

Possible Coordinated Uses of ARRA Funds

School districts in Wisconsin now have an unprecedented opportunity to improve teaching and learning through the wise investment of funds made available by the American Recovery and Reinvestment Act of 2009 (ARRA). Using short-term ARRA funds effectively will require new thinking and thoughtful conversations among state, district, and school leaders, as well as teachers, students, families, and communities.

This document outlines possible strategies for the coordinated use of ARRA funds from Education Technology, Individuals with Disabilities Education Act (IDEA), and Title I in order to maximize the potential of these funds.

The high-leverage strategies listed below may be implemented using multiple funding sources and become part of a system that can be retained after new federal dollars are gone. This list is not exhaustive and is intended to spark innovative and collaborative planning at the district level. However, when considering these strategies, please be advised that all requirements for each individual funding source apply (e.g., supplement, not supplant; comparability; eligibility requirements; etc).

The document is organized around the five categories identified by Secretary of Education Arne Duncan that have been shown to make a critical contribution to student results:

- Adopting rigorous college- and career-ready standards and high-quality assessments;
- Establishing data systems and using data for improvement;
- Increasing teacher effectiveness and equitable distribution of effective teachers;
- Turning around the lowest-performing schools; and
- Improving results for all students, including early learning, extended learning time, use of technology, preparation for college, and school modernization.

Descriptions of the different funding sources are provided below:

Title I

Title I is a federal entitlement program that provides funds to school districts and schools with high numbers or high percentages of children who are disadvantaged to support supplemental educational services. Its overall purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. The grant contains provisions for ensuring that children who are disadvantaged and enrolled in private schools also benefit from the academic enrichment services funded with Title I, Part A funds.

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. IDEA assists state educational agencies and local

educational agencies (LEAs) to provide for the education of all children with disabilities. The American Recovery and Reinvestment Act (ARRA) appropriates significant new funding for programs under Part B of IDEA. The IDEA recovery funds under ARRA must be used in accordance with IDEA regulations.

Individuals with Disabilities Education Act (IDEA) Coordinated Early Intervening Services (CEIS)

IDEA permits an LEA to use up to 15 percent of their Part B IDEA funds for any fiscal year to develop and implement coordinated, early intervening services (CEIS). Coordinated early intervening services are intended for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services under IDEA but who need additional academic and behavioral support to succeed in a general education environment. Although granted through IDEA, these funds are not spent on special education and related services. LEAs that have been determined by the State to have significant disproportionality under Section 613(f) are required to use 15 percent of their IDEA funds on CEIS.

Freed-Up Funds via IDEA Maintenance of Effort (MOE)

Under certain circumstances, in any fiscal year that an LEA's IDEA allocation exceeds the amount that the LEA received in the previous fiscal year, the LEA may reduce its level of local, or state and local, expenditures otherwise required by the LEA maintenance of effort requirements by up to 50 percent of the increase. The LEA must spend the 'freed-up' funds on activities that are authorized under the Elementary and Secondary Education Act (ESEA). An LEA may take advantage of this flexibility if the allocation they receive in FY 2009 (their Part B allocation plus the IDEA recovery funds) exceeds the total allocation the LEA received under Part B in FY 2008 and the LEA has been determined by the State to have met the requirements of IDEA and does not have significant disproportionality.

Enhancing Education Through Technology (EETT)

The EETT is Title II Part D of the No Child Left Behind Act. The primary goal of the EETT program is to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designed to assist every student, regardless of race, ethnicity, income, geographical location, or disability, to become technologically literate by the end of eighth grade, and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated. The requirements from the US Department of Education include a minimum of 25 percent of funds used for professional development. Allowable costs include but are not limited to hardware, software, and staff development costs related to helping teachers effectively use technology to improve student achievement.

