

## DEPARTMENT OF EDUCATION RECOVERY PLAN

### **Broad Recovery Goals:**

The overall goals of the American Recovery and Reinvestment Act (ARRA) are to stimulate the economy in the short-term and invest wisely, using these funds to improve schools, raise achievement, drive reforms and produce better results for children and young people for the long-term health of our nation.

### **List of Recovery Programs within Agency:**

Statewide Longitudinal Data Systems, Recovery Act

Teacher Incentive Fund, Recovery Act

Education Technology State Grants, Recovery Act

Education of Homeless Children and Youth, Recovery Act

ESEA Title I School Improvement Grants, Recovery Act

ESEA Title I Grants to Local Educational Agencies, Recovery Act

State Fiscal Stabilization Fund, Recovery Act

Race to the Top State Incentive Grants, Recovery Act

Investing in Innovation (i3) Fund, Recovery Act

Impact Aid Construction, Recovery Act

Teacher Quality Partnership Grants, Recovery Act

Vocational Rehabilitation State Grants, Recovery Act

Special Education – Grants to States, Recovery Act

Special Education – Preschool Grants, Recovery Act

Special Education – Grants for Infants and Families, Recovery Act

Independent Living State Grants, Recovery Act

Independent Living Services for Older Blind Individuals, Recovery Act

Centers for Independent Living, Recovery Act

Federal Pell Grants, Recovery Act

Federal Work-Study Grants, Recovery Act

Student Aid Administration, Recovery Act

**Competition on Contracts:**

Most of the ARRA funds received by ED will be used for grants, with the exception of Student Aid Administration, which were used to award contracts to service and report on the outstanding student loan portfolio, and the Office of Inspector General (OIG), which used ARRA funds to support its efforts to provide tools, outreach, and training materials on fraud to assist ED and its grantees in identifying risk and fraud, as well as implementing mechanisms for the timely reporting of misuse of ARRA funds. Contract competitions were administered using commercial items procedures with the actions posted in FedBizOpps.gov, as required. In fiscal year 2008, ED awarded 84 percent of contract dollars competitively. ED exceeded this rate for ARRA funds and awarded over 99 percent of contracts supported by ARRA funds using competitive procedures. ED's Contract Review Board reviewed all ARRA contract actions exceeding \$25,000 prior to solicitation and award. A Determination and Findings (D&F) report that includes the rationale for using other than competitive procedures was submitted to both the Head of Contracting Activity (HCA) and the Competition Advocate for review and approval for non-competitive contract actions.

**Contract Type:**

The Secretary has established cross-organizational fixed-priced contracts as the preferred contract type. A justification is required for non-fixed priced contracts. Based on fiscal year 2008 data, 62 percent of contract dollars were awarded to fixed-price contracts. ED exceeded this rate for ARRA funds and awarded 88 percent of the ARRA contract funds using fixed-price contracts. ED's Contract Review Board reviewed all ARRA contract actions exceeding \$25,000 prior to solicitation and award. For contracts other than fixed-price contracts, a D&F report that includes the rationale for using other than a fixed-price contract type was submitted to both the HCA and the Competition Advocate for review and approval.

**Description of Accountability Mechanisms:**

The Secretary has established cross-organizational teams to ensure that ED successfully implements the programs, reporting requirements, and accountability provisions of ARRA. Teams are coordinating guidance to the recipient agencies and establishing plans and metrics to monitor the programs' impact.

Each ARRA program is the responsibility of one of ED's program offices. Each program office establishes Organizational Assessment goals to measure its performance for the year, and ARRA programs have been added to these goals. The individual performance agreements of senior officers are aligned with the Organizational Assessment for their offices.

ED is holding ARRA fund recipients accountable through reporting and monitoring. ED will continue to monitor recipients' obligation and expenditure of ARRA funds using the government-wide ARRA reporting process. ED has successfully implemented all government-wide reporting requirements, including forms and methods for the quarterly ARRA reports. ED also has provided guidance and technical assistance to help the recipients meet the reporting requirements and to help ensure the quality of the data made available to the public on ED.gov/Recovery and Recovery.gov. These materials are available online at: <http://www2.ed.gov/policy/gen/leg/recovery/index.html>.

