



**STRATEGIC GUIDANCE
ON THE EFFECTIVE USE OF
STATE FISCAL STABILIZATION FUNDS (SFSF)
FROM THE AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA) OF 2009**

Texas Education Agency
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I. OVERVIEW

The purpose of the American Recovery and Reinvestment Act (ARRA) is to provide a unique opportunity to jump start school reform and improvement efforts while also saving and creating jobs and stimulating the economy. These one-time resources should be spent in ways most likely to lead to improved results for students, long-term gains in school and school system capacity, and increased productivity and effectiveness.ⁱ

By September 2009 Texas LEAs will have access to ARRA funding in the form of:

- Title I, Part A of the Elementary and Secondary Education Act (ESEA);
- Individuals with Disabilities Education Act (IDEA), Part B; and
- State Fiscal Stabilization Fund (SFSF).

The State Fiscal Stabilization Fund (SFSF funds) are a new, one-time appropriation of approximately \$3.9 billion that the U.S. Department of Education (USDE) will award to Texas to help stabilize state and local budgets in order to minimize and avoid reductions in education and other essential services in exchange for a state's commitment to advance essential education reform in four areas.ⁱⁱ Funds should be invested in ways that do not result in unsustainable continuing commitments.

The Texas Education Agency (TEA) implores LEAs to use SFSF allocations for innovative and effective practices to increase student achievement through school improvement and reform. LEAs should construct a solid framework for the use of these one-time funds by thinking both creatively and strategically in order to provide a strong pathway to educational success for our students in the 21st century. The following is a guide for districts as they plan for the use of the SFSF funds.

II. FUNDING

ARRA STIMULUS FUNDING FOR TEXAS

ARRA: Division A, Title VIII - Department of Education (Distributed directly to districts through formula)		Estimate	
Stimulus	Education for the Disadvantaged	Title I, Part A, to be distributed to LEAs for: • Title I, Targeted Grants • Title I, Education Finance Incentives Grants (EFIG)	\$944,630,905*
		Title I, School Improvement Grants (School Improvement Program Academies)	\$285,212,000*
	School Improvement Program	Title II, Part D – Education Technology	\$59,395,748*
		Title VII, Subtitle B – McKinney-Vento Homeless Assistance Act	\$3,454,000*
	Special Education	IDEA, Part B – Grants to States; Eligible: All LEAs	\$945,636,328*
		IDEA, Part B – Preschool Grants; Eligible: All LEAs	\$24,328,422*
How to use funds: www.tea.state.tx.us/arrastimulus		Title VIII Education Total \$2,262,657,403	

IDEA-B

In April 2009, TEA received 50% of IDEA-B funds from the federal government as authorized by ARRA. On April 15, 2009, LEAs could begin applying for IDEA-B ARRA funds from TEA through the eGrant application. The remaining 50% of the IDEA-B ARRA funds are expected to be released from the federal government to TEA in October 2009. At that time, LEAs will be able to draw down the remaining funds. The formula program works on a reimbursement basis and funds remain available for obligation until September 30, 2011.

TITLE I

In April 2009, TEA received 50% of Title I, ARRA funds from the federal government as authorized by ARRA. On April 15, 2009, LEAs could begin applying for Title I, ARRA funds from TEA through the eGrant application. Currently, LEAs are not allowed to draw down more than 10% of their funds per month to ensure that the draw down is not more than what TEA has received. In October 2009, TEA expects to receive the remaining 50% of Title I, ARRA funds and at that time, the draw down threshold will increase to 25% to encourage rapid spending. If an LEA exceeds the threshold, they will need to submit additional documentation to TEA. Only after TEA reviews and approves the additional documentation, will TEA release the entire payment requested. The project period for these funds for the 1st year is from April 15, 2009, through June 30, 2010 (Title I ARRA). Unexpended funds will roll forward as long as it does not exceed the allowable roll forward limitations.

