To:        School Board Members

FROM:    Office of the Superintendent

DATE:    October 28, 2009

SUBJECT: State Fiscal Stabilization Fund Assurances through the American Reinvestment and Recovery Act

The State Fiscal Stabilization Fund under the American Recovery & Reinvestment Act (ARRA) requires that the district sign and submit assurances stating that all legal requirements are met in accordance with state and federal laws, regulations, and rules.  These assurances apply to program activities and expenditures of funds.  Funding will not be released to the district until the assurances are signed and submitted to the Alaska Department of Education & Early Development.

**RECOMMENDED ACTION: Motion to sign & approve the State Fiscal Stabilization Fund under the American Recovery & Reinvestment Act as presented.**

Alaska Department of Education & Early Development

**Assurances**
**State Fiscal Stabilization Funds**
**under the**
**American Recovery and Reinvestment Act (ARRA)**

Assurances form a binding agreement between the local district, the Alaska Department of Education & Early Development, and the U.S. Department of Education that assures all legal requirements are met in accordance with state and federal laws, regulations, and rules. These assurances apply to program activities and expenditures of funds. Compliance to general and specific program assurances is the legal responsibility of the local district under the authorization of the local board of education and the direction of the superintendent.

In applying for and accepting funding under the following components of ARRA, the district assures that it will comply with the principles of ARRA, will meet all applicable program laws and regulations, and will meet all accounting, reporting and monitoring requirements of the state and federal governments. This will include information on the number of jobs saved or created and on economic development that was achieved by the use of ARRA funds.

**For All ARRA Funds**
The district assures that it will follow these guiding principles of ARRA:
- Spend funds quickly to save and create jobs;
- Improve student achievement through school improvement and reform;
- Ensure transparency and accountability and report publicly on the use of the funds;
- Invest one-time ARRA funds thoughtfully to minimize the "funding cliff" by investing in ways that do not result in unsustainable continuing commitments after the funding expires.

The district acknowledges that the funding is a one-time addition and that the Alaska State Legislature makes no representation that it will replace the federal stimulus money when it expires, in accordance with the Alaska State Legislature's stated intent in accepting the stimulus funds.

The district, if applicable to its use of stimulus funds, will strive to hire Alaska workers and use Alaska contractors and vendors and minimize the use of out-of-state consultants, in accordance with the Alaska State Legislature's stated intent in accepting the stimulus funds.

The district will focus on short-term investment with long-term gains for student and teacher performance and pay particular attention to the U.S. Department of Education's guidance that the funds should be invested in ways that do not result in unsustainable

continuing commitments after the funding expires, in accordance with the Alaska State Legislature's stated intent in accepting the stimulus funds.

**For State Fiscal Stabilization Funds (SFSF)**

The district assures that it:

- received Title I Part A federal funds in the school year that is used to calculate districts' share of stabilization funds;

- has on file with the state an application that contains the assurances in Section 442 of the General Education Provisions Act (20 U.S.C. 1232e), among which are assurances that it will 1) administer the program in accordance with all applicable statutes and regulations, and 2) use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, the funds. (See http://www.law.cornell.edu/uscode/html/uscode20/usc_sec_20_00001232---e000-.html);

- will use the funds only for activities authorized by the Elementary and Secondary Education Act of 1965, the Individuals with Disabilities Education Act, the Adult and Family Literacy Act, or the Carl Perkins Career and Technical Education Act of 2006, or for modernization, renovation, repair or construction of public school facilities (Note that the ESEA includes broad Impact Aid authority, and therefore districts may use stabilization funds for activities that are allowable under Impact Aid, regardless of whether the district usually receives Impact Aid. See Page 20 of the U.S. Department of Education's Guidance on the State Fiscal Stabilization Fund Program, dated April 2009);

- will comply with specific requirements relating to the use of American iron, steel and manufactured goods, under Section 1605 of ARRA, and comply with U.S. Department of Labor rules on paying prevailing wages for laborers and mechanics for any school modernization, renovation, repair or construction projects;

- will not use the funds for items prohibited under Section 14003(a) of ARRA (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 public; purchase or upgrade of vehicles; or 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, repair or new construction that is inconsistent with state law);

- will not use the funds to provide financial assistance to students to attend private elementary or secondary schools, unless the funds are used to provide special education and related services to children with disabilities as authorized by IDEA (per Section 14011 of ARRA);

- will not use the funds as non-federal funds for maintenance of effort in other federal programs unless the district receives a waiver from the U.S. Department of Education;

- will obligate the funds by September 30, 2011, to support authorized activities in school years 2008-2009, 2009-2010, and 2010-2011, and will not use the funds to restore or supplement a "rainy day" fund;

- will comply with federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age;

- will, to the extent applicable, include in its state application a description of how the district will comply with Section 427 of the General Education Provisions Act, including the steps the district proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers that impede access to, or participation in, the program;

- will maintain records that separately track and account for its stabilization funds and report on the specific uses of the funds;

- will submit to the state an application for the funds that describes the planned expenditures for the funds;

- will include in its application to the state an explanation of how their expenditure of stabilization funds will assist the state in advancing education reform in the following areas:
  - Making progress toward rigorous college-ready and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities.
  - Establishing pre-K to college and career data systems that track progress and foster continuous improvement.
  - Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.
  - Providing intensive support and effective interventions for the lowest-performing schools. (See Section 14005 of ARRA.)

