



American Recovery and Reinvestment Act (ARRA)

What it means for Georgia

"We will lead the nation in improving student achievement."

Guiding Principles



**Deliver Funds
Quickly**

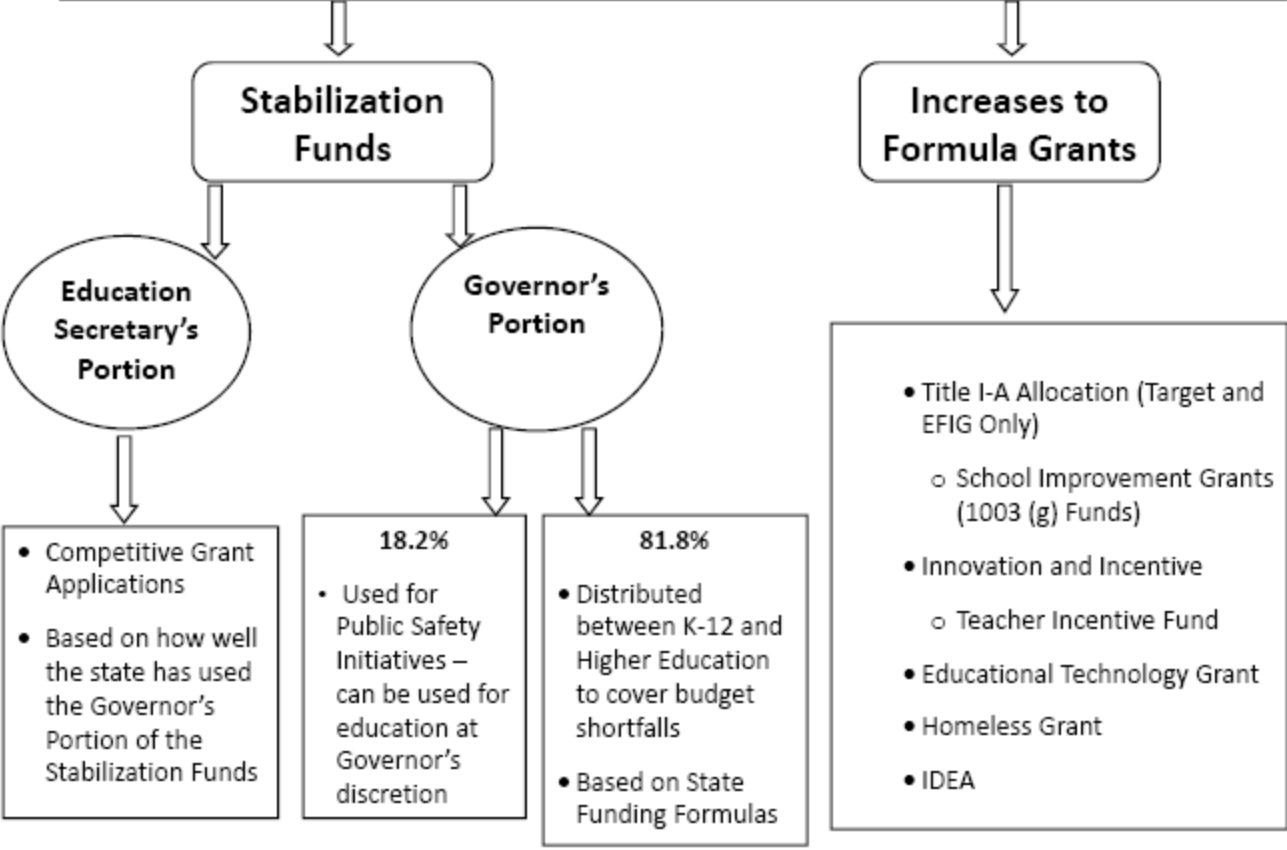
**Save and Create
Jobs**

**Ensure
Transparency and
Accountability**

Advance Reforms

"We will lead the nation in improving student achievement."