(<http://dpi.wi.gov/imt/doc/usefnds05.doc>)

Department of Public Instruction Contact Information for each of the Funding Sources:

<i>Title I</i>	Find your DPI Title I Consultant at http://www.dpi.state.wi.us/titleone/asp/t1consultants.aspx
<i>IDEA, IDEA CEIS & Freed Up Funds</i>	Contact the Special Education Team at dpisped@dpi.wi.gov
<i>Title II Part D</i>	Education Technology questions may be directed to Steve Sanders, Director, Instructional Media and Technology Team at stephen.sanders@dpi.wi.gov

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Funding Stream						
Strategy	Title I (TI)	IDEA (IDEA)	IDEA CEIS (IDEA)	Freed Up Funds (IDEA)	Title II-D (T IID)	Considerations
1. Adopting rigorous college- and career-ready standards and high-quality assessments						
<u>Develop common formative and benchmark assessments.</u>	✓	✓		✓	✓	<ul style="list-style-type: none"> • TI – This strategy is appropriate for school-wide programs. • IDEA – To the extent related to supporting students with disabilities (SWD). • T IID – Eligible for technology-based support.
<u>Provide Title I services to eligible students in all grades and in additional subjects.</u>	✓			✓	✓	<ul style="list-style-type: none"> • TI – This strategy is appropriate for targeted assistance schools. • T IID – Eligible for technology-based support.

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Hire <u>transition coaches</u> to help graduating seniors with disabilities find employment or get post-secondary training.		✓		✓		
Implement an <u>online Individualized Education Program (IEP)</u> aligned with state academic standards that can be used by parents, teachers and principals to create content-rich IEPs aligned to the general education curriculum.		✓		✓	✓	
Use <u>framework for 21st Century Skills</u> and assess student readiness for career, college, and citizenship.				✓	✓	<ul style="list-style-type: none"> • T IID – Would have to include, but not be limited to, information, media, and technology skills.
<u>Assess technological literacy</u> of all students by 8th grade.				✓	✓	<ul style="list-style-type: none"> • T IID – Required by ESEA.
2. Establishing data systems and using data for improvement						
Add on to existing, <u>online progress monitoring and assessment systems</u> to track progress of at-risk students, such as	✓		✓	✓	✓	<ul style="list-style-type: none"> • TI – School-wide schools could implement progress monitoring systems for all students within the school.

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students who receive CEIS or Title I services.						
Implement <u>data systems</u> that track disciplinary referrals, support instruction and improve school climate.	✓	✓		✓	✓	<ul style="list-style-type: none"> • TI – School-wide schools could implement progress monitoring systems for all students within the school. • IDEA – To the extent related to supporting SWD.
To promote improved services to young children with disabilities: <u>develop or expand the capacity to collect and use data</u> to improve teaching and learning including purchase and training for district use of <u>ongoing-assessment tools</u> to measure children’s progress.	✓	✓		✓	✓	<ul style="list-style-type: none"> • TI – This strategy is appropriate for school-wide programs.
To promote improved services to young children with disabilities: <u>develop or expand the capacity to collect and use data</u> to improve teaching and learning including <u>program evaluation with tools such as ECERS or CLASS.</u>		✓		✓		<ul style="list-style-type: none"> • T IID – Eligible for technology-based support.

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3. Increasing teacher effectiveness and equitable distribution of effective teachers						
Establish <u>intensive, year-long training on effective interventions</u> for improving achievement in reading and mathematics.	✓	✓		✓	✓	<ul style="list-style-type: none"> • TI – Targeted assistance programs would focus primarily on Title I teachers and regular classroom teachers who work with Title I students. • IDEA – To the extent related to supporting SWD. • T IID – Eligible for technology-based support. Use library media specialists for support.
Provide training for <u>instructions for early intervening services</u> such as Response to Intervention (RTI) and Responsive Education for All Children (REACH) services.	✓		✓	✓	✓	<ul style="list-style-type: none"> • TI – Targeted assistance programs would focus primarily on Title I teachers and regular classroom teachers who work with Title I students. • T IID – Eligible for technology-based support.
Provide professional development in <u>Positive Behavior Interventions and Support (PBIS)</u>.		✓	✓	✓	✓	<ul style="list-style-type: none"> • T IID – Eligible for technology-based support. • IDEA – To the extent related to supporting SWD. Allowable costs