- will provide timely information to the state so that the state can meet all its reporting requirements for the stabilization funds (See Section 14008 of ARRA);

- will provide the state with information about any district expenditures of stabilization funds on infrastructure, so the state can certify to the federal government that the expenditures have received the full review and vetting required by state law and are an appropriate use of taxpayer money;

- will attach to these assurances a copy of district school board meeting minutes showing approval of the district's application for these funds.

*SOURCES: The American Reinvestment and Recovery Act, the U.S. Department of Education document Guidance on the State Fiscal Stabilization Fund Program dated April 2009, and Alaska House Bill 199.*

**By my signature below, I agree, upon the approval of the project application by the Alaska Department of Education & Early Development, to accept and perform the requirements as contained in the assurances above.**

_____

Name of School District

_____

Signature of Superintendent                               Date

_____

Printed Name of Superintendent

_____

Signature of District School Board President          Date

_____

Printed Name of District School Board President

Mail the original signed document to:
Alaska Department of Education & Early Development
Attn: Paul Prussing
801 West 10th St., Suite 200
P.O. Box 110500
Juneau AK 99811-0500

# *Alaska Department of Education & Early Development*

## *American Recovery and Reinvestment Act of 2009 (ARRA)*
## *State Fiscal Stabilization Fund (SFSF)*
## *District Application for 2009-2010*



**Contact:**
Paul R. Prussing, TLS Deputy Director
Alaska Department of Education & Early Development
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paul.prussing@alaska.gov
(907) 465-8721

www.eed.state.ak.us

# Overview of SFSF Application Process

On April 24, 2009, the U.S. Department of Education (USDOE) issued the "Using the ARRA funds to Drive School Reform" document. The State of Alaska is using this document as the foundation for the district application for SFSF funding. In addition to this document, the department is providing additional resources for review prior to completing the SFSF application.

All LEA Superintendents and Directors, as well as other leadership personnel, should review and become familiar with the guidance provided by the USDOE in order to stay in compliance with and meet the expectations of the ARRA (http://www.ed.gov/policy/gen/leg/recovery/index.html#apps).
***SFS Funds are not available for obligations until an application is received and approved.***
Step One:
Carefully read the:  **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/index.html
        Pages 3-8 of this application

Step Two:
Carefully read the **Guidance on the State fiscal Stabilization Fund Program**
        **April 2009**
        http://www.ed.gov/programs/statestabilization/guidance.pdf

Step Three:
Carefully read the **Brustein & Manasevit Allowable Uses of Funds under the Fiscal Stimulus for Local education Agencies (LEAs) under Perkins, AEFLA, NCLB and IDEA programs**
        http://www.eed.state.ak.us/stim/pdf/LEA_Use_of_FundsMemo.pdf

Step Four: Complete the Application forms:
- SFSF plan cover sheet
- SFSF Planning Team
- SFSF Abstract
- SFSF ARRA Goals
- Complete the budget and budget narrative

Allowable uses of SFSF funding for local education agencies (LEAs) include activities under:
- the Carl D. Perkins Career and Technical Education Act (Perkins),
- the Adult Education and Family Literacy Act (AEFLA),
- the No Child Left Behind Act (NCLB),
- the Individuals with Disabilities Education Act (IDEA), and
- Impact Aid

***Accountability and Reporting Cautionary Note***
Whether an LEA uses its Education Stabilization funds for activities authorized under the Impact Aid program or for activities authorized under any of the other programs in the ESEA, the IDEA, the AEFLA, or the Perkins Act, **the LEA must** (a) maintain records that separately track and account for its Education Stabilization funds and (b) report on the specific uses of those funds. (*See* discussion Part VII, Page 20 of Appendix B)

**American Recovery and Reinvestment Act of 2009:**
**Using ARRA Funds to Drive School Reform and Improvement**

April 24, 2009

Education funds provided through the *American Recovery and Reinvestment Act* (*ARRA*) 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.

In America, all students should graduate from high school prepared for college and a career and have the opportunity to complete at least one year of postsecondary education. This means that we must dramatically improve student achievement and close the achievement gap. ***ARRA identifies four core reforms that will help the nation meet that goal: (1) adopting rigorous college- and career-ready standards and high-quality assessments; (2) establishing data systems and using data for improvement; (3) increasing teacher effectiveness and equitable distribution of effective teachers; and (4) turning around the lowest-performing schools.***

*ARRA* provides billions of dollars to strengthen education through the State Fiscal Stabilization Fund (SFSF); Title I, Part A of the *Elementary and Secondary Education Act* (*ESEA*); Part B of the *Individuals with Disabilities Education Act* (*IDEA*); Pell Grants; Federal Work-Study; and other programs. It also provides support for adults with disabilities through the Vocational Rehabilitation State Grants program and the Independent Living programs authorized under the *Rehabilitation Act*.

This document includes framing questions for decision making and examples of potential uses of funds to improve educational outcomes from early learning through high school. It is intended to spark ideas about how districts and schools might use *ARRA* funds, particularly those available under the SFSF, Title I, and *IDEA* Part B programs. Districts generally have up to two years to obligate these funds. While many school districts may need to use a portion of their *ARRA* funds to save jobs, every district and school should be considering how to use these funds to improve student outcomes over the next two years and to advance reforms that will have even longer-term impact.

**Framing Questions for Decision Making**

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?

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. The first step is a careful examination of student achievement data to determine where to focus improvement efforts. To inform thoughtful planning, below are examples of potential uses of funds for early learning through high school. These examples are not intended to be a menu of options or a list of "silver bullets," but rather a starting point for consideration in light of local goals, data, and context. Ultimately, if educators and community leaders focus on a small number of related and reinforcing strategies and apply these substantial one-time resources consistent with their overall plan for increasing student achievement, they are more likely to improve results than with a diffuse or scattershot approach.