ED is monitoring recipients' compliance with ARRA's requirements and their performance using measures established for each program. For existing programs, activities supported with ARRA funds will be included in the annual performance data collected for each program. Performance measures are being developed for the Race to the Top and School Improvement Grants. ED is developing the form for the report that States are required to submit for the State Fiscal Stabilization Fund (SFSF) program consistent with ARRA Section 14008. More information about the performance measures and method of monitoring for each ARRA-funded program at ED is available through the ARRA Program Plans on Recovery.gov.

ED's accountability strategy is based on risk management. ED has begun a continuous risk assessment of the ARRA programs to identify concentrations of risk that will inform the targeting of ED's technical assistance and oversight. Risk factors include the size of the program, the complexity of the rules governing the program, and audit findings that show past compliance problems with particular requirements. ED uses findings from grantee audits, Government Accountability Office (GAO) reviews, and reviews conducted by ED's Office of the Inspector General (OIG) to identify these potential problem areas. In addition, ED is focusing attention on new programs created by ARRA, including the SFSF program.

ED will continue to monitor all ARRA programs throughout the life of the grants. The monitoring is targeted to the programs most at risk of failing to meet ARRA's strategic objectives of stimulating the economy in the short-term and investing ARRA funds wisely to improve schools, raise achievement, drive reforms, and produce better results for children and young people for the long-term health of our nation. ED is monitoring the use of ARRA supplements to existing State formula grant programs (including ESEA Title I Grants to LEAs; Special Education Grants to States, Preschool Grants, and Grants for Infants and Families; and the Vocational Rehabilitation State Grants program) through its regular State monitoring process. This includes annual reporting of participation and performance data and site visits to many States. In developing the monitoring plans for the programs newly created by ARRA, ED has taken into consideration the findings of ED OIG, GAO, and other oversight agencies. High-risk grantees that are eligible for ARRA funds are being monitored regularly, including through site visits. These grantees will receive additional oversight of their use of ARRA funds as part of the regular monitoring.

## STATEWIDE DATA SYSTEMS RECOVERY PLAN

### 1. Program Purpose:

The purpose of assistance under this program is to enable State educational agencies to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use individual student data. In addition, the program may support awards to organizations to improve data coordination.

### 2. Public Benefits:

The long-term goal of the program is to enable all States to create comprehensive systems that permit the generation and use of accurate and timely data; support informed decision-making at all levels of the education system, including the classroom and school; increase efficiency with which data may be analyzed to support the continuous improvements of education services and outcomes; facilitate research to improve student achievement and close achievement gaps; support education accountability systems; and simplify the processes used by State education agencies to make educational data transparent through public and Federal reporting. The grants awarded will support the development and implementation of systems that link individual student data across time and across databases, including matching teachers to students; promote interoperability across institutions and States; and protect student privacy consistent with applicable privacy protection laws. Grants under this competition are intended to help States accelerate the development of their longitudinal data systems and to promote the inclusion of data from early childhood and pre-kindergarten through postsecondary education and workforce information in those systems. By creating interoperability with postsecondary data systems or creating consolidated early childhood and pre-kindergarten through baccalaureate data systems in a manner consistent with the requirements of the Family Educational Rights and Privacy Act, States can develop systems that include data to serve multiple purposes, such as to

1. improve instruction and identify successful instructional programs within the State,
2. determine priorities for allocating scarce State and local resources,
3. devise methods for identifying effective teachers and teaching practices,
4. identify programs and pathways that encourage students to stay in school and enter postsecondary education,
5. determine whether high school graduates have the knowledge and skills to succeed in postsecondary education, the workforce, and the Armed Forces without the need for remediation,
6. strengthen the preparation of all students for success after high school,
7. provide accurate information about schools, school staff, and the progress of students, and
8. support accountability and public reporting.

In addition, each State applying for State Fiscal Stabilization Funds under the American Recovery and Reinvestment Act must provide an assurance that it will establish a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act. Statewide data systems funds can be used to help implement data systems that meet these requirements. The Educational Technical Assistance Act of 2002 requires that funds made available under this grant program be used to supplement, and not supplant, other State or local funds used for developing State data systems.

