<p>http://www.ed.gov/programs/homeless/index.html</p> <p>http://www.ed.gov/policy/gen/leg/recovery/programs.html</p>	<p>1. Wraparound services for homeless youth (incl. shelter, hygiene, counseling).</p> <p>2. School-community partnerships on homeless youth.</p> <p>3. Systems for identifying, tracking and placing homeless youth.</p>

TEACHER INCENTIVE FUND: \$200 million

These funds will be awarded to both SEAs and LEAs on a competitive basis. No application or guidance is currently available.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. How will state and local association monitor/influence whether SEA or LEAs apply for new TIF grants?</p> <p>2. If SEA is awarded a TIF grant will state association have any role in its design and implementation?</p> <p>3. If SEA is awarded a TIF grant, what are the state data systems to monitor the use and quality of the grants?</p>	<p>1. How will state and local association monitor/influence whether SEA or LEAs apply for new TIF grants?</p> <p>2. If LEA is awarded a TIF grant will local association have any role in its design and implementation and evaluation?</p>	<p>http://www.ed.gov/programs/teacherincentive/index.html</p>	<p>1. Incentives for teachers to go to hard-to-staff schools.</p> <p>2. Ensure that local teachers either agree to program via bargaining or through a 75% majority vote (as required by the Teacher Advancement Project).</p>

STATEWIDE DATA SYSTEMS: \$250 million

These funds will be awarded on a competitive basis to SEAs. No application or guidance is currently available.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. What will SEA do with its money from this program?</p> <p>2. How can the state develop or improve a comprehensive longitudinal data system to better monitor student progress and identify issues?</p> <p>3. Will statewide data system link teacher and student IDs?</p> <p>4. Will there be restrictions on access to and use of data?</p> <p>5. How will data availability impact possibility of performance-based pay?</p> <p>6. How will state association impact the design and use</p>	<p>1. How will LEA use this data?</p> <p>2. What role will local association play in determining such use?</p> <p>3. How will data be used by LEAs/local associations to help insure that communication to teachers and paraprofessionals about their HQ status is consistent, accurate and timely.</p> <p>4. How will data be used by LEA to impact teacher working conditions?</p> <p>5. How will data be used to improve student learning?</p>	<p>http://nces.ed.gov/programs/slds/</p>	<p>1. Implementing state of the art longitudinal P-20 data systems that work across state lines.</p> <p>2. Longitudinal data that collects information on teacher working conditions.</p> <p>3. Data that can accurately track requirements for highly qualified across the state/districts and types of teachers.</p> <p>4. Create statewide electronic Individualized Education Program (IEP) systems to reduce paperwork.</p> <p>5. Training of teachers and school leaders on effective use of data to inform and</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>of data system?</p> <p>7. What type of data systems does your state have that can accurately track requirements for highly qualified teachers across the state/districts and types of teachers?</p> <p>8. How will data availability impact teacher working conditions?</p> <p>9. How will your state increase the capacity to collect and accurately report on teacher and paraprofessional qualifications (such as teachers with a major in the subject taught)?</p> <p>10. Will the student data system be linked to the state higher education system? (to track school accountability through</p>			<p>improve instruction.</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
students who continue onto state institutions)			