American Recovery and Reinvestment Act (ARRA)



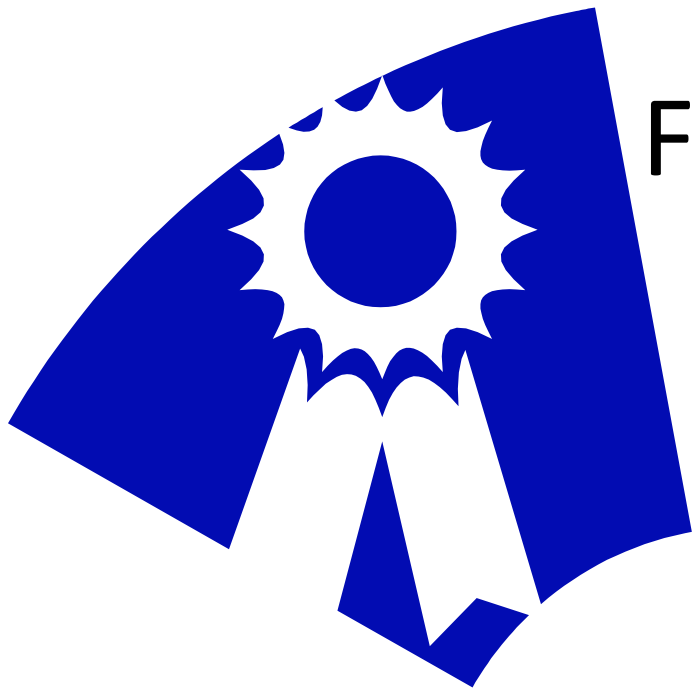
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GaDOE Formula Grant Funding from the American Recovery and Reinvestment Act

Federal Program	Recovery and Reinvestment Act Preliminary <u>Formula Grant</u> Estimates (GA)
Title I Grants to Local Education Agencies	\$351,366,865
Educational Technology State Grants	\$22,103,555
IDEA Part B Grants	\$313,758,336
IDEA Part B Pre-school Grants	\$10,449,347
IDEA Part C Grants for Infants and Families	\$14,645,542
Grand Total	\$712,323,645

Federal Program	Recovery and Reinvestment Act Preliminary <u>Competitive Grant</u> Estimates
Incentive Fund (Race to the Top)	\$5,000,000,000
Other Incentive Grants Available (TBD)	TBD

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FY10 IDEA funds for GA

- Part B Flow through: \$324,015,838.00
- Part B ARRA funds: \$313,758,336.00
- Preschool (619) funds: \$ 10,449,347.00
- Preschool (619) ARRA funds: \$ 9,637,532.00
 - Total: \$657,861,053.00



Guiding Principles

- The process and expenditures need to be **transparent**.
- We are **accountable** for every penny.
- We need to think differently in regards to how we utilize ARRA funds.
- U.S. ED open to specific waivers for state or district wide solutions.

"We will lead the nation in improving student achievement."

For example

- The plan needs to be detailed and specific.

Hire instructional coaches



Hire 2 math instructional
coaches for
River Road High



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Accountability for ARRA Formula Grants

- Consolidated Application
 - GaDOE will create a separate program for ARRA funds
 - Targeted plan that extends the Comprehensive Local Improvement Plan (CLIP)
 - Develop ARRA Budgets (new CFDA numbers)
 - Detailed and specific descriptions of budgeted items

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ARRA – IDEA STIMULUS FUNDS

- OSEP to send 50% of the IDEA and Preschool Recovery funds at the end of March and the other 50% in October.
- Regular grant allocation will begin in July
- There will be four separate CDFA and fund source numbers – 2 for IDEA and 2 for PreK.
- Stimulus grants have more reporting and recordkeeping requirements.

ARRA – IDEA STIMULUS FUNDS

- Requirements have not been relaxed but with double the funds you have some flexibility.
 - Take advantage of reducing the local MOE with 50% of the increase in allocation from the previous year – funds for ESEA activities.
 - Funds for CEIS will be 15% of all grants and for proportionate share.
 - Can rehire positions that were eliminated as long as there is DOCUMENTATION.

Adjustment to Local Fiscal Efforts in Certain Years (CFR 330.205)

For any fiscal year for which the allocation received by a LEA exceeds the amount from the previous year, the LEA may reduce the level of expenditures by not more than 50% of the amount of that excess. The LEA must use an amount of local funds equal to the reduction in expenditures to carry out ESEA activities.