### 3. Kind and scope of projects and activities:

Funds provide support to State educational agencies to enable them to design, develop, and implement statewide, longitudinal data systems. The activities to be undertaken depend on the nature and condition of a State's existing system. Typical activities include the design of longitudinal student data systems and the development of new, or the modification of existing, data systems to support interoperability (transparent data transmission) among districts and agencies within the State and between States. Projects may integrate various existing data systems within the State, for example, linking teacher data from personnel and course assignment systems with student data. Projects also develop data marts, data warehouses, and other means for giving educators and the public access to data (within the limits of privacy law). They develop data quality assurance systems and in-service training to help teachers and program managers use the system's data effectively.

### 4. Monitoring and Evaluation Review Process:

The State longitudinal data system grants will be monitored through the following means.

1. IES staff will hold a monthly telephone call with each grantee state, determining whether the grant is meeting its project timeline and discussing ways to resolve any problems that have arisen.
2. States will submit the ARRA-required quarterly reports and an annual report of activities and progress that IES staff will review for adherence to the project timeline and required procedures. Expenditure reports will be examined to determine whether funds were used for their designated purpose.
3. Grantees will participate in an annual 2-day conference at which they report on project progress, demonstrate products developed under the grants and share "best practices" with other grantees.
4. IES will conduct monthly Webinars addressing topics of particular interest (e.g., designing Web portals) for all grantees.
5. IES will maintain a Statewide Longitudinal Data System Web site that gives grantees access to technical and other relevant information. The URL is: <http://nces.ed.gov/programs/slds/>

### 5. Cost and Performance Information:

Funds are tracked in Departmental financial databases. Project plans, performance information, and grantee reports will be available at the following public site: <http://nces.ed.gov/programs/slds>.

## RECOVERY PROGRAM MILESTONES

**Milestone # 1:** The Department will announce a grant competition for the ARRA funds.

**Completion Date:** June 24, 2009

**Status:** Completed

**Milestone # 2:** Department will receive grant applications (closing date for competition).

**Completion Date:** September 17, 2009

**Status:** Completed on December 4, 2009.

**Milestone #3:** The Department will make grant awards with ARRA funds.

**Completion Date:** November 30, 2009.

**Status:** The awards were announced on May 21, 2010.

## PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA Statewide Data Systems funds; the performance measure shown below applies to both regular and ARRA program funds. Performance data and future targets for these measures are available in the FY 2011 Congressional budget justification for this program, beginning at page Y-74: <http://www2.ed.gov/about/overview/budget/budget11/justifications/y-ies.pdf>

**Measure:** Number of States (including the District of Columbia) that have in place a statewide data system that includes each of the elements described in the America COMPETES Act.

## TEACHER INCENTIVE FUND RECOVERY PLAN

### **1. Program Purpose:**

The program supports competitive grants to develop and implement performance-based teacher and principal compensation systems in high-need schools. These systems consider growth in student academic achievement, classroom evaluations conducted multiple times during each school year, and other factors, and provide educators with incentives to take on additional responsibilities and leadership roles.

### **2. Public Benefits:**

Program goals include:

1. Improving student achievement by increasing teacher and principal effectiveness;
2. Reforming teacher and principal compensation systems so that educators are rewarded for increases in student achievement;
3. Helping ensure an equitable distribution of effective educators; and
4. Creating sustainable performance-based compensation systems.

### **3. Kind and scope of projects and activities:**

ARRA funding will support competitive grants to LEAs, including charter schools that are LEAs; States; or partnerships of (1) an LEA, a State, or both, and (2) at least one non-profit organization, to develop and implement comprehensive, aligned approaches to human capital and compensation systems that:

1. Support improved teacher and principal effectiveness and help ensure an equitable distribution of effective educators;
2. Actively involve teachers (including special education teachers) and principals in the design of human capital and compensation systems; and
3. Use data from emerging State and local longitudinal data systems to track outcomes and associate those outcomes with educator performance.

### **4. Monitoring and Evaluation Review Process:**

The Department will monitor grantee performance through:

1. Reviewing three quarterly self-evaluations and one annual performance report (APR) for each year of the grant. These reports include information on grantee progress in meeting the goals and objectives of their applications, GPRA indicators, and anticipated carryover of funds. Each grantee will receive written feedback from program staff on the grantee's APR and, as needed, on other issues.
2. Visiting TIF project sites, so that staff can verify information submitted through quarterly reports and APRs. ED staff will provide an overview of findings at an on-site exit conference and, subsequent to the visit, will send an additional, written report detailing recommendations, findings, and commendations.