All the examples below may be supported using funds made available through the SFSF program. To the extent consistent with program requirements, districts, and schools may also use Title I and *IDEA* Part B funds to support these or similar strategies and are encouraged to do so. The Department will supplement these examples over time with ideas about best practices from schools throughout the nation. The Department will also provide specific guidance on uses of funds allowable under Title I, *IDEA* Part B, and other *ARRA* programs.

**Uses of Funds: Examples for Consideration**

These initial examples are organized into **five categories that reflect the priorities of *ARRA*:**

- 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.

**Adopting rigorous standards and high-quality assessments**

*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. Some examples would be to:*

- Increase student participation in rigorous advanced courses such as Advanced Placement, International Baccalaureate, and dual enrollment in postsecondary credit-bearing courses and provide professional development for teachers and counselors to make the expansion possible.

- Develop or adopt formative and interim assessments that are valid and reliable for all students, especially students with disabilities and English language learners, and that provide timely data to help educators track and improve student progress. If assessments are technology based, train teachers in how to use this technology.

- Purchase or adapt a high-quality curriculum aligned with standards with embedded assessments. Include instructional materials appropriate for English language learners and students with disabilities. For two years of *ARRA* funding, intensively train all teachers in effectively using the curriculum with their students.

## Establishing data systems and using data for improvement

*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. Examples of investments in data systems and effective use of data include efforts to:*

- Develop or enhance existing data systems to provide teachers access to (1) student data in such areas as attendance, grades, course schedules, and disability or English language learner status, and (2) data that show academic performance and growth, how those compare to statewide averages for similar students and schools, and whether students are on track to meet standards and graduate from high school.

- Train principals, teachers, guidance counselors, and other staff to use data to identify the specific help students need to succeed, to adjust classroom instruction to better address student strengths and weaknesses, and to target professional development and other resources on student and teacher needs.

- Track 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. Use the information to strengthen high school programs and increase the percentage of students going on to college.

- Link districts' multiple data systems (including student, financial, and personnel) and use resulting information for analyses and reports that enable community, district, and school leaders to better understand the educational and cost effectiveness of district programs and strategies and allocate resources accordingly.

- Launch an easy-to-use online Individualized Education Program (IEP) system for students with disabilities that is aligned with state academic standards and can be used by educators to create content-rich IEPs that are aligned with the general education curriculum.

## Increasing teacher effectiveness and equitable distribution of effective teachers

*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. Examples of strategies to improve teacher effectiveness and address inequitable distribution of highly qualified teachers between low- and high-poverty schools include to:*

- Establish and implement a fair and reliable teacher evaluation system that provides ongoing feedback to teachers about their performance based on objective measures of student achievement outcomes and multiple classroom observations, that gives guidance for improving instructional practices, and that is used to inform teacher professional development and advancement.

- Attract effective teachers into high-poverty schools and hard-to-staff subject areas by restructuring personnel operations to increase the pool of high-quality applicants, make timely hiring decisions, place teachers appropriately, and provide feedback to teacher preparation programs on the success of their graduates. Fill shortage areas by supporting teachers in obtaining dual certification in special education or English language acquisition.

- Redesign teacher professional development and school schedules to ensure that teacher learning opportunities are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs. Help teachers master relevant content knowledge, especially for middle and high school teachers in hard-to-staff subject areas, such as math and science. Provide intense professional development over two years and additional training to highly effective teachers who will be able to serve as expert instructional leaders and coaches in the future.

- Support new teachers in their first two years on the job through induction programs that include structured mentoring, teacher networks, and extensive professional development.

- Provide professional development for special education and general education teachers on evidence-based school-wide strategies in reading, math, writing, science, and other subject areas, and positive behavioral supports to improve outcomes for students with disabilities.

- Train school staff to partner with families to improve student learning, including helping staff clearly communicate about school programs and individual student progress and fostering involvement in school activities and decision making. Support home visits, family nights, and parent training that help families make informed decisions about their children's academic program, request needed services, assist with homework, and support learning in other ways.

- Upgrade school leader recruitment efforts and create a two-year program of professional development and coaching, with special attention to new principals, to increase principal effectiveness in raising school performance.

- Redesign teacher and principal compensation systems to reward factors related to contribution and effectiveness. Increase pay to attract and retain effective math and science teachers.

**Turning around the lowest-performing schools**

*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.  In the context of taking such forceful action, examples of strategies that can contribute to school improvement include to:*

- Aggressively restructure or close a district's persistently lowest performing schools and reopen with new leadership and staff, a new research-based instructional model, longer school day and year, and intensive job-embedded professional development for teachers.

- Support community schools that offer art, reading clubs, and other academic enrichment while also engaging community, social service, and health organizations to better serve students and their families.

- Provide incentives, including bonuses, to teams of highly effective teachers and leaders to move to low-performing schools and to take on instructional leadership roles.

- Add time to the school day and year and redesign the school schedule to increase time for core academics, enrichment, and staff collaboration.

- Create 9th grade academies staffed with highly effective teachers to help students transition successfully to high school, and create summer programs that prepare struggling students to be successful in gateway courses, such as algebra, and in college-preparatory Advanced Placement classes.