2010 ARRA IDEA Stimulus Funds and IDEA Allocation	\$950,000
2009 IDEA Allocation	<u>\$450,000</u>
Difference	\$500,000
50% of the increase from the previous year to reduce local effort	\$250,000
ESEA activities:	
Save 2 positions at Jones Elementary – teacher RTI interventions	\$ 85,000
50% nurse for medically fragile SWD in class and monitor meds	\$ 40,000
50% speech/language teacher	\$ 45,000
Save 1 transition coordinator position at H.S.	<u>\$ 80,000</u>
Total toward ESEA	\$250,000

2010 ARRA IDEA Stimulus Funds <u>and</u> IDEA Allocation	\$950,000	
2009 IDEA Allocation	<u>\$450,000</u>	
Difference	\$500,000	
50% of the increase from the previous year to reduce local effort	\$250,000	
ESEA activities:		
Save 2 positions at Jones Elementary – teacher RTI interventions		
1 Teacher for students with disabilities position	\$42,500	
1 Teacher for Rtl Interventions position	\$42,500	
50% nurse for medically fragile SWD in class and monitor meds	\$ 40,000	
Plan to spend the funds over a two year period	FY2010	FY2011
	\$125,000	\$125,000
Total toward ESEA Activities	\$250,000	

LEAs Maintenance of Effort for IDEA (Level of Effort - *Supplement Not Supplant* - Not Applicable)

- IDEA, Part B funds received by an LEA cannot be used, except under certain limited circumstances, to reduce the level of expenditures for the education of children with disabilities made by the LEA from State and local funds, below the level of those expenditures for the preceding fiscal year. To meet this requirement, an LEA must expend an amount of State and local funds, for the education of children with disabilities that is at least equal, on either an aggregate or per capita basis, to the amount of State and local funds, expended for this purpose by the LEA in the prior fiscal year.

LEAs Maintenance of Effort for IDEA (Level of Effort - *Supplement Not Supplant* - Not Applicable) continued.....

Allowances may be made for: (a) the voluntary departure, by retirement or otherwise, or departure for just cause, of special education personnel; (b) a decrease in the enrollment of children with disabilities; (c) the termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child has left the jurisdiction of the agency, has reached the age at which the obligation of the agency to provide a FAPE has terminated or no longer needs such program of special education; (d) the termination of costly expenditures for long-term purchases, such as the acquisition of equipment and the construction of school facilities; or (e) the assumption of costs by the high cost fund operated by the SEA under 34 CFR section 300.704 (20 USC 1413(a)(2); 34 CFR sections 300.203 and 300.204).

• **For any fiscal year for which the federal allocation received by a LEA exceeds the amount received for the previous fiscal year, the LEA may reduce the level of State and local expenditures by not more than 50 percent of the excess (20 USC 1413(a)(2)(C)(i)).** If an LEA exercises this authority, it must use an amount of local funds equal to the reduction in expenditures under Section 1413(a)(2)(C)(i) to carry out activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965. The amount of funds expended by the LEA for early intervening services counts toward the maximum amount of State and local expenditures that the LEA may reduce. However, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of Section 1413(a) or the SEA has taken action against the LEA under Section 1416, the SEA shall prohibit the LEA from reducing its local or State and local expenditures for that fiscal year (20 USC 1413(a)(2)(C)).

<u>05 Count</u>	<u>2006 Expenditures for 08 Budget</u>	<u>Per Pupil Amt.</u>
567	\$ 2,618,842.33	\$ 4618.77

<u>06 Count</u>	<u>2007 Expenditures for 09 Budget</u>	<u>Per Pupil Amt.</u>
573	\$ 2,802,095.87	\$ 5030.69

OK on aggregate

246	\$ 613,844.95	\$ 2495.30
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239	\$ 749,308.87	\$ 3135.18
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OK on aggregate

52	\$ 114,520.80	\$ 2204.25
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51	\$ 113,092.82	\$ 2217.51
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OK per pupil amount

Supplement not Supplant Requirement

The supplement, not supplant requirement prohibits the use of federal funds to pay for services that, in the absence of these funds, would be paid from State or local funds. It is a basic requirement of most Elementary and Secondary Education Act (ESEA) programs. Section 9401(c)(4) of the Elementary and Secondary Education Act prohibits the Secretary from waiving this requirement. However, we do want to note that LEAs can determine when their use of federal stimulus funds to pay the costs of salaries or other services previously paid with State or local funds would legitimately supplement, rather than supplant, State and local funds.