3. Reviewing drawdowns in the Department's Grants Administration and Payments System (GAPS), which will allow ED personnel to verify that funds are being drawn down by the grantee regularly and in accordance with their district's drawdown policy. If a grantee is not drawing down funds or is making excessive drawdown, the program officer will contact the grantee.

ARRA also mandates a rigorous, national evaluation of the program by the Institute of Education Science (IES). The IES evaluation will use a randomized, controlled methodology, to the extent feasible, to assess the impact of ARRA-funded performance-based teacher and principal compensation systems on teacher and principal recruitment and retention in high-need schools and subjects.

Finally, grantees will also contract for or conduct independent evaluations to assess their own performance and progress toward project-specific goals and objectives. The Department will review the results of these independent evaluations in determining what additional technical assistance to provide to each grantee.

#### **5. Cost and Performance Information:**

Program staff will review quarterly and annual reports on grantee progress in meeting the goals and objectives of their applications, GPRA indicators, and anticipated carryover of funds.

The Department publishes award and performance information on the program's website, available at: <http://www.ed.gov/programs/teacherincentive/index.html>.

Detailed descriptions of TIF grantees are posted on the Center for Educator Compensation Reform (CECR) website, available at: <http://www.cecr.ed.gov/>.

### RECOVERY PROGRAM MILESTONES

The Department is preparing notices for publication in the Federal Register that will include priorities for the grant competition and invite applications for awards. Eligibility information, a timeline for the competition, and the Federal Register Notice Inviting Applications will be posted in the Eligibility and Applicant Info sections of the program's website, available at: <http://www.ed.gov/programs/teacherincentive/index.html>.

**Milestone # 1:** The Department of Education published the notice inviting applications for new awards.

**Completion Date:** May 21, 2010

**Status:** The Department published a notice of proposed priorities for the grant competition in the Federal Register February 26, 2010 and published the final priorities and invited applications on May 21, 2010.



**Milestone # 2:** The Department will receive grant applications.

**Expected Completion Date:** October 2, 2009

**Status:** Not yet completed. Revised expected completion date: July 6, 2010.

**Milestone #3:** The Department makes new competitive awards.

**Expected Completion Date:** January 29, 2010

**Status:** Not yet completed. Revised expected completion date: September 30, 2010.

## PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA Teacher Incentive funds; the performance measures shown below apply to both regular and ARRA program funds. Performance information is available in the FY 2011 Congressional budget justification for this program, beginning at page F-54: <http://www2.ed.gov/about/overview/budget/budget11/justifications/f-iit.pdf>.

**Measure:** Changes in LEA personnel deployment practices, as measured by changes over time in the percentage of teachers and principals in high-need schools who have a record of effectiveness.

**Measure:** Changes in teacher and principal compensation systems in participating LEAs, as measured by the percentage of a district's personnel budget that is used for performance-related payments to effective teachers and principals (as measured by student achievement gains).

## ENHANCING EDUCATION THROUGH TECHNOLOGY RECOVERY PLAN

### **1. Program Purpose:**

The program provides grants to State educational agencies (SEAs) on a formula basis to (1) improve student academic achievement through the use of technology in schools; (2) assist all students in becoming technologically literate by the end of eighth grade; and (3) encourage the effective integration of technology with teacher training and curriculum development in order to identify successful research-based instructional methods. The Recovery funds will assist SEAs, local educational agencies (LEAs), and schools in meeting these goals.

### **2. Public Benefits:**

As the only large-scale Federal program that addresses hardware and technology training needs in classrooms, the Educational Technology State Grant funds can be used for a range of technology-related activities, including hardware purchases and professional development for teachers. The \$650 million provided for Educational Technology through the American Recovery and Reinvestment Act of 2009 (ARRA) is an unprecedented opportunity for States, LEAs, and schools to acquire new and emerging technologies, create new state-of-the-art learning environments, and offer new training and more support for teachers so that students acquire 21<sup>st</sup> century skills to compete in a global economy. Given that the ARRA funds constitute a large increment in Title II, Part D funding that will likely not be available at those levels beyond September 30, 2011, LEAs and schools should be especially thoughtful about how they use these funds to improve teaching and learning in eligible districts and schools.