STATE FISCAL STABILIZATION FUNDING FOR TEXAS

	Percent of SFSF	Total
Education Stabilization Fund	81.8%	\$3,250,272,133
Government Services Fund	18.2%	\$723,165,683

The 81st Texas Legislature, 2009, passed House Bill 3646 which increased state funding for public schools by modifying the state's Foundation School Program (FSP) formulas. The bill guarantees each school a minimum annual increase of \$120 per student in weighted average daily attendance. In anticipation that the Texas stabilization

application would be approved, state lawmakers appropriated SFSF, along with over \$30 billion of state funds, to finance the FSP formula changes of HB 3646. The SFSF appropriation amounts to less than 3% of a local education agency's (LEA) total state and local FSP funding. All money awarded through these formulas (including SFSF) must be spent in accordance with state and federal requirements, which include a pay raise for school district employees who are subject to the minimum salary schedule.

The SFSF Government Services Fund makes up 18.2% of the SFSF for Texas. Approximately half of the SFSF Government Services Fund will be used to pay for student textbooks and the remaining amount was distributed to the Texas Higher Education Coordinating Board and various higher education institutions.

School Year	SFSF Allocation	Date Funds Available	Last Date to Expend Funds
2009-2010	\$1.6 billion	September 1, 2009	September 30, 2010*
2010-2011	\$1.6 billion	September 1, 2010	September 30, 2011

*Districts can request an extension to expend funds if applicable. All SFSF funds must be obligated by September 30, 2011.

III. PAY RAISES

Following the United States Department of Education's approval of the State of Texas' State Fiscal Stabilization Fund (SFSF) application on Friday, July 24, 2009, the Commissioner of Education has determined that federal funds received by school districts and open-enrollment charter schools under the American Recovery and Reinvestment Act of 2009 (ARRA) may be used for the salary increases required under House Bill 3646 (HB 3646). This determination triggers the requirement for school districts and charter schools to provide salary increases to certain employees.

The following school district and open-enrollment charter school employees, including those of the Windham School District, are required to receive a salary increase under HB 3646:

- classroom teachers,
- full-time speech pathologists,
- full-time librarians,
- full-time counselors, and
- full-time school nurses.

Under House Bill 3646 the Texas Legislature increased the formulas for the foundation school program by a minimum of \$120 per WADA. The pay raise required under the bill may be funded using State Fiscal Stabilization Fund (SFSF), state or local funds. However, there is no requirement under HB 3646 that SFSF funds be used to fund these salary increases. SFSF funds must be tracked and accounted for separately from all other funds and are subject to strict reporting requirements under the ARRA. The state's FSP formulas will not change after SFSF funds have been spent. The new increased FSP formulas contemplated in House Bill 3646 will continue to form the basis of school districts' FSP entitlements. Districts will not experience a reduction in revenue once the SFSF funding source is no longer available and will continue to receive funding to maintain the salary increase. If you have any questions please visit the ARRA website at www.tea.state.tx.us/arrastimulus.

IV. THE FOUR REFORMS

The ARRA outlines four reforms to guide the investment of SFSF funds in public education to which states are asked to commit when accepting funds from the federal government. LEAs should craft strategic plans for the use of SFSF funds within the framework of these reforms. These four reform goals will also appear in the SFSF eGrant application where the district will have to indicate to which reform their specific activities correspond.

THE FOUR REFORMSⁱⁱⁱ

<p>Adopting rigorous standards and high-quality assessments</p> <p><i>World-class education systems are built upon college- and career-ready standards, rich and engaging curricula based on the standards, and high-quality, aligned assessments to measure student learning. While many states are actively revising their standards and assessments to increase rigor and improve alignment, districts and schools can concurrently take steps to promote rigorous standards, effective assessment systems, and strong curriculum.</i></p>	<p>Establishing data systems and using data for improvement</p> <p><i>At the heart of improving schools and school districts are systems to gather and analyze data and provide feedback to educators, students, families, and the community in order to improve student and teacher performance continuously.</i></p>
<p>Increasing teacher effectiveness and equitable distribution of effective teachers</p> <p><i>Teacher effectiveness is a major influence on students' academic success. Districts and school leaders can improve teacher effectiveness and address inequitable teacher distribution through how they recruit, hire, induct, develop, evaluate, advance, and compensate teachers. Moreover, they can create the school conditions that foster teacher effectiveness and retention such as excellent school leadership, time for collaboration, and a culture of continuous improvement.</i></p>	<p>Turning around the lowest-performing schools</p> <p><i>Turning around persistently low-performing schools is likely to require a significant overhaul of school staff, leadership, instructional program and calendar, and for the most distressed schools, school closing or consolidation.</i></p>

V. FRAMING QUESTIONS FOR DECISION MAKING^{iv}

In considering how to best spend ARRA funds, decision makers should consider whether they can answer “yes” to these five questions.