- Launch a comprehensive literacy program.  In an elementary school, purchase a new reading curriculum that focuses on improving students' oral language competence and academic vocabulary so as to improve comprehension and address the fourth-grade reading drop off. Provide an intensive two-year training program for all teachers and the principal.  In a secondary school, train staff and purchase materials for a literacy program that identifies students' needs, supports literacy development across content areas, and provides interventions for struggling students.

- Create intensive summer institutes and ongoing support for teams of principals, teachers, and counselors from low-performing schools to analyze data and develop specific action plans for improving student results.

- Develop a data-driven approach to understanding school performance and the causes of low performance; closely monitoring results of restructured schools; providing results to school staff, families and communities; and then using this information to modify approaches and expand successful approaches.

**Improving results for all students**

*In using ARRA funds, districts should also consider other strategies consistent with ARRA's reform goals and the evidence on improving student outcomes.  These include:  strengthening early learning;*

*extending learning time; strengthening preparation for college and careers; using technology to improve teaching and learning; modernizing school facilities; and conducting reviews, demonstrations, and evaluations that enhance program effectiveness.  Examples in these areas include efforts to:*

- *Strengthen early learning.*  Align a district preschool program with state early learning guidelines and K-3 standards and support credentialing and intensive training for staff working with high poverty children and families.  Provide comprehensive screenings to identify at-risk children and connect with vision, health, and other services.  Expand the availability and range of inclusive placement options for preschoolers with disabilities by developing the capacity of public and private preschool programs to serve these children.  If there is a plan for sustainability, expand high-quality preschool programs to provide access for larger numbers of young children.

- *Extend learning time for students.*  Expand after-school and summer learning programs for two years in conjunction with existing community providers to provide more time for learning, including one-on-one and small group instruction, opportunities for service, internships, the arts, and other activities that both enrich the curriculum and address the specific needs of low-performing students.

- *Strengthen preparation for college and careers.*  Offer dual enrollment courses and student internships and train school staff to help students understand college and career options, provide effective guidance, and create a college-going culture.  For students with disabilities, employ transition coaches for two years to identify work-study, community service, internship, college, and career opportunities and to establish community partnerships that can endure after two years.

- *Use technology to improve teaching and learning.*  Purchase and train teachers to use instructional software, technology-enabled white boards, and other interactive technologies that have been shown to be effective aids for instruction, particularly for English language learners, students with disabilities, and both struggling and advanced learners.  Use open education resources or purchase high-quality online courseware in core high school content areas.

- *Modernize school facilities*.  Modernize schools to be open to the community, accessible and energy efficient, and to have up-to-date science labs and technology that enhance learning.  Include early learning facilities that are safe and appropriate for the youngest children.

*Conduct reviews, demonstrations, and evaluations that enhance effectiveness.*  Invest in studies and reviews that can strengthen programs over time.  For example, assess the rigor of coursework in high-poverty schools in order to revise the curriculum and develop instructional programs for gifted and talented students in those schools.  Likewise, systematically review the district's central operations and budget to identify opportunities for reallocating resources to better support district priorities.

# SFSF Plan
# School Years 2009-2010
# Cover Sheet

**District AYP Level (check one):**  **2** [ ]   **3** [ ]   **4** [ X ]   **Year** [ 2 ]

| | |
|---|---|
| **District Name:** | Southwest Region School District |
| **Superintendent's Name:** | Jack Foster |
| **District Mailing Address:** | P.O. Box 90 |
| **City:** | Dillingham |
| **AK – Zip:** | 99576 |
| **Phone (907)** | 842 5287 |
| **Fax (907)** | 842 5428 |
| **Superintendent's Email:** | jfoster@swrsd.org |

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|---|---|
| **District SFSF  Contact:** | Jon Clouse |
| **Phone (907)** | 842 5287 |
| **Fax (907)** | 842 5428 |
| **District Contact Email:** | jclouse@swrsd.org |

*************************************************************************************************

*By my signature below, I assure that I have read and understood the requirements and intended uses of ARRA SFSF funding. I understand that all application components, including budget and budget narrative, will be publically posted on EED's website.*

| | |
|---|---|
| **Superintendent's Signature:** | |
| **School Board President Signature:** | |
| **Date:** | |

# SFSF Planning Team

District leadership must consult with a variety of participants from the schools and the community: Local School board, teachers, administrators, other school staff, parents, and the community to be served. Please list members of the SFSF planning team and their roles.

| Printed Name | Role within the district/school/community (i.e. 4th Grade teacher, PTA parent, etc.) | Roles/Responsibilities tied to SFSF Plan |
|---|---|---|
| **Parents:** | | |
| Marie Paul | Parent/School Board Member | Monitor and assess district plans |
| Kay Andrews | Parent/School Board Member | Monitor and assess district plans |
| Leroy Fox | Parent/School Board Member | Monitor and assess district plans |
| Wassillie Wonhola | Parent/School Board Member | Monitor and assess district plans |
| Helen Gregorio | Parent/School Board Member | Monitor and assess district plans |
| Wassillie Gumlickpuk | Parent/School Board Member | Monitor and assess district plans |
| Ferdinand Sharp | Parent/School Board Member | Monitor and assess district plans |
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| **Teachers & other staff:** | | |
| Jack Foster | Superintendent | Monitor and implement plan |
| David Piazza | Director of Instruction | Facilitator |
| Steve Noonkesser | Technology Coordinator | Technology assistance |
| Lee Ann Andrew | Director of Administrative Services | Financial guidance |
| Lee Webster | Director of Special Education | Special Education assistance |
| Jon Clouse | Director of Federal/State Programs | NCLB grant guidance |
| Steve Ito | Education Specialist/Test Coordinator | Academic and LEP guidance |
| Deb Endicott | Curriculum Specialist | Curriculum assistance |
| Corey Evans | Computer Aided Instruction Specialist | Technology and instruction assistance |
| Shannon Clouse | Media Center Specialist | Curriculum assistance |
| Nate Preston | Student Support Services | Curriculum assistance |
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| **Additional Members:** | | |
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# State Fiscal Stabilization Fund abstract