Under the program, the Department provides formula grant awards to SEAs based on their proportionate share of funding under ESEA Title I, Part A. Prior to receiving funding, States must have in place long-range educational technology plans. Each plan must include descriptions of, among other things: (1) the SEAs goals for using advanced technology to improve student academic achievement; (2) how the SEA will take steps to ensure that all teachers and students in the State have increased access to technology; and (3) the State's strategies for using technology to increase parental involvement.

Each SEA must distribute at least 95 percent of its allocation to LEAs. Under the authorizing statute, the SEA uses 50 percent of the amount available to make competitive grants to high-need LEAs (defined as an LEA that (1) has among the highest rates of poverty in the State and (2) operates at least one school identified for improvement under Title I or has a substantial need for assistance in acquiring and using technology) or to partnerships that include at least one high-need LEA and at least one other entity with expertise in integrating technology effectively into curricula. In making competitive awards, an SEA must give priority to applications from LEAs that receive formula allocations too small to carry out the purposes of the program and must ensure that all awards are of sufficient size and duration to support the purposes of the program effectively. The SEAs distribute the remaining 50 percent to LEAs through a formula based on each LEA's share of funds under ESEA Title I, Part A. An SEA may also reserve up to 5 percent of its allocation for administrative expenses, including the costs of conducting the competition, and for State-level activities such as providing technical assistance to grantees and establishing or supporting public-private partnerships to acquire educational technology for high-need LEAs.

In fiscal year 2006 appropriations act, Congress included language allowing States to award up to 100 percent of funds competitively. Congress has continued to provide this flexibility each year (including in fiscal year 2009), and it applies to the \$650 million provided under the American Recovery and Reinvestment Act of 2009 as well.

Each LEA and eligible entity that receives funds under the program must use at least 25 percent of its funds to provide professional development. (This requirement applies to both formula and competitive grant funds.) The recipient must provide professional development in the integration of advanced technologies, including emerging technologies, into

curricula and instruction and in using those technologies to create new learning environments. The remaining grant funds must be used to carry out other activities consistent with the purposes of the program and the district's local technology plan.

### **3. Kind and scope of projects and activities:**

The Educational Technology State Grants program supports State, district, and school efforts to integrate technology into curricula with the goal of improving teaching and learning. LEAs, for example, use their funds to support a variety of activities, including: (1) professional development to promote the integration of technology into curricula and instruction; (2) public-private partnerships to increase students' and teachers' access to technology; (3) distance learning strategies that deliver academic courses and curricula to areas that otherwise would not have access to those courses and curricula; (4) purchasing effective curricula that use technology; (5) efforts to use technology to improve communication with parents; (6) the preparation of teachers to serve as technology experts in their schools; (7) acquiring and maintaining hardware, software, and connectivity linkages; (8) developing and implementing information technology courses; and (9) using technology to collect, manage, and analyze data. Further, an LEA must use at least 25 percent of any formula and competitive allocation it receives to support high-quality professional development on the integration of technology into curricula.

### **4. Monitoring and Evaluation Review Process:**

As with all Federal funds, States and LEAs are responsible for ensuring that the Title II, Part D, Subpart 1 recovery funds are used in accordance with the law. The Department will provide detailed program guidance and issue grant conditions to ensure that SEAs understand fully the program goals and purposes and the additional reporting requirements for the use of ARRA funds (anticipated timeframe- July 2009). The Department plans to provide technical assistance for States as they develop responses to the grant conditions. The Department also will review and provide feedback on the State plans and States will be asked to respond as necessary. Following approval of the State plans, the Department will initiate desk and virtual monitoring visits using a monitoring plan specific to the uses of the ARRA funds. Based on findings from these initial monitoring calls, the Department will undertake a series of on-site monitoring visits that are coordinated with other School Improvement programs that have received funding under ARRA (initiated during the second quarter of FY 2010).

Specifically, the Department's monitoring process will help to ensure that SEAs are in compliance with the following legislative requirements under Title II, Part D of ESEA: (1) State Technology Planning and Leadership Activities; (2) Fiscal Management of Title II, Part D Funding; (3) Use of State Set-Aside Funds; (4) Administration of Formula Grants, including Review of Local Technology Plans; (5) Administration of Competitive Funds; (6) Sub-recipient Monitoring and Technical Assistance; (7) Services to Students and Teachers in Non-Public Schools; (8) Data Collection Related to Title II, Part D GPRA Measures; and (9) State Evaluation of Sub-grantee Performance.