The prior use of State or local funds creates a presumption that the use of ESEA funds (in a program to which a supplement, not supplant provision applies) this year impermissibly supplants those funds. However, **this presumption may be overcome by documentation confirming that, in the absence of the Federal funds, the LEA would not have maintained these personnel or services with State or local funds.** Given the State's fiscal situation, many districts appear to be facing difficult choices, but whether a particular LEA is able to document compliance with the supplement, not supplant requirement will depend upon its own unique factual circumstances.

It is important to understand the kinds of records that LEAs must maintain to confirm that these expenditures are truly permissible ones that supplement, rather than supplant. **Documentation could include records showing a decrease in State QBE funds, a decrease in local school tax revenue, and/or official action taken by a local board of education to eliminate positions and/or programs based on a lack of State and/or local funds.** Generally, where ESEA funds will be used this year on personnel or services previously paid with non-Federal sources, LEAs will need to maintain fiscal and programmatic records to confirm that, in the absence ESEA funds, they would have eliminated these staff or other services. **For example, an LEA may have hired a teacher to reduce class size whose salary previously was paid with State or local funds.** Finding that this year there are no State or local funds available (or for example, QBE funding was reduced) to pay this teacher's salary, the LEA proposes to use \$50,000 of IDEA ARRA funds to pay for this salary in order to retain the teacher. The LEA would want to ensure that its records for the 2008-2009 school year confirms that:

- a. The reduced amount or lack of State and local funds available to pay for this position, and
- b. The LEA's decision to eliminate the position in the absence of Federal funding, along with the reason(s) for that decision. Please note that the decision applies only to one school year at a time. A new decision should be made before the beginning of each school year based on the availability of State and/or local funds.

These kinds of records, for example, might explain what component(s) of its educational program the LEA would have retained with State and local resources, as well as the LEA's reasons for choosing to eliminate support for the staff position with State and local funds (and to show that it would not have paid for the position with State or local funds in the absence of Federal funds). Finally, it is possible that auditors or others may question the propriety of an LEA's use of any ESEA program funds for personnel or other services previously paid with State or local funds. **The LEA's records should reasonably confirm that (1) if it had received no ESEA funding the LEA would not have paid for the personnel salaries or other services at issue with State or local funds, and (2) the use of these ESEA funds is otherwise authorized.** Where an LEA retains these records and there are no other facts that indicate that supplanting occurred, The GaDOE would fully expect to support the LEA.

CONCERNS

- Document, document and document.
 - Supplement not supplant does not apply to IDEA but it is tied to MOE.
 - Do not meet MOE, you have three means to reduce the problem
 - Retired special education personnel
 - High cost SWD who did not return to school
 - High cost equipment items
- Still do not meet MOE, it must be paid back with local funds. We will post your 2008 expenditures.

Ideas and Suggestions for thoughtful expenditures

- Professional learning and coaching to support implementation of all research based strategies for reading, math, coteaching, transition, young children, graduation/dropout and others!
- Professional Development in Least Restrictive Environment (LRE) Models for Head Start, Early Head Start, GA Pre-K, and Community-based Childcare providers or Pre-K.

NOTE: SpecialQuest (Georgia is a state grantee) can provide assistance with this initiative.

Ideas and Suggestions for thoughtful expenditures

- Contracting of LRE Coaches for preschool
- Purchase child slots in private Pre-K or childcare centers to provide LRE opportunities.
- Contract additional staff to provide support in Regular Early Childhood settings (Head Start, Early Head Start, GA Pre-K, and private Pre-K providers and childcare centers)
- Collaborate with GA Pre-K and Head Start to create and/or significantly increase Inclusive Classrooms

Ideas and Suggestions for thoughtful expenditures

- Collaborate with GA Pre-K and Head Start to increase assistive technology in these regular early childhood settings
- Professional Development on Response to Intervention evidence-based strategies for young children
- Professional Development on effective and innovative reading, language, and math practices geared toward preparing young children for Kindergarten

Ideas and Suggestions for thoughtful expenditures

- Improving data collection systems to support assessing progress on student achievement
- Teacher retention and recruitment- supporting professional learning through substitute pay
- Contracted support for use of technology for instruction (using white boards, live web presentations, interactive student answering applications)
- Developing "model" classrooms with best practices for Autism, Sld/ PID integrated with GAA training