1. **Drive results for students?** Will the proposed use of funds drive improved results for students, including students in poverty, students with disabilities, and English language learners?
2. **Increase capacity?** Will the proposed use of funds increase educators’ long-term capacity to improve results for students?
3. **Accelerate reform?** Will the proposed use of funds advance state, district, or school improvement plans and the reform goals encompassed in ARRA?
4. **Avoid the cliff and improve productivity?** Will the proposed use of funds avoid recurring costs that states, school systems, and schools are unprepared to assume when this funding ends? Given these economic times, will the proposed use serve as “bridge funding” to help transition to more effective and efficient approaches?
5. **Foster continuous improvement?** Will the proposed use of funds include approaches to measure and track implementation and results and create feedback loops to modify or discontinue strategies based on evidence?

VI. TEXAS STEPS * UP

The Commissioner of the Texas Education Agency (TEA) is introducing a Texas-sized initiative, the Texas “Steps Up” Initiative, to improve student achievement through school improvement and strategic reform within the state. In alignment with the American Recovery and Reinvestment Act of 2009 (ARRA), the Texas Steps Up Initiative will reward school districts who elect to use available funds awarded under the State Fiscal Stabilization Fund (SFSF) toward selected activities (listed below) that support the four educational reform areas of ARRA.

The availability of SFSF funds offers a great opportunity to increase student achievement through school improvement and strategic reform. TEA recognizes that the first step in planning for the most effective use of these funds is to conduct a comprehensive needs assessment. As districts analyze the priorities identified, TEA strongly encourages you to think strategically and creatively regarding programs, activities, and strategies that will be most effective in improving students’ academic performance beyond state and federal standards – including how alignment and restructuring of the use of resources can significantly improve academic achievement.

With these goals in mind, TEA has identified 10 Steps Up activities within the four ARRA reforms that are of high priority to the state. These activities will help Texas achieve significant improvement in student outcomes, make substantial gains in student achievement, close achievement gaps, improve high school graduation rates, and ensure students are college and career ready. Districts that invest the majority of their available SFSF funds in these activities will be considered to have “stepped up” to the challenge to effectively address education reform in Texas. The effectiveness of our

state's reform efforts and the state's success among our peers will be based on your commitment and progress toward furthering the four ARRA reforms and TEA is encouraging you to consider these Steps Up activities in planning how to deploy SFSF funds.

Steps Up Activities			
1	Provide technology and professional development to create 21 st century classrooms	6	Establish and support a new professional development paradigm
2	Reward demonstrated effectiveness	7	Improve or replace human resource data systems
3	Provide resources necessary for Languages Other than English in the elementary grades	8	Build enhanced student information & assessment systems
4	Develop or expand Pre-K or full day kindergarten	9	Restructure the traditional school schedule and class size
5	Expand teacher evaluation systems	10	Provide resources to establish and support online learning

Through 2011, any district that receives the "Steps Up" designation will receive the following:

First Step	51% to 65% of your SFSF allotment	Additional priority points on any eligible TEA competitive discretionary grant
Second Step	66% to 80% of your SFSF allotment	Access to technical assistance resources to help with multiple program design and implementation
Third Step	81%+ of your SFSF allotment	Priority consideration for additional funding when ARRA funds lapse

**Each step includes the benefits from the previous step.*

*** A LEA may request for consideration of extenuating circumstances regarding the investment percentage of their allotment. LEAs will be required to submit corroborative evidence to support their request. In all cases the evidence supplied should clearly demonstrate significant budget constraints that adversely affect the district's ability to meet the expressed guidelines. Some options for fulfilling the investment required for the "Steps Up" designation in addition to SFSF funds may be through IDEA and Title I stimulus funds.*

VII. NEEDS ASSESSMENT

As LEAs plan for the expenditure of SFSF funds, LEAs should consult their most recent needs assessment in order to strategically utilize funding. LEAs can identify areas of struggling student performance as well as needed areas of reform. The assessment and prioritization of need will aid LEAs in formulating strategies that will ensure SFSF funds are maximized towards the reforms outlined in the ARRA, as well as state goals of reform and student improvement.