Within the context of these requirements, the Department will conduct desk, virtual, and on-site monitoring to help ensure that (1) SEAs are expending grant funds fully and in a timely manner; (2) SEA staff are knowledgeable about the program and able to implement its requirements; (3) SEAs have procedures in place to review and approve LEAs' technology plans; (4) SEAs make eligibility determinations consistent with the statute and have outreach and technical assistance processes in place to encourage participation of eligible districts; (5) SEAs have adequate processes in place to monitor sub-grantee compliance with the program requirements; (6) SEAs issue guidance and monitor LEAs with regard to equitable services for students and teachers in non-public entities; and (7) SEAs have clearly identified accountability measures, funding, and procedures in place to evaluate the extent to which the activities (at the SEA and LEA levels) are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet the challenging State standards.

In addition to these programmatic requirements, the Department will monitoring SEAs based on their responses to conditions governing the receipt of ARRA funds.

### 5. Cost and Performance Information:

SEAs that receive funding under the Educational Technology State Grant program, under ARRA, will be required to submit annual financial and performance data to the Department. Further, grantees should expect to report quarterly on how Title II, Part D, Subpart 1 recovery funds were spent and the results of those expenditures. In particular, grantees will be asked to provide quarterly updates on the amounts of grant funds obligated and expended; all activities supported with those grant funds; the completion status of those activities; the estimated number of jobs created or retained by the project and those activities; and detailed information on any contracts awarded with grant funds.

The Department will post reports on ARRA expenditures on the Recovery.gov website as well as the State Educational Technology plans and State evaluations of their Title II, Part D programs on the Department’s website.

Performance measures and targets may be modified, and new measures may be added, in subsequent updates to this Recovery Plan.

## RECOVERY PROGRAM MILESTONES

**Milestone # 1:** The Department will make the ARRA grant awards to the States.

**Completion Date:** July 1, 2009

**Status:** Completed

**Milestone # 2:** The Department will issue guidance and provide technical assistance on the use and implementation of ARRA funds in the context of the Educational Technology State Grant Program.

**Completion Date:** July, 2009

**Status:** Completed

**Milestone #3:** The Department will begin formal monitoring of the States, including desk, virtual, and on-site reviews, to ensure that activities funded under Title II, Part D are effective in integrating technology into curricula and instruction.

**Completion Date:** May, 2010

**Status:** The Department began desk and virtual monitoring in July, 2009 and started on-site reviews in May, 2010. On-site monitoring will continue through September 31, 2010 while desk and virtual monitoring will continue through the expiration of Ed Tech funds.

## PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA Education Technology State Grant program funds; the performance measures shown below apply to both regular and ARRA program funds.

Performance information is available in the FY 2011 Congressional budget justification for this program, beginning at page D-102: <http://www2.ed.gov/about/overview/budget/budget11/justifications/d-eip.pdf>.

**Measure:** The percentage point difference in Internet access between classrooms in high- and low-poverty schools.

**Measure:** The percentage of districts receiving Educational Technology State Grant funds that have effectively and fully integrated technology.

**Measure:** The percentage of teachers who meet their state technology standards.

**Measure:** The percentage of students who meet state technology standards by the end of the eighth grade.

## EDUCATION OF HOMELESS CHILDREN AND YOUTHS RECOVERY PLAN

### **1. Program Purpose:**

To ensure that all homeless children and youth have equal access to the same free, appropriate public education available to other children, the program provides assistance to: (1) establish or designate an Office of Coordinator of Education of Homeless Children and Youths; (2) develop and carry out a State plan for the education of homeless children; and (3) make subgrants to local educational agencies to support the education of those children.

### **2. Public Benefits:**

This program supports services that help homeless children to enroll in, attend, and succeed in school. Specific activities and services required and funded by the program include identification, creating awareness, and decreasing barriers to enrollment. At the local level, the program also supports such services as tutoring, transportation, and counseling and helps ensure access for homeless children to preschool programs, special education, and gifted and talented programs. At the State level, State coordinators provide technical assistance to local educational agencies (LEAs) and coordinate with other State agencies and program offices within State educational agencies. ARRA funds will help States and LEAs address the recent increases in student homelessness and meet the need for coordination of education and other services for homeless children and youth. LEAs receiving ARRA funds will be able to provide services to more students and more LEAs will receive subgrants.