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						include training costs, staff release time, travel costs, supplies, and materials.
Establish a system for identifying and training highly effective teachers to serve as <u>instructional leaders</u> and modify the school schedule to allow for collaboration among the instructional staff.	✓	✓		✓		<ul style="list-style-type: none"> • TI – This strategy is appropriate for school-wide programs. • IDEA – To the extent related to supporting SWD. • T IID – Possible support from Library Media Specialists.
Provide professional development to teachers on the <u>use of data</u> to inform and improve instruction for students, particularly Title I students and students with disabilities.	✓	✓		✓	✓	<ul style="list-style-type: none"> • TI – Targeted assistance programs would focus primarily on Title I teachers and regular classroom teachers who work with Title I students. • IDEA – To the extent related to supporting SWD. • T IID – Eligible for technology-based support.
Provide professional development to teachers on the <u>use of educational technology</u> in teaching to improve instruction, including: Intel Teach Program, Thinkfinity, BadgerLink, Ask Away,	✓			✓	✓	<ul style="list-style-type: none"> • TI – This strategy is appropriate for school-wide programs. • T IID – Could be general professional development or targeted at a specific

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and more.						subject area or grade level.
Provide professional development to teachers and paraprofessionals (including tuition) so they can become <u>highly qualified</u> .	✓	✓		✓	✓	<ul style="list-style-type: none"> • T IID – Eligible for technology-based support. • IDEA – To the extent related to supporting SWD.
Provide professional development to teachers of students with disabilities on the appropriate <u>use of assistive technology</u> to enhance instruction.		✓		✓	✓	
Provide professional development on <u>culturally responsive classroom practices</u> and/or district equity work.	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • TI – This strategy is appropriate for school-wide programs. • T IID – Eligible for technology-based support. • IDEA – To the extent related to supporting SWD.
Have teachers and paraprofessionals participate in <u>conferences and extended learning opportunities</u> to increase professional knowledge and capacity (e.g., WIEA, Wisconsin	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • IDEA – To the extent related to supporting SWD. Allowable costs include conference registration, training costs, staff release time, travel costs, supplies and materials.

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Transition Conference, New Wisconsin Promise Conference, Wisconsin Title I Conference, DPI American Indian Studies Summer Institute, etc.).						
<u>Peer mediated and paraprofessional supports</u> to increase access to inclusive classrooms and the general curriculum.		✓		✓		<ul style="list-style-type: none"> IDEA – To the extent related to supporting SWD. Allowable costs include training and coaching costs, staff release time, travel costs, supplies and materials.
To promote improved services to young children with disabilities: <u>hire coaches or mentors, or contract for Cooperative Education Service Agency (CESA) services</u> to provide classrooms with expertise in positive behavior supports, inclusion, differentiated instruction/learning support or other priority areas.		✓		✓	✓	<ul style="list-style-type: none"> T IID – Eligible for technology-based support.
4. Turning around the lowest-performing schools						
Implement an <u>RTI model</u> that provides support to students who are at-risk, evaluates	✓		✓	✓	✓	<ul style="list-style-type: none"> TI – Targeted assistance programs would focus primarily

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how effectively students are progressing, and creates opportunities for collaboration among staff.						<p>on Title I teachers and regular classroom teachers who work with Title I students.</p> <ul style="list-style-type: none"> • T IID – Eligible for technology-based support.
Implement <u>Positive Behavior Interventions and Support (PBIS)</u> and modify the school schedule to allow for collaboration among the instructional staff.		✓	✓	✓		<ul style="list-style-type: none"> • IDEA – Allowable costs include training costs, staff release time, travel costs, supplies and materials.
Extend Title I services to support <u>middle and high school</u> students.	✓				✓	<ul style="list-style-type: none"> • T IID – Eligible for technology-based support; possible support from library media specialists.
Provide new opportunities for secondary school students to use <u>high-quality, online courseware</u> as supplemental learning materials for meeting mathematics and science requirements.	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • TI – This strategy is appropriate for all students in school-wide programs. In targeted assistance programs, only Title I eligible students. • IDEA – To the extent related to supporting SWD. • T IID – Other students eligible.