- 1.** Districts are encouraged to identify the appropriate staff to devise and discuss the needs assessment process. Consider including superintendents, chief curriculum staff, chief financial officer, technology coordinator, Title I and IDEA coordinators, human resource directors, chief grants officer and other relevant staff.

- 2.** A district and campus level assessment should include a focused data analysis. It is important to evaluate individual campuses across the district in order to adequately identify population groups that may otherwise be masked through a district wide snapshot. The following are suggestions to guide LEAs through their needs assessment process:
 - LEAs may consider using a Focused Data Analysis Probes Guide <http://wwwdev.tea.state.tx.us/edex/docs/TATDataAnalysis09.pdf> as a guide to LEAs during the process. The probes are intended to be a starting point in formulating discussions, and should not be considered all-inclusive. LEAs are encouraged to consider other factors, as appropriate to the review process.

 - As appropriate, consider the degree to which data vary across campuses and by grade level, area of disability, ethnicity/race, economic disadvantage, limited English proficiency, gender, and/or other factors relevant to the performance concern. Identify any patterns or trends discovered in the analysis. To aid in this examination, questions like the following may be useful:
 - At what grade and subject is your campus achievement gap most acute?
 - Which specific students, by grade and subject, are furthest behind?
 - Are students moving through special programs such as ELL successfully and remaining successful (on grade level with age appropriate peers) in subsequent grades?
 - Are students maintaining positive trajectories of performance as indicated by their scale scores?

 - LEAs may consider Technical Assistance Teams <http://www.tea.state.tx.us/edex/docs/TATDataAnalysis09.pdf> documents in order to disaggregate, organize and identify data. This is an additional format to use for conducting the needs assessment and allows for the identification of patterns or trends discovered with analysis.

 - In addition to performance data, it is important to utilize local survey data to identify critical need areas such as teacher shortages or infrastructure needs

(within the bounds of the ARRA); this recognizes specific priorities that may not be captured in an AEIS report.

A needs assessment based on the focused data analysis may look as simple as the following:

JOHN DOE ISD

Areas of needed improvement based on AEIS 2007-2008 and JDISD survey:

- John Elementary School – 3rd grade, 35% of LEP students met standard in mathematics
- John II Elementary School – 4th grade, 50% of White students met standard in reading
- John Middle School – science lab modernization needed
- John Middle School – rated Academically Unacceptable for 2 years under state accountability system
- John Middle School – shortage of science teachers
- John High School – African Americans 4% dropout rate
- John High School – only 47% of all students met Texas Success Initiative in mathematics (college ready indicator)

3. Review allowable and unallowable uses of funds in order to match the LEA's needs to the authorized acts while complying with the ARRA funding requirements.

USE OF FUNDS (ARRA Section 14003(a)):

The ARRA requires expending funds for any purpose authorized under the following acts:

- **Elementary and Secondary Education Act of 1965 (ESEA)**
- **Individuals with Disabilities Education Act (IDEA)**
- **Adult Education and Family Literacy Act (AEFLA)**
- **Carl D. Perkins Career and Technical Education Act of 2006 (Perkins)**

The ARRA prohibits LEAs expending funds for the following:

- Payment of maintenance costs;
- Stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public;
- Purchase or upgrade of vehicles;
- 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 IDEA (Section 14011 of the ARRA);
- Restoring or supplementing a “rainy day” fund;
- Improvement of stand-alone facilities whose purpose is not the education of children, including central office administration or operations or logistical support facilities;
- School modernization, renovation, or repair that is inconsistent with state law;
- Any casino or other gaming establishment, aquarium, zoo, golf course, or swimming pool (See Section 1604 of the ARRA); and

- Modernization, renovation, or repair of facilities used for sectarian instruction or religious worship, or in which a substantial portion of the functions of the facilities are subsumed in a religious mission.

4. Take areas identified by the needs assessment and prioritize them in accordance with what is most important to improve student learning while fulfilling the commitment to the four reforms. Districts may consider a template as the one below. In the authorization column, note which Act allows for the SFSF expenditure. In the ARRA Reform and Steps Up column, note which reform the specific activity falls under. For LEAs that will be “Stepping Up”, please make note of where those activities would fit under the Texas initiative if applicable.