HIGHER EDUCATION ACT TEACHER QUALITY ENHANCEMENT: \$100 million

These funds will be awarded on a competitive basis to eligible partnerships that must include (1) an eligible partner institution of higher education, (2) a teacher preparation program (3) a school or department of arts and science, (4) at least one high-need local educational agency, and (5) either (a) a high-need school or a consortium of high-need schools served by the high-need local educational agency; or (b) as applicable, a high-need early childhood education program. No application or guidance is currently available.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. Will state association encourage collaboration between K12 and higher education affiliates to promote applications?</p> <p>2. How will state association monitor and influence applications?</p> <p>3. How is your state planning to coordinate programs funded by HEA Title II with ESEA Title II?</p>	<p>1. How will local associations impact the teacher residency/mentoring programs that may be funded?</p> <p>2. How will school districts and institutions of higher education partner on residency/mentoring programs?</p> <p>3. How will mentors be selected and evaluated?</p> <p>4. What is role of local association in establishing the mentor program?</p> <p>5. How are partnerships</p>	<p>http://www.ed.gov/programs/heatqp/index.html</p> <p>http://ifap.ed.gov/dpccletters/attachments/GEN0812FP0810AttachHEOADCL.pdf</p>	<p>1. The HEOA in section 202(d), (e), (f) and (g) of the HEA authorizes a new partnership grant program that, depending on the activities that applicants propose, can have up to four possible components</p> <ul style="list-style-type: none"> • Pre-Baccalaureate Preparation of Teachers; • Establishment of Teaching Residency Programs; • Development of Leadership Programs; and • Partnership with Digital Education Content Developer. <p>Of these, the first two are required uses of funds, whereas the second two are</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
	<p>addressing the issue that students in schools that are traditionally disadvantaged continue to not have equitable access to highly qualified and experienced teachers?</p> <p>6. How is the partnership collecting data around the type(s) intensity, quality, and effects of activities to recruit and retain highly qualified teachers?</p>		<p>allowable uses of funds.</p> <p><i>Pre-Baccalaureate Preparation of Teachers</i> Partnerships must implement a program that includes:</p> <ul style="list-style-type: none"> • reforms that hold teacher education programs accountable for promoting strong teaching skills and an understanding of sound practices and scientifically-based research relating to teaching and learning, and for preparing teachers to be highly qualified, or in the case of early childhood education, highly competent, and to understand practice and research related to teaching and learning; • development and improvement of sustained and high-quality pre-service clinical education programs

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
			<p>to further develop the teaching skills of prospective teachers and, if applicable, early childhood educators;</p> <ul style="list-style-type: none"> • creation of induction programs for new teachers, or in the case of an early childhood education program, providing mentoring or coaching; • implementation of initiatives that increase compensation for early childhood educators who attain associate or baccalaureate degrees in early childhood education; • development and implementation of effective mechanisms to ensure that partnerships are able to recruit qualified individuals to become highly qualified teachers; and • strengthening of the literacy teaching skills of

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
			<p>prospective and new elementary and secondary school teachers</p> <p><i>Establishment of Teaching Residency Programs</i></p> <p>Partnerships must implement a program that includes:</p> <ul style="list-style-type: none"> • supporting a teacher residency program for high-need subjects and areas, as determined by the needs of the high-need local educational agency in the partnership; • placing graduates of the teaching residency program in cohorts that facilitate professional collaboration; and • ensuring that teaching residents who participate in the program receive effective preservice preparation, teacher mentoring, and support

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
			<p>required through the induction program as the teaching residents enter the classroom as new teachers.</p>

HEAD START & EARLY HEAD START: \$2.1 billion

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. Is your state serving all of the children currently eligible for Head Start? Will ARRA funds be used to eliminate or reduce waiting lists.</p> <p>2. Has your state considered partnering with districts to provide Early Head Start and Head Start services to children and families in communities where schools have not AYP, have high levels of grade retention and SPED services .</p>	<p>1. Is your district interested in becoming a Head Start grantee?</p> <p>2. Would teachers in new school-based Head Start programs be part of the bargaining unit?</p>	<p>http://www.acf.hhs.gov/programs/ohs/</p> <p>http://www.hhs.gov/news/press/2009pres/04/20090402a.html</p>	<p>1. Serve all eligible children.</p> <p>2. Encourage school districts to become Head Start grantees.</p> <p>3. Expand and improve professional development for instructors.</p> <p>4. Increase compensation for instructors.</p>