(*Please provide a one to two page overview of the planned uses of the ARRA / SFSF Funds and how they support the federal goals / priorities).*

There are a number of activities that Southwest Region School District has identified as areas of need in order to continue the pursuit of high quality education for communities children.  A curriculum audit is and activity that is critical to the success of our students.  The curriculum audit will address the alignment to a number of standards including Alaska state standards, cultural standards, and technology standards.  The curriculum audit include a comprehensive review of the goals and objectives, embedded professional development, GLE mapped resources and programs, and include intervention strategies based upon the Response to Intervention model. The curriculum audit will help establish career ready standards and high quality assessments for students.  Another goal of the curriculum audit is to build a bank of instructional interventions, based upon the Response to Intervention model, for staff to implement and monitor progress of students that are in need of interventions The fidelity that this curriculum audit provides will allow consistent analysis of data in order to improve results for all students with a special interest in helping turn around the lowest performing schools.

The district understands the importance of instructional paraprofessionals to the education of our students.  A portion of the SFSF funds will be used to reinstate work hours that had been reduced due to funding shortfalls.  The reinstatement of work hours will provide critical instructional support to our students.

Professional development for all staff is an essential activity that will be emphasized using SFSF funds.  In addition to the embedded professional development as a result of the curriculum audit, the district will provide ongoing, high quality professional development on the curriculum including effective use of curriculum and related resources.  In addition, professional development will be provided about effective instruction strategies, how to monitor the progress of students through assessment, the use of instructional interventions through the RTI model, and reading data to make informed instructional decisions.  Training will be provided to the Early Education Community Liaisons (EECLs) in the areas of pre-school interventions and screening and will be coordinated with Head Start training as part of a partnership between the organizations. Professional development in using and retrieving data from district data systems is another focus of the district, as well as, additional support for newly hired staff in the area of curriculum and the need for high quality instructional leadership training for our site principals.  Training opportunities, classes, and other means for staff (instructional aides and certified staff) to meet the requirement of highly qualified.

The district will be reviewing, upgrading, and updating technology based instructional tools including hardware and software. The 1 to 1 laptop program will be expanded to include $7^{th}$ & $8^{th}$ grade students and teachers.  Professional development will be provided to increase the instructional effectiveness of the teachers using technology.  The 1 to 1 program will be reviewed in order to align the program to national technology standards.

The need to expand learning time and opportunities is a priority of the ARRA as well as the district.  Summer school academies will be implemented in order to provide instruction to students outside of the regular school year.  An alternative program at one of our schools will be developed to meet the needs of students that are not academically successful in a regular school setting.  Alternative learning program students will be tracked to in order to provide individual support.  Supplemental education services in the form of small group and/or 1 on 1 tutoring outside of the regular school day will be established.  The expansion of learning time and opportunities will help our lowest performing schools increase achievement and improve results of all students.

## Southwest Region School District SFSF PLAN 2009-2010 School Year
## ARRA Goals and Priorities– expand sections as appropriate

| **Funding source:** |
|---|
| Specific Federal Title program proposed activity is allowed under and/or guidance that support identified use. |

| **ARRA Goals / Priorities** ⟶<br><br>Funding Sources ↓ | (1)Adopting rigorous college- and career-ready standards and high-quality assessments | (2)Establishing data systems and using data for improvement; | (3)Increasing teacher effectiveness and equitable distribution of effective teachers; | (4)Turning around the lowest-performing schools | 5) Improving results for all students, including early learning, extended learning time, use of technology, preparation for college, and school modernization. |
|---|---|---|---|---|---|
| Carl D. Perkins Career and Technical Education Act (Perkins) | | | | | |
| Adult Education and Family Literacy Act (AEFLA | | | | | |

