

American Recovery and Reinvestment Act Reporting

Data Conference

Bob Beecham and Marilyn Peterson

May 1, 2009

Stimulus Package

- 100 billion for education (approximate)
- Four principles
 - Spend funds quickly to save and create jobs
 - Improve student achievement through school improvement and reform
 - Ensure transparency, reporting and accountability
 - Focus on short-term investments with the potential for long-term benefits

Spend Funds Quickly and Wisely

- ARRA funds available now (2008-09)
 - IDEA (May 1), ESEA Title I (May 5), School Lunch Equipment (due May 15), other funds as they become available
 - May need to amend district budgets to exceed spending authority
- Short-term investments with the potential for long-term benefits

ARRA Funds

- To NDE (IDEA, ESEA, School Lunch)
- To the Governor (State Fiscal Stabilization Funds, a.k.a. stabilization funds)
- To the U. S. Secretary of Education
 - 5 billion for School Reform
 - Race to the Top
 - Longitudinal data systems
 - Teacher Incentive
 - Investing in What Works and Innovation

New Administration's Goals

- Stimulate the economy and drive school reform
 - Not only to cover gaps in education finances but also to promote and reward reform efforts nationwide
- 5 billion is “reward” funds
 - How states and districts use their initial Title I, IDEA and stabilization funds will influence their chances to receive Phase II funds, as well as a share of the nearly 5 billion “Race to the Top” fund.

ARRA Funds to Drive Reform

- USDE's questions to consider for use of Stabilization, IDEA and ESEA Title I funds:
 - Drive results for students?
 - Increase capacity for educators?
 - Accelerate reform?
 - Avoid the cliff and improve productivity?
 - Foster continuous improvement?

Unprecedented Transparency

- National
 - Recovery.gov (all ARRA)
 - Ed.gov (Education)
- State (Governor)
 - Recovery.nebraska.gov
- NDE
 - Homepage

Unprecedented Reporting

- ARRA funds – Quarterly Reports
 - Allocations (districts)
 - Jobs created and jobs retained
 - Expenditures and uses of funds
 - Progress reports on activities
- Education Funds
 - Reporting on the assurances signed by the Governor and the Commissioner

Unprecedented Accountability

- All ARRA funds being distributed in Phases
 - States receive initial portion of funding and must apply for remainder
 - 50% of IDEA and ESEA initially
 - 67% of Stabilization Funds (SFSF) initially
- Quarterly reports
 - Progress reports on activities funded with ARRA

All ARRA Reporting

- Office of Management and Budget (OMB)
- All federal agencies, recipients and sub-recipients
 - State is the recipient; districts the sub-recipients
- Federal template for reporting
- Defined timelines for reports

OMB Guidance

- April 1, 2009 Federal Register identified the reporting elements for recipients and sub-recipients
- Quarterly Reports:
 - January – February – March
 - April – May – June
 - July – August – September
 - October – November - December

Districts and State

- All recipients and sub-recipients must create or validate (not sure if both of these are needed yet)
 - DUNS (Data Universal Numbering System)
 - REAP districts have for accessing funds
 - Any district that receives a grant from USDE already has
 - <http://fedgov.dnb.com/webform/displayHomePage.do>
 - CCR (Central Contractor Registration)
 - DUNS number plus TIN (Tax Identification Number) and EFT (Electronic Funds Transfer) information
 - <http://www.ccr.gov>

Recipients Quarterly Report

- Amount ARRA funds awarded
- Amount ARRA funds spent
- Number of jobs created and number of jobs retained
- Code for activities funded
- Description of activities
- Progress in completing activities

Stabilization Funds

- State Fiscal Stabilization Funds (Governor) to cover shortfalls in state funding
- Assurances that the State will address the four areas of School Reform (next slide) as well as maintain effort in state support for schools

Four Areas of the Reform Agenda

- Teacher effectiveness and ensuring that all schools have highly qualified teachers
- Higher standards and rigorous assessments that will improve both teaching and learning
- Intensive support, effective interventions, and improved achievement in schools that need it the most
- Better information to educators and the public, to address the individual needs of students and improve teacher performance

Reporting on the Assurances

- April 1, 2009 letter to the Governor on Stabilization Funds
 - <http://www.ed.gov/programs/statestabilization/applicant.html>
 - America COMPETES Act
 - Data Quality Campaign essential elements for longitudinal data systems
 - 21st Century college-ready standards
 - NCLB assessments

Measuring Progress on School Reform

- **Proposed Metrics**

- Watch the Federal Register for opportunity to comment

- Teacher Effectiveness

- Standards and Assessment

- Support for low-performing schools

- Better information (longitudinal data systems)

Teacher Effectiveness

- Proposed collecting the evaluation results for all teachers and principals
 - Implication: a common evaluation form
- Identifying the number of districts the evaluation of teachers is tied to student performance

Standards and Assessments

- Improve quality, validity and reliability of state assessments
- Multiple measures from multiple sources
- Chart student progress over time
- Use performance and technology based assessments
- Assure appropriate assessments for English Language Learners and Special Education

Intensive Support for Schools

- Statewide system for supporting low-performing schools
- Track progress and report
- Charter schools

Longitudinal Data Systems

- Students
 - Number and percent of students by school who complete at least 1 year's worth of college credit within the first two years
 - Necessitates a P-16 longitudinal systems
 - Uniform graduation requirements
 - Change law from what schools must offer to what students must take

Students (Continued)

- Grades for courses completed
 - Necessitates a common rubric for grades or exit exams
- College readiness test scores
 - ACT or SAT
 - International Baccalaureate
 - Advanced Placement

Teachers

- Unique ID system for teachers
- Connect teachers to curriculum
 - Necessitates changing curriculum data to an online storage and reporting system
- Collect courses and classes teachers teach
- Connect teachers to students through classes students take

Data Quality

- Auditing local data
- Validity and reliability of data collected