### **3. Kind and scope of projects and activities:**

State and local educational agencies may use funds for a wide variety of activities that facilitate the educational success of homeless children and youth. Such activities include tutoring, summer enrichment programs, the provision of school supplies, and professional development designed to heighten educators' understanding of and sensitivity to the needs of homeless children and youth. Services provided with these funds may not replace the regular academic program and must expand upon or improve services provided as part of the regular academic program.

### **4. Monitoring and Evaluation Review Process:**

The Department will monitor use of ARRA McKinney-Vento grants to LEAs through its regular Title I/ McKinney-Vento monitoring process, and by collecting participation and performance data through the ESEA Consolidated State Performance Report (CSPR). The Homeless Education section of the CSPR for school year 2009-2010 will include outcome data from LEAs with McKinney-Vento ARRA subgrants.

### **5. Cost and Performance Information:**

The Department posts all CSPR data at <http://www.ed.gov/admins/lead/account/consolidated/index.html> by June of the year after the school year reporting period for which the data were collected. All Title I monitoring reports for States, which include McKinney-Vento Education for Homeless Children and Youth programs, are posted at <http://www.ed.gov/admins/lead/account/monitoring/index.html>.

## RECOVERY PROGRAM MILESTONES

The Department awarded the McKinney-Vento ARRA funds to SEAs on April 10, 2009. SEAs had until August 8, 2009 to award these amounts to LEAs. All States reserved for State-level activities, from the regular, July 1, 2009 allocation, 25 percent (for minimally funded States) or 50 percent of the total FY 2009 funds they receive. All McKinney-Vento ARRA funds must be obligated by September 30, 2011. ED will collect the first data as part of the Department's Consolidated State Performance Report for School Year 2009-2010 in December 2010. The Department will make the report's findings publicly available in national summary and State-specific form by June 2011. ED will begin monitoring the administration of McKinney-Vento ARRA funds from October 1, 2009 as part of the regular monitoring of ESEA Title I and related programs, which includes reviews of subgrantee LEAs. Those reports are published on the Department's Title I monitoring website (at: <http://www2.ed.gov/admins/lead/account/monitoring/reports10/index.html>) usually within four to six months of the review.

**Milestone # 1:** The Department will send a monitoring report to States after monitoring visits.

**Expected Completion Date:** No data available.

**Status:** Sent reports following monitoring visits to 5 States. The Department will have completed monitoring visits, and sent a monitoring report, to 18 States by September 30, 2010.

**Milestone # 2:** All SEAs will announce the awards for McKinney-Vento ARRA funds to LEAs.

**Completion Date:** August 10, 2009

**Status:** Completed.

**Milestone #3:** The Department will begin its monitoring of the use of ARRA Homeless Education grants to States.

**Completion Date:** October 1, 2009

**Status:** Completed.

## PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA McKinney-Vento funds; the performance measures shown below apply to both regular and ARRA program funds. Performance data and future targets for these measures are available in the FY 2011 Congressional budget justification for this program, beginning at page B-61: <http://www2.ed.gov/about/overview/budget/budget11/justifications/b-aeee.pdf>.

**Measure:** Percentage of homeless students meeting or exceeding State proficiency level or standard in mathematics.

**Measure:** Percentage of homeless students meeting or exceeding State proficiency level or standard in reading.

**Measure:** Percentage of homeless students who participate annually in State assessments in mathematics.

**Measure:** Percentage of homeless students who participate annually in State assessments in reading.



## TITLE I SCHOOL IMPROVEMENT GRANTS RECOVERY PLAN

### **1. Program Purpose:**

Title I, Section 1003(g) of the ESEA authorizes formula grants to States to assist local educational agencies (LEAs) in meeting their school improvement responsibilities under section 1116 of the ESEA. Section 1003(g) also requires States to give priority to LEAs with the lowest-achieving schools that demonstrate the greatest need for the funds and the strongest commitment to using such funds to meet school improvement goals. Under the final requirements for the program published by the Department in December 2009, as amended by the interim final requirements published in January 2010, each State must use its Title I School Improvement Grant (SIG) funds to assist LEAs in implementing one of four school intervention models—Turnaround, Restart, School Closure, or Transformation—in the State’s persistently lowest-achieving schools (generally defined as the lowest-achieving five percent of each State’s schools, as well as any high school with a graduation rate below 60 percent). States that have served each of their persistently lowest-achieving schools may use any remaining SIG funds to support other school improvement activities in Title I schools that have been identified for improvement, corrective action, or restructuring under the ESEA.