| No Child Left Behind Act (NCLB) | **Title I-A & II-D:** Review and redesign the curriculum to ensure alignment the Alaska state standards and GLE's, Culturally Responsible standards, and national technology standards. Develop cross-curricular links, outline assessment methods and programs, include guidelines for resource piloting and adoption, and develop a timeline for high quality, sustained professional development in the curriculum, embedding GLE's in instruction, integration of technology, and use of cross-curricular instructional strategies**.**<br><br>**Title II-D:** Review and redesign the 1 to 1 computer program and technology curriculum to align with national technology standards. Include examples of technology integration activities. | **Title I-A School Improvement 1003(a):** Provide professional development to instructional leaders, certified staff, and instructional aides on the use of data to identify specific academic areas of need for students and the use of progress monitoring and benchmarking with current data tracking programs.<br><br>**Title I-A School Improvement 1003(a):** Track scores for the SBAs and formative assessments, as well as, track students' graduation progress in order to use the information to develop an alternative-learning program and provide focused tutoring programs. | **Title II-A & III:** Support new teachers by making professional development in the curriculum and resources a major focus of the induction program. Provide professional development for all staff in the areas of curriculum and resources (including the LEP program components) RTI and supplemental education services. Professional development in collaboration, data-driven instruction leadership, intervention strategies, instructional practices that focus on student needs, and the Responsible Thinking Process is necessary. Assist teachers to master content in critical areas and to become highly qualified.<br><br>**Title II-D:** Increase teacher effectiveness by providing ongoing, high quality professional development on effective instructional practices using technology to raise achievement.<br>**Title I-A School Improvement 1003(a):** Provide job-embedded best practices training for teachers based upon the needs of the students (through data). | **Title I-A:** Incorporating the Response to Intervention (RTI) process in the curriculum audit process. Reviewing & adopting supplemental programs for intervention strategies and progress monitoring. Provide ongoing professional development in the supplemental curricular resources, formative assessment for progress monitoring and placement of students into RTI. Provide professional development for all in the areas of curriculum and curriculum resources, RTI, supplemental education services/programs, collaboration, data-driven instruction, intervention strategies, instructional practices that focus on student needs, and the Responsible Thinking Process. Reinstating instructional paraprofessional work hours.<br>**Title I-A School Improvement 1003(a):** Provide summer academies for students in order to increase instruction time in the academic areas of most need. Reinstating instructional paraprofessional work hours. | **Title I-A:** Develop district-wide curriculum and programs and provide professional development on programs and curriculum. Align curriculum and resources to GLE's. Use formative assessment to screen students using the RTI process. Reinstating instructional paraprofessional work hours.<br>**Title II-D:** Update and upgrade current 1 to 1 program for high school students and teachers. Expand the program to include 7th-8th grade students and teachers. Provide professional development on the use and integration of technology into instruction.<br>**Title I-A School Improvement 1003(a):** Expand after school hours for tutoring/ intervention programs. Develop alternative learning programs for students "at risk." Provide summer academies in order to provide additional learning time for students. Instruction will be on a small group and/or one-to-one level. Reinstating instructional paraprofessional work hours. |
|---|---|---|---|---|---|

2009-2010 SFSF Plan Submission Packet

| Individuals with Disabilities Education Act (IDEA) | | | | | |
|---|---|---|---|---|---|
| Impact Aid | | | | | |
| Evaluation of proposed activities: The district will use SBA and HSGQE results, graduation rates, and AYP calculations to evaluate the activities | | | | | |

# Reporting:

The U.S. Department of Education requires the state to *report quarterly* (Section 1512 ARRA) and annually (Section 14008 ARRA). State / District reports will include at least:

    **(1)** The uses of the funds;

    **(2)** The number of jobs estimated to have been saved or created;

    **(3)** Estimates of tax increases averted by use of these funds; and

    **(4)** A description of each modernization, renovation and repair project funded, including costs.

The USDOE is currently developing a common reporting form that will describe for States a streamlined quarterly process for reporting on the use of the ARRA funds awarded by the U.S. Department. Additionally, Federal OMB is expected to issue government-wide guidance on the ARRA reporting requirements and procedures. (VII-3 page 43 of SFSF April guidance)

## *Accountability and Reporting Cautionary Note*

Whether an LEA uses its Education Stabilization funds for activities authorized under the Impact Aid program or for activities authorized under any of the other programs in the ESEA, the IDEA, the AEFLA, or the Perkins Act, **the LEA must:**

 (a) Maintain records that separately track and account for its Education Stabilization funds; and

(b) Report on the specific uses of those funds. (*See* discussion Part VII, Page 20 of Appendix B)

## *Please describe your capacity / strategies to meet these reporting requirements.*

The Southwest Region School District leadership team will meet when necessary to meet the reporting requirements.

Primary contact:
Jon Clouse
Federal Programs Director
907 842 8216
jclouse@swrsd.org

Secondary contact:
Lee Ann Andrew
Director of Administrative Services
907 842 8207
landrew@swrsd.org

# Program Budget

**Grant Recipient:** Southwest Region School District

**Grant Number :**

**Grant Title:** State Fiscal Stabilization Fund FY10

**Revision Number:**

| UNIFORM CHART of ACCOUNTS | | Account Title | Budget Amount | | |
|---|---|---|---|---|---|
| *Required* | *Optional* | | *Initial/Current Budget* | *Revisions (+ or -)* | *Approved Budget* |
| **310** | | **CERTIFICATED SALARIES** | **80,000.00** | **0.00** | **0.00** |
| | 314 | Director/Coordinator/Manager | | 0.00 | |
| | 315 | Teacher | | 0.00 | |
| | 316 | Extra Duty Pay | 80,000.00 | 0.00 | - |
| | 317 | Certificated Substitutes | | 0.00 | |
| | 318 | Specialists | | 0.00 | |
| **320** | | **NON-CERTIFICATED SALARIES** | **159,200.00** | **0.00** | **0.00** |
| | 321 | Director/Coordinator/Manager | | 0.00 | |
| | 323 | Aides | | 0.00 | |
| | 324 | Support Staff | 120,000.00 | 0.00 | |
| | 329 | Substitutes/Temporaries | 39,200.00 | 0.00 | |
| **360** | | **EMPLOYEE BENEFITS** | **60,442.10** | | **0.00** |
| | 361 | Insurance - Life & Health | | | |
| | 362 | Unemployment Insurance | | | |
| | 363 | Worker's Compensation | | | |
| | 364 | FICA Contribution | | | |
| | 365 | Retirement Contribution - TRS | | | |
| | 366 | Retirement Contribution - PERS | | | |
| **410** | | **PROFESSIONAL & TECHNICAL** | **0.00** | **0.00** | |
| **420** | | **STAFF TRAVEL** | **202,350.00** | **0.00** | |
| **425** | | **STUDENT TRAVEL** | **1,500.00** | **0.00** | |
| **430** | | **UTILITY SERVICES** | **500.00** | **0.00** | |
| **440** | | **OTHER PURCHASED SERVICES** | **40,000.00** | **0.00** | |
| **450** | | **SUPPLIES/MATERIALS/MEDIA** | **345,000.00** | **0.00** | **0.00** |
| | 451 | Teaching Supplies | | 0.00 | |
| | 454 | Office Supplies | | 0.00 | |
| **480** | | **TUITION & STIPENDS** | **0.00** | | **0.00** |
| **490** | | **OTHER EXPENSES (Dues & Fees)** | **11,500.00** | | |
| **510** | | **EQUIPMENT (<$5,000 per unit)** | **0.00** | **0.00** | |
| | | **UNALLOCATED** ---> | **0.00** | **0.00** | |