This process may evolve into and take a format as the following:

Priority	Campus	Problem	Specific Activity ^v	Author-ized Activity	ARRA Reform & Steps Up
1.	John Middle School	MS rated Academically Unacceptable for 2 years under state accountability system	Create intensive summer institute and ongoing support for teams of principal, teacher, and counselors from low performing school to analyze data and develop an action plan for improving student results.	Title I, Part A	Turning around the lowest performing schools Steps Up #6, #8
2.	John II Elem School	4 th grade, 50% of White students met standard in reading	Provide professional development for general education teachers in the elementary on evidence-based school-wide strategies in reading	Title II, Part A; Title I, Part B, Subpart 1	Increasing teacher effectiveness and equitable distribution Steps Up #1, #6, #8
3.	John High School	African Americans 4% dropout rate	Develop an early warning system that gives teachers access to student data such as attendance, grades, course schedules, and disabilities. Therefore alerting them when a student starts to fall below a threshold.	Title I Part H;	Establishing data systems and using data for improvement Steps Up #8
4.	John Elem School	3 rd grade, 35% of LEP students met standard in mathematics	Develop interim assessments that are valid and reliable to help educators track and improve student progress	Title VI, Section 6111	Adopting rigorous standards and high quality assessments Steps Up #8
5.	John High School	Only 47% of all students met Texas Success	Increase student participation in advanced courses such as AP, IB and	Title I, Part G	Adopting rigorous standards and

		Initiative in mathematics (college ready indicator).	dual enrollment while providing professional development for teachers in these areas.		high quality assessments Steps Up #9
6.	John Middle School	Shortage of science teachers	Devise a plan to attract in-field teachers to MS by offering first two years of mentoring, extensive professional development, and increased compensation	Title II, Part B, Mathematics and Science Partnerships	Increasing teacher effectiveness and equitable distribution Steps Up #2
7.	John Middle School	Science lab modernization needed	Modernize MS science lab to reflect the field	Title VIII	Modernization Steps Up #1

Ideas from the field that may help districts address areas of needed improvement:

<http://www.ed.gov/policy/gen/leg/recovery/ideas.html>

<http://www.ed.gov/policy/gen/leg/recovery/publications.html>

VIII. REPORTING AND ACCOUNTABILITY

The U.S. Department of Education has made clear that every dollar spent under the ARRA will be subject to the most stringent standards of accountability and transparency. To support the most effective uses of ARRA funds, accurately measure and track results, and prevent fraud and abuse, ARRA recipients must publicly report on how funds are used. ARRA funds are subject to federal review by multiple federal agencies applying standards which have yet to be fully developed. **LEAs receiving SFSF funds must maintain records that track separately the SFSF funds received and report quarterly on both financial information and on program outcomes and results.**

LEAs will be required to submit Quarterly Progress Reports to the Texas Education Agency. Guidance for LEA reporting requirements will be disseminated once data elements are finalized.

LEA PROGRESS REPORT TIMELINES

Report	Reporting Period	Due Date
1st Quarterly Report	Sept 30 – Nov 30	December 15, 2009
2nd Quarterly Report	Dec 1 – Feb 28	March 15, 2010
3rd Quarterly Report	March 1 – May 31	June 15, 2010

Final Expenditure Report for SFSF funds to Texas Education Agency is due November 15, 2010.

According to the ARRA Section 1512, prime recipients (TEA) will be required to submit quarterly reporting to the United States Department of Education starting October 10, 2009.

TEA ARRA REPORTING DEADLINES TO USDE**

Report	Due Date
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1st Quarterly Report/180 Day Report	October 10, 2009
2nd Quarterly Report	January 10, 2010
3rd Quarterly Report	April 10, 2010
4th Quarterly Report	July 10, 2010

All reports must be **CUMULATIVE

ARRA Section 1512 Recipient Reporting

Although the Act outlines state (prime recipient) reporting requirements it is still unknown how this will impact LEAs (sub recipients) or what reporting requirements LEAs may have to adhere to in order to aid prime recipients in complying with Section 1512. In preparation for further guidance, the following is an outline of what states will be required to report. This should be a signal of possible requirements for LEAs as we move into the SFSF grant period.