CHILD CARE & DEVELOPMENT BLOCK GRANT: \$2 billion

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1, Does your state allow parents to qualify for child care assistance during a job search?</p> <p>2. If so, is it at least 3 months? Does your state have a waiting list for child care assistance? Is eliminating or reducing this list a priority?</p> <p>3. Can your state raise the income eligibility limits for child care subsidies to at least 200 percent of poverty?</p> <p>4.Does your state have a Quality Rating and Improvement System that establishes levels of quality and rates child care programs?</p>	<p>1 Are there opportunities to organize or establish relationships with child care providers, early childhood networks and organizations?</p>	<p>http://www.acf.hhs.gov/programs/ccb/ccdf/index.htm</p> <p>http://www.hhs.gov/recovery/programs/acf/childcare.html</p>	<p>1. Serve more children and families.</p> <p>2. Raise income eligibility and lower parent co-pays.</p> <p>3. Provide scholarships and grants for child care providers to attain education and training and to increase compensation based on provider’s education level. Expand TEACH and other wage and compensation initiatives.</p> <p>4. Increase the number of licensors to inspect licensed child care centers and family child care homes at least once per year.</p> <p>5. Increase child care resource and referral services.</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
			6. Develop or expand a State Quality Rating system to support and incentivize high quality child care programs.

QUALIFIED SCHOOL CONSTRUCTION BONDS \$22.4 billion

The U.S. Treasury Department has allocated the first half of these bonds (the calendar year 2009 allocation) to States (which receive 60 percent of the allocation) and to the 100 LEAs with the largest numbers of children from families in poverty (Which receive the remaining 40 percent).

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. Who in the state will be in charge of this program?</p> <p>2. How will the state allocate to LEAs the 60% of bonds it has been allocated?</p> <p>3. Does your state have any of the 100 school districts with the largest number of children in poverty which receive a direct allocation of bonds?</p> <p>4. Who will decide which projects get funded?</p> <p>5. What is role of state association in these decisions?</p>	<p>1. If in one of the 100 LEAs that get a direct allocation, what is role of local association in decisions on use of funds?</p> <p>2. If in any other district, how will local association work with LEA to encourage application for bonds?</p>	<p>http://www.irs.gov/pub/irs-drop/n-09-35.pdf</p> <p>http://www.ed.gov/policy/gen/leg/recovery/modernization/index.html</p>	<p>1. REQUIRED: all available proceeds of QSCBs must be spent on construction, rehabilitation, or repair of a public school facility or for the acquisition of land on which such a facility is to be constructed with part of the proceeds of such issue. Eligible expenditures include, among other things, expenditures for costs of acquisition of equipment to be used in such portion or portions of the public school facility that is being constructed, rehabilitated, or repaired with the proceeds of QSCBs.</p> <p>2. Improve working and learning conditions.</p>

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
			<p>3. Ensure up-to-date laboratories and technology,</p> <p>4. Utilize latest green building techniques and methods.</p> <p>5. Alleviate overcrowding.</p> <p>6 Eliminate environmental hazards/indoor air quality problems.</p> <p>7. Improve lighting and acoustics.</p>

QUALIFIED ZONE ACADEMY BONDS \$2.8 billion

The U.S. Treasury Department has allocated the first half of these bonds (the calendar year 2009 allocation) to States.

State Level Questions	Local Level Questions	Program Information	Recommendations on Uses of Funds
<p>1. How will the state allocate these bonds to LEAs?</p> <p>2.. How wil QZABs and QSCBs be coordinated?</p> <p>3. What is the role of the stae assocaiotn?</p>	<p>1. Who will decide what bond procieeds are used for?</p> <p>2. What is the role of the local assocaiton?</p>	<p>http://www.irs.gov/pub/irs-drop/n-09-30.pdf</p> <p>http://www.ed.gov/programs/qualifiedzone/index.html</p>	<p>1. REQUIRED: (A) rhabilitating or repairing the public school facility; (B) providing equipment; (C) developing course materials; and, (D) training teachers and other school personnel. Eligible schools are those located in an empowerment zone or enterprise community, and at least 35 percent of the students will be eligible for free or reduced cost lunches. Also requires a 10 percent contribution from private entities.</p> <p>2. See above uses for QSCBs.</p>