Ideas and Suggestions for thoughtful expenditures

- Initially funding co-teaching positions which will be earned through the current funding formula in the future
- Other components for a successful collaboration initiative - including professional learning for teams, scheduling piece
- Funding for transporting SWD to supplemental services after school and Saturdays -
- Part time or supplemental pay for sp ed teachers to provide these services

Ideas and Suggestions for thoughtful expenditures

- Summer Enrichment programs for social skills training, academic achievement - grades 1,2,4,6,7,
- High School credit recovery program- Saturday school
- Contract with additional psychologist if timeline issues
- Contract with Social Workers or use coaches to address attendance issues- sped typically problems with attendance(K-8 second indicator AYP)

Ideas and Suggestions for thoughtful expenditures

- Contract with Behavior specialist - training in ABA , conducting independent FBA's or training staff
- Providing funds for staff to conduct social skills training
- Providing funds for contract staff to conduct training in organization skills / address executive functioning (middle and high).
- Hire a parent mentor

Ideas and Suggestions for thoughtful expenditures

- Sound Field Classroom amplification
- Assistive technology tools to improve reading, writing, mathematics (see www.gpat.org)
- Provide resources to develop adapted curriculum materials for GPS
- Collaborate with GLRS to initiate and support a project
- Develop regional consortia with release time for teachers
- Provide resources necessary for community based skills training

Ideas and Suggestions for thoughtful expenditures

- Employ coordinator/lead teacher to coach the Access to the Georgia Performance Standards and implementation of Georgia Alternate Assessment.
- Employ Transition Specialist
- Provide Professional Learning and Support for:
 - Transition assessment
 - Self determination/self-directed IEP's
 - Career Development / careers
 - Implementation and writing of transition plans including IEP Teams

Ideas and Suggestions for thoughtful expenditures

- Collection of Post-Secondary Outcomes
- Develop Interagency Transition Council (local/regional)
- Employ dedicated transition Vocational Rehabilitation Counselor (\$13,000 match with VR)
- Personnel to support High School/ High Tech
- Progress monitoring tools for academics
- Employ a coordinator for Positive Behavior Supports

Lead the Nation in Improving Student Achievement

Goal 1 Increase high school graduation rate, decrease drop out rate, and increase post-secondary enrollment rate.

IDEA Performance Indicators

- Decrease the percentage of students with disabilities who drop out of school. (SPP 2)
- Increase the percentage of students with disabilities who earn a regular high school diploma. (SPP 1)
- Increase the percentage of students with disabilities who transition to employment or post-secondary education. (SPP 14)
- Decrease the percentage of students with disabilities who are removed from their school or placements for disciplinary reasons. (SPP 4)
- Increase the percentage of parents of children receiving special education services who report that schools encouraged parent involvement to improve results for students with disabilities. (SPP 8)

Goal 2 Strengthen teacher quality, recruitment, and retention.

Goal 3 Improve workforce readiness skills.

IDEA Performance Indicators

- Increase the percentage of transition aged students with disabilities who have coordinated and measurable IEP goals and transition services that will lead to attainment of post-secondary goals. (SPP 13)

Goal 4 Develop strong education leaders, particularly at the building level.

Goal 5 Improve the SAT, ACT, and the achievement scores of Georgia students.

IDEA Performance Indicators

- Increase the percentage of young children referred by parents, or other agencies prior to age three who are determined eligible and have an IEP implemented by the third birthday. (SPP 12)
- Increase the percentage of time young children with disabilities spend in natural environments with typically developing peers. (SPP 6)
- Increase the percentage of young children with disabilities who show improved positive social/emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors. (SPP 7)
- Increase the percentage of students with disabilities who receive their instruction in the general education setting with appropriate supports and accommodations. (SPP 5)
- Increase the performance of students with disabilities on statewide assessments when given appropriate accommodations. (SPP 3)

Goal 6 Make policies that ensure maximum academic and financial accountability.

IDEA Performance Indicators

- Increase the percentage of students who are evaluated and determined eligible for special education within 60 days. (SPP 11)
- Decrease the disproportionate representation of students with disabilities due to inappropriate policies, procedures, and practices. (SPP 9 & 10)
- All identified noncompliance will be corrected as soon as possible, but no later than one year from identification. (SPP 15)
- Dispute resolution procedures and requirements are followed within any applicable timelines. Includes formal complaints, mediation, due process hearings, and resolution sessions. (SPP 16, 17, 18, 19)
- Reports are submitted in a timely manner. (SPP 20)