1. Beginning with the quarter ending September 30, 2009, no later than 10 **DAYS (first report due October 10, 2009^{vi})** after each calendar quarter recipient must submit report to United States Department of Education (USDE) containing:

- a. Total amount of recovery funds received from USDE
- b. And of recovery funds received, amount that were expended or obligated to projects or activities
- c. A detailed list of all projects or activities for which recovery funds were expended or obligated, including:
 - i. name of project or activity
 - ii. a description of project or activity
 - iii. an evaluation of the completion status of the project or activity
 - iv. estimate of number of jobs created and retained by the project or activity
 - v. for infrastructure investments made by state and local governments, the purpose, total cost, and rationale of the agency for funding the infrastructure investment with funds made available under this act, name of the person to contact at agency if there are concerns with the infrastructure investment.
- d. Detailed information on any subcontracts or sub-grants awarded by the recipient to include the data elements required to comply with the Federal Funding Accountability and Transparency Act of 2006, allowing aggregate reporting on awards below \$25,000 or to individuals, as prescribed by the Director of Office of Management and Budget (OMB).

2. All data contained in each quarterly recipient report will be **cumulative** in order to encompass the total amount of funds expended to date. This means that reports due on October 10, 2009, will include funding from February 17, 2009 (the date the Act was enacted by Congress) through September 30, 2009^{vi}.

3. List of programs subject to Recipient Reporting:

http://www.whitehouse.gov/omb/assets/memoranda_fy2009/m09-21-supp1.pdf

USDE: Further Reporting^{vii}

LEA guidance has not been officially outlined by the Department but will be disseminated to LEAs as it becomes available. However, it is instructive for LEAs to review the April 1 guidance document from the USDE, where Secretary Duncan signaled data metrics that will likely be part of reporting requirements. Although these would be state reporting requirements, elements of this data may be collected from the LEAs to form the state's aggregate data collection. Please review possible metrics from the guidance here:

- A. **Teacher effectiveness and ensuring that all schools have highly qualified teachers** – A state would report on the extent to which all students have access to qualified and effective teachers and whether or not teachers are evaluated based on how well their students perform. More specifically, a state would report:
- *the number and percent of teachers in the highest-poverty and lowest-poverty schools in the state who are highly qualified;*
 - *the number and percent of teachers and principals rated at each performance level in each local educational agency's (LEA's) teacher evaluation system; and*
 - *the number and percent of LEA teacher and principal evaluation systems that require evidence of student achievement outcomes.*
- B. **Higher standards and rigorous assessments that will improve both teaching and learning** – A state would report the extent to which public information is available regarding student performance compared to other states, the extent to which all students are fully included in state assessment and accountability systems and are provided high-quality assessments, and how many high school seniors continue on to pursue a college education or technical training. To this end, states would report:
- *the most recent state reading and mathematics NAEP scores on 2009-10 State Report Cards;*
 - *whether the state is taking steps to enhance the quality of state academic assessments, including whether the state is engaged in activities consistent with section 6112(a) of the ESEA to*
 1. *work in collaboration or consortia with other states or organizations to improve the quality, validity, and reliability of state academic assessments;*
 2. *measure student academic achievement using multiple measures of academic achievement from multiple sources;*
 3. *chart student progress over time; and*
 4. *evaluate student academic achievement using comprehensive instruments, such as performance and technology-based assessments;*
 - *whether the state has developed and implemented valid and reliable assessments for students with disabilities and the percent of students with disabilities tested on state mathematics and English Language Arts (ELA) assessments;*
 - *whether the state has developed and implemented valid and reliable assessment for English language learners and the*

percent of English language learners tested on state mathematics and ELA assessments; and

- *the number and percentage of students by school who graduate high school and go on to complete at least one year's worth of college credit (as applicable to a degree) within two years.*

C. Intensive support, effective interventions, and improved

achievement in schools that need it the most – A state would identify schools most in need of academic intervention, and report on the progress of those schools in implementing reforms to improve student academic achievement. More specifically, a state would report:

- *the number of schools in restructuring status that have demonstrated substantial gains in student achievement, closed, or consolidated within last three years;*
- *of the schools in restructuring status, the number of schools in the bottom five percent that have demonstrated substantial gains in student achievement, closed or consolidated within the last three years;*
- *the number and percent of schools in restructuring status that have made progress on state assessments in mathematics and ELA in last year; and*
- *whether the state allows charter schools and whether there is a cap restricting the number of such schools, the number of charter schools currently operating in the state, and the number of charter schools closed within the last three years for academic purposes.*