| | Initial/Current Budget | Revisions (+ or -) | Approved Budget |
|---|---|---|---|
| Subtotal Direct Costs | 900,492.10 | 0.00 | **0.00** |
| Indirect Rate | | | |
| Indirect Amount | 0.00 | 0.00 | 0.00 |
| Equipment >$5,000 per unit (no indirect charges) | | 0.00 | |
| **TOTAL** | **900,492.10** | **0.00** | **0.00** |

**\*\* UNALLOCATED FUNDS MAY NOT BE ENCUMBERED OR SPENT. A BUDGET REVISION IS REQUIRED.**
**A narrative explanation is required for ALL budget revisions.**

DISTRICT APPROVAL

NAME & TITLE                          SIGNATURE

DATE                                  TELEPHONE NUMBER

# Narrative Description of Program Budget
*(A narrative justification must accompany EACH request for a budget revision)*

**Grant Recipient:** Southwest Region School District

**Grant Number:**

**Grant Title:** State Fiscal Stabilization Fund FY10

**Revision Number:**

| Chart of Accounts Number **Required** | Budget Amount TOTAL | Account Title | Narrative Description Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved. |
|---|---|---|---|
| 310 | $80,000.00 | CERTIFICATED SALARIES | Curriclum Audit: 2 audit teams x 10 members per team x 8 extra duty days x $350 per day = $56,000 SES Program: 3 tutors x $30 per hour x $100 hours = $9,000 Summer Institutes: 3 instructors x $5,000 |
| 320 | $159,200.00 | NON-CERTIFICATED SALARIES | Curriculum Audit: 10 substitutes per audit team x 2 teams x 4 meeting  days x $100 per day = $8,000 SES Program: 5 tutors x $20 per hour x 100 hours = $10,000 Professional Development: 53 subsitutes x $100 per day x 2 days per trip x 2 trips = $21,200 4 FTE instructional paraprofessionals x $30,000 = $120,000 |
| 360 | $60,442.10 | EMPLOYEE BENEFITS | Fringe Benefits |
| 420 | $202,350.00 | STAFF TRAVEL | Curriclum Audit: 2 audit teams x 10 members per team x 4 meetings x $600 per trip= $48,000 Professional Development: Inservice costs throughout the year including airfare, per diem, & lodging - $50,000 Leadership Development: 4 principals to attend principals conference in  ANC x $2500 per trip (airfare, per diem, lodging, & fees) = $10,000 Leadership Training: 4 principals to attend district training in Dillingham x 4 leadership trainings x $625 per trip= $10,000 1 to 1 Configuration: 2 trips per school x 8 schools x $1250 per trip = $20,000 Summer Academies Teachers to travel - $750 Professional Development: 53 classified staff to travel to district training in Dillingham x 2 trips x $600 per trip= $63,600 |
| 425 | $1,500.00 | STUDENT TRAVEL | Students to travel to summer academy |
| 430 | $500.00 | UTILITY SERVICES | Utility services for summer institute - $500 |
| 440 | $40,000.00 | OTHER PURCHASED SERVICES | Supplemental reading, writing, and math curriculum resources and programs for SES, intervention strategies, and embedded professional development for staff - $12,000 Professional Development: 1 to 1 initiative and effective technology integration - $30,000 |

| 450 | $345,000.00 | SUPPLIES/MATERIALS/ MEDIA | Curriculum Audit: piloting curriculum resources - $25,000<br>Instructional Materials including manipulatives, supplemental reading, writing, and math materials - $10,000<br>1 to 1 Initiative - hardware and software upgrade and update - $300,000<br>Summer Institutes - instructional materials - $4,000<br>Professional Development - supplies for effective professional development throughout the year - $6,000 |
| --- | --- | --- | --- |
| 490 | $11,500.00 | OTHER EXPENSES (Dues & Fees) | Classes and training for staff to seek highly qualified status and/or endorsements in high need area including ECE. |

Copy and attach additional pages as needed.