### **2. Public Benefits:**

The \$3 billion provided by the ARRA to the SIG program will support intensive, multiyear interventions designed to turn around the lowest-achieving five percent of the Nation’s elementary and secondary schools. Funds will be used to provide up to \$2 million annually for up to three years to each eligible school to support implementation of fundamental changes, including new leadership and staff, new governance models, improved teacher evaluation and support systems, new curricula, increased learning time, and improved social supports for disadvantaged students. These changes are expected to lead to significant improvement in such areas as student attendance, school climate, academic achievement, high school graduation rates, and college enrollment rates.

### **3. Kind and scope of projects and activities:**

States must give priority in awarding ARRA SIG funds to LEAs that agree to implement one of four school intervention models in one or more of their persistently lowest-achieving schools: (1) the Turnaround model, under which the LEA must replace the principal, screen and rehire no more than 50 percent of the staff, and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improving student outcomes; (2) the Restart model, under which the LEA must convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process; (3) School Closure, under which the LEA must close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving; or (4) the Transformation model, under which the LEA must replace the principal and take steps to increase teacher and school leader effectiveness, institute comprehensive instructional reform strategies, increase learning time and create community-oriented schools, and provide operational flexibility and sustained support.

### **4. Monitoring and Evaluation Review Process:**

The Department will develop a SIG program monitoring plan based on the information and assurances provided as part of the comprehensive State application process. In addition, under the SIG final requirements, each State must report on a range of school-level metrics intended to support program monitoring and evaluation of the effectiveness of the required school intervention models. These metrics include the specific model implemented in each school as well as various measures of student achievement, school climate, teacher effectiveness, and student outcomes.

**5. Cost and Performance Information:**

State allocations of ARRA Title I SIG funds are posted on the ED website at <http://www.ed.gov/about/overview/budget/statetables/index.html>.

Performance information is available at <http://www.ed.gov/programs/sif/performance.html>.

**RECOVERY PROGRAM MILESTONES**

**Milestone # 1:** The Department of Education will publish the notice of proposed requirements for ARRA Title I SIG awards.

**Completion Date:** August 26, 2009

**Status:** Completed.

**Milestone # 2:** The Department of Education will publish the notice inviting applications for new awards

**Completion Date:** December 3, 2009

**Status:** Completed.

**Milestone #3:** Application deadline.

**Completion Date:** February 28, 2010

**Status:** Completed.

**Milestone #4:** The Department awards State formula grants.

**Expected Completion Date:** September 30, 2010

**Status:** Not yet completed.

**Milestone #5:** Develop performance measures and targets.

**Expected Completion Date:** October 29, 2010.

**PROGRAM PERFORMANCE MEASURES**

The Department is in the process of developing performance measures and targets for the SIG program.

## TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES RECOVERY PLAN

### **1. Program Purpose:**

This program provides supplemental funds to local educational agencies (LEAs) for schools that have high concentrations of students from low-income families to help ensure that all students reach proficiency on State assessments in reading and mathematics by the 2013-14 school year, in particular by closing longstanding achievement gaps between economically disadvantaged students and other students.

### **2. Public Benefits:**

At the school level, funds are used for locally determined activities that help improve the performance of low-achieving students or, in the case of schoolwide programs, to help all students, but particularly low-achieving students, in high-poverty schools to meet challenging State academic standards. ARRA funds may be used to provide more intensive services in existing programs or to expand the number of schools and students served. Grantees must ensure that services supplement and do not supplant educational services provided with State and local resources and meet Title I comparability requirements.

### **3. Kind and scope of projects and activities:**

Grantees should use Title I ARRA funds to save jobs and carry out reforms consistent with Title I statutory and regulatory requirements. Emphasis should be on short-term investments with long-term benefits aligned with ARRA reform principles focusing on (1) improved standards and assessments; (2) stronger teaching and equitable distribution of effective teachers; (3) enhanced collection and use of data to drive reforms; and (4) interventions in low-performing schools. Examples of such activities include