D. Better information to educators and the public, to address the individual needs of students and improve teacher performance – A

state would report on the extent to which it has implemented a system to provide greater clarity to parents about the quality of their child's education. This system will enable educators to use real time information about the individual needs of students, move away from a one-size-fits-all approach to education, and improve their performance. In particular, a state would report:

- *progress towards implementing a statewide data system which includes each of the 12 elements described in the America COMPETES Act, to track progress of individual students, from preschool through postsecondary education, and match students to individual teachers; and*
- *whether all teachers in mathematics and ELA in tested grades receive timely data on the performance of their students and estimates of individual teacher impact on student achievement, in a manner that informs instruction and includes appropriate benchmarks.*

IX. OTHER GRANT FUNDS^{viii}

The USDE has also launched several additional grant opportunities for states to drive school reform and improve student achievement.

Race to the Top <http://www.ed.gov/programs/racetothetop/index.html>

Investing in Innovation <http://www.ed.gov/programs/innovation/factsheet.html>

Teacher Incentive Fund <http://www.ed.gov/programs/teacherincentive/index.html>

Statewide Longitudinal Data Systems <http://nces.ed.gov/programs/slids/>

Title I School Improvement <http://www.ed.gov/programs/sif/index.html>

Ed-Tech State Program <http://www.ed.gov/programs/edtech/index.html>

X. RESOURCES

Useful Links:

[United States Department of Education Recovery Website](#)

[United States Department of Education Recovery: Programs](#)

[March 12, 2009 ARRA Saving and Creating Jobs and Reforming Education](#)

[April 2009 Guidance on the State Fiscal Stabilization Fund Program](#)

[April 1, 2009 State Stabilization Letter to Governors](#)

[April 24, 2009 Using Funds to Drive School Reform and Improvement](#)

Webinar dates:

LEAs can sign up for one of the following SFSF webinar dates on the TEA ARRA website. The first group of webinars will initially offer technical assistance to LEAs as they begin to fill out their application for SFSF. As September approaches, webinars may become more content specific. The ARRA website will reflect such adjustments.

Date of Webinar	Time
Thursday, July 30, 2009	11:00 - 12:30pm CST
Friday, July 31, 2009	2:00 - 3:30pm CST
Wednesday, August 5, 2009	11:00 - 12:30pm CST
Thursday, August 6, 2009	2:00 - 3:30pm CST
Wednesday, August 12 2009	10:00 -11:30am CST
Wednesday, August 19, 2009	2:00 - 3:30pm CST
Tuesday, August 25, 2009	2:00 - 3:30pm CST
Wednesday, September 2, 2009	11:00 - 12:30pm CST
Tuesday, September 8, 2009	2:00 - 3:30pm CST
Thursday, September 17, 2009	11:00 - 12:30pm CST
Tuesday, September 22, 2009	2:00 - 3:30pm CST
Monday, September 28, 2009	10:00 -11:30am CST
Tuesday, September 29, 2009	10:00 -11:30am CST
Wednesday, September 30, 2009	10:00 -11:30am CST

Contact information:

USDE: Please email any questions about the SFSF program for the USDE to State.Fiscal.Fund@ed.gov. Please write ARRA in the email subject line.

TEA: Contact us by email at arrastimulus@tea.state.tx.us, by phone at 512.936.3647 or join the [Stimulus: Funds for Texas Education listserv](#)

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- ⁱ United States Department of Education. April 24, 2009. The American Recovery and Reinvestment Act of 2009: Using ARRA Funds to Drive School Reform and Improvement. Retrieved online from: <http://www.ed.gov/policy/gen/leg/recovery/guidance/uses.doc>
- ⁱⁱ Guidance on the State Fiscal Stabilization Fund Program. April 2009. The American Recovery and Reinvestment Act of 2009: Using ARRA Funds to Drive School Reform and Improvement. Retrieved online from: <http://www.ed.gov/programs/statestabilization/guidance.doc>, page 1.
- ⁱⁱⁱ United States Department of Education. April 24, 2009. The American Recovery and Reinvestment Act of 2009: Using ARRA Funds to Drive School Reform and Improvement. Retrieved online from: <http://www.ed.gov/policy/gen/leg/recovery/guidance/uses.doc>
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