# Program Budget

**Grant Recipient:** Southwest Region School District

**Grant Number :**

**Grant Title:** State Fiscal Stabilization Fund FY11

**Revision Number:**

| UNIFORM CHART of ACCOUNTS Required | Optional | Account Title | Initial/Current Budget | Revisions (+ or -) | Approved Budget |
|---|---|---|---|---|---|
| 310 | | **CERTIFICATED SALARIES** | 80,000.00 | 0.00 | 0.00 |
| | 314 | Director/Coordinator/Manager | | 0.00 | |
| | 315 | Teacher | | 0.00 | |
| | 316 | Extra Duty Pay | 80,000.00 | 0.00 | - |
| | 317 | Certificated Substitutes | | 0.00 | |
| | 318 | Specialists | | 0.00 | |
| 320 | | **NON-CERTIFICATED SALARIES** | 39,200.00 | 0.00 | 0.00 |
| | 321 | Director/Coordinator/Manager | | 0.00 | |
| | 323 | Aides | | 0.00 | |
| | 324 | Support Staff | | 0.00 | |
| | 329 | Substitutes/Temporaries | 39,200.00 | 0.00 | |
| 360 | | **EMPLOYEE BENEFITS** | 29,302.10 | | 0.00 |
| | 361 | Insurance - Life & Health | | | |
| | 362 | Unemployment Insurance | | | |
| | 363 | Worker's Compensation | | | |
| | 364 | FICA Contribution | | | |
| | 365 | Retirement Contribution - TRS | | | |
| | 366 | Retirement Contribution - PERS | | | |
| 410 | | **PROFESSIONAL & TECHNICAL** | 0.00 | 0.00 | |
| 420 | | **STAFF TRAVEL** | 182,350.00 | 0.00 | |
| 425 | | **STUDENT TRAVEL** | 1,500.00 | 0.00 | |
| 430 | | **UTILITY SERVICES** | 500.00 | 0.00 | |
| 440 | | **OTHER PURCHASED SERVICES** | 10,000.00 | 0.00 | |
| 450 | | **SUPPLIES/MATERIALS/MEDIA** | 211,172.80 | 0.00 | 0.00 |
| | 451 | Teaching Supplies | | 0.00 | |
| | 454 | Office Supplies | | 0.00 | |
| 480 | | **TUITION & STIPENDS** | 0.00 | | 0.00 |
| 490 | | **OTHER EXPENSES (Dues & Fees)** | 11,500.00 | | |
| 510 | | **EQUIPMENT (<$5,000 per unit)** | 0.00 | 0.00 | |
| | | **UNALLOCATED** ---> | 0.00 | 0.00 | |

| | Initial/Current Budget | Revisions (+ or -) | Approved Budget |
|---|---|---|---|
| Subtotal Direct Costs | 565,524.90 | 0.00 | 0.00 |
| Indirect Rate | | | |
| Indirect Amount | 0.00 | 0.00 | 0.00 |
| Equipment >$5,000 per unit (no indirect charges) | | 0.00 | |
| **TOTAL** | **565,524.90** | **0.00** | **0.00** |

**\*\* UNALLOCATED FUNDS MAY NOT BE ENCUMBERED OR SPENT.  A BUDGET REVISION IS REQUIRED.**
**A narrative explanation is required for ALL budget revisions.**

DISTRICT APPROVAL

NAME & TITLE    SIGNATURE

DATE    TELEPHONE NUMBER

# Narrative Description of Program Budget

*(A narrative justification must accompany EACH request for a budget revision)*

**Grant Recipient:** Southwest Region School District

**Grant Number:**

**Grant Title:** State Fiscal Stabilization Fund FY11

**Revision Number:**

| Chart of Accounts Number *Required* | Budget Amount TOTAL | Account Title | Narrative Description Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved. |
|---|---|---|---|
| 310 | $80,000.00 | CERTIFICATED SALARIES | Curriclum Audit: 2 audit teams x 10 members per team x 8 extra duty days x $350 per day = $56,000<br>SES Program: 3 tutors x $30 per hour x $100 hours = $9,000<br>Summer Institutes: 3 instructors x $5000 = $15,000 |
| 320 | $39,200.00 | NON-CERTIFICATED SALARIES | Curriculum Audit: 10 substitutes per audit team x 2 teams x 4 meeting  days x $100 per day = $8,000<br>SES Program: 5 tutors x $20 per hour x 100 hours = $10,000<br>Professional Development: 53 subsitutes x $100 per day x 2 days per trip x 2 trips = $21,200 |
| 360 | $29,302.10 | EMPLOYEE BENEFITS | Fringe Benefits |
| 420 | $182,350.00 | STAFF TRAVEL | Curriclum Audit: 2 audit teams x 10 members per team x 4 meetings x $600 per trip = $48,000<br>Professional Development: Inservice costs throughout the year including airfare, per diem, & lodging - $50,000<br>Leadership Development: 4 principals to attend principals conference in  ANC x $2500 per trip (airfare, per diem, lodging, & fees) = $10,000<br>Leadership Training: 4 principals to attend district training in Dillingham x 4 leadership trainings x $625 per trip= $10,000<br>Summer Academy Teachers to travel - $750<br>Professional Development: 53 classified staff to travel to district training in Dillingham x 2 trips x $600 per trip = $63,300 |
| 425 | $1,500.00 | STUDENT TRAVEL | Students to travel to summer academy |
| 430 | $500.00 | UTILITY SERVICES | Utility services for summer institute - $500 |
| 440 | $10,000.00 | OTHER PURCHASED SERVICES | Supplemental reading, writing, and math curriculum resources and programs for SES, intervention strategies, and embedded professional development for staff - $10,000 |
| 450 | $211,172.80 | SUPPLIES/MATERIALS/ MEDIA | Curriculum Audit: piloting and adopting curriculum resources - $192,000<br>Instructional Materials including manipulatives, supplemental reading, writing, and math materials - $9,362.10<br>Summer Institutes - instructional materials - $4,000<br>Professional Development - supplies for effective professional |

| 490 | $11,500.00 | OTHER EXPENSES (Dues & Fees) | Classes and training for staff to seek highly qualified status and/or endorsements in high need area including ECE. |

Copy and attach additional pages as needed.