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Strategy	Title I (TI)	IDEA (IDEA)	IDEA CEIS (IDEA)	Freed Up Funds (IDEA)	Title II-D (T IID)	Considerations
Provide training to <u>middle school teachers in adolescent literacy</u> based on analysis of middle and high school reading data.	✓	✓		✓	✓	<ul style="list-style-type: none"> • TI – This strategy is appropriate for school-wide programs. • T IID – Eligible for technology-based support. • IDEA – To the extent related to supporting SWD.
5. Improving results for all students, including early learning, extended learning time, use of technology, preparation for college, and school modernization						
Establish or expand fiscally sustainable <u>extended learning opportunities</u> , including activities provided before school, after school, during the summer, or over an extended school year.	✓			✓	✓	<ul style="list-style-type: none"> • TI – Targeted assistance schools may only serve Title I eligible students. • T IID – Eligible for technology-based support.
Purchase <u>hardware, software</u> and other materials to provide specialized instruction to struggling students, including students with disabilities.	✓	✓		✓	✓	<ul style="list-style-type: none"> • IDEA – Equipment purchases for SWD require prior approval. Allowable costs include assistive technology (AT) devices, training costs, travel, supplies and materials.
Expand the availability and range of inclusive placement options for preschoolers with		✓		✓		

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disabilities by developing the capacity of public and private preschool programs to serve these children through the creation of <u>community councils and informed referral networks</u> .						
Increase <u>parent involvement</u> through parent and teacher training.	✓	✓		✓	✓	<ul style="list-style-type: none"> • T IID – Eligible for technology-based support. • IDEA – Related to supporting SWD.
Provide <u>intensive community-wide professional development for special education, regular education, and community teachers on topics such as: Wisconsin Model Early Learning Standards, Center for Social Emotional Foundations for Early Learning, serving children with disabilities in community settings, ongoing assessment tools, differentiated instruction and learning supports</u> .	✓	✓		✓	✓	<ul style="list-style-type: none"> • TI – This strategy is appropriate for Title I schools with pre-school programs. • T IID – Eligible for technology-based support.
Obtain state-of-the art <u>assistive technology devices</u> specifically for young children and		✓		✓	✓	<ul style="list-style-type: none"> • T IID – Eligible for technology-based support.

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provide training in their use to enhance access to the general curriculum for students with disabilities. Develop mechanisms to provide this equipment for children receiving services in community settings.						
Hire <u>child find/early childhood transition coordinators</u> to handle referrals from community programs, provide summer evaluations, and provide case management through the IEP process etc.		✓		✓		
Conduct joint <u>child find campaigns</u> such as child development days.		✓		✓		
Provide <u>parent leadership support and training for parents</u> including Ready, Set, Go conferences.	✓	✓		✓		<ul style="list-style-type: none"> • TI – This strategy is appropriate for targeted assistance and school-wide programs.
<u>Expand PBIS systems and training specific to young children.</u>		✓		✓		

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Support <u>collaborations with higher education</u> to increase the number of teachers with appropriate early childhood special education licenses.		✓		✓		
Hire personnel, contract with CESA, or contract with community programs to <u>expand community child find efforts</u> such as child development days.		✓		✓		
Hire personnel, contract with CESA, or contract with community programs to <u>expand the provision of parent education and involvement.</u>	✓	✓		✓		
Hire, expand hours, and contract with CESAs for <u>early childhood specific coordinators or program support teachers.</u>	✓	✓		✓		<ul style="list-style-type: none"> • TI – This strategy is appropriate for Title I schools with pre-school programs.
Data-based practices for school staff to <u>facilitate parental involvement.</u>	✓	✓		✓		<ul style="list-style-type: none"> • TI – Targeted assistance programs would focus on Title I parents. • IDEA – To the extent related to supporting SWD.

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						Allowable costs include training, registration, hotel, meals, travel, supplies and materials.
<u>Parents in Partnership training (five-weekend training series).</u>		✓		✓		<ul style="list-style-type: none"> • IDEA – To the extent related to supporting SWD. Allowable cost include personnel development costs, hotel, meals, travel costs, materials and supplies.
<u>Youth In Partnership with Parents for Empowerment (YiPPE)</u> – an opportunity for youth with disabilities and their parents to learn about the IDEA transition process.		✓		✓		
<u>Alignment of Title I pre-kindergarten programs with 4K.</u>	✓			✓		
<u>Provision of professional development to increase availability of high quality teachers.</u>	✓	✓		✓	✓	<ul style="list-style-type: none"> • IDEA – To the extent related to supporting SWD. • T IID – Eligible for technology-based support.
<u>Expanded learning time for young children through extended day, week, or year programs.</u>	✓			✓		

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Strategy	Title I (TI)	IDEA (IDEA)	IDEA CEIS (IDEA)	Freed Up Funds (IDEA)	Title II-D (T IID)	Considerations
Development of a <u>strategic plan to strengthen parental involvement in their children’s learning.</u>	✓	✓		✓		<ul style="list-style-type: none"> • IDEA – To the extent related to supporting SWD.
Provide support for <u>training home visitors to engage parents and students in the learning process and build connections between the family and school.</u>	✓	✓		✓		<ul style="list-style-type: none"> • IDEA – To the extent related to supporting SWD.
<u>Intergenerational family literacy programs</u> such as Even Start or other similar models.	✓			✓		
Improvement of systems for <u>evaluating the effectiveness of early childhood programs.</u>	✓			✓		
Provide support for collaborative planning and training for representatives of school and community sponsored programs to <u>facilitate transitions from early childhood sites to school.</u>	✓	✓		✓		<ul style="list-style-type: none"> • IDEA – To the extent related to supporting SWD.
Coordination of efforts to <u>build effective RTI models</u> through	✓		✓	✓		<ul style="list-style-type: none"> • TI – Targeted assistance programs would focus primarily

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collaborative training.						on Title I teachers and regular classroom teachers who work with Title I students.
Create <u>mentoring programs to work with parents</u> in mitigating their poverty needs.	✓			✓		
Offer classes to <u>help parents become knowledgeable</u> about typical child development.	✓	✓		✓		<ul style="list-style-type: none"> IDEA – To the extent related to supporting SWD.
Offer classes to <u>help parents understand child behavior and establish positive discipline</u> practices.	✓	✓		✓		<ul style="list-style-type: none"> IDEA – To the extent related to supporting SWD.
Purchase of <u>technology and related programs</u> developmentally appropriate <u>for young children</u> in 3 yr. Special Ed, 4K, 5K, and older.					✓	
Develop <u>technology systems that link school based and school early childhood programs</u> (3 yr. Special Ed, 4K, 5K, and older) in community based settings to raise achievement.					✓	

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Purchase of <u>other equipment</u> that will support student achievement such as Smartboards.	✓				✓	<ul style="list-style-type: none"> • TI – Equipment purchased in targeted assistance schools must be for Title I students. • T IID – In T IID, must spend 25% on professional development (PD).
Curriculum development and systems that utilize technology to support <u>ongoing assessment</u>.					✓	<ul style="list-style-type: none"> • T IID – In T IID, must spend 25% on PD.

(updated 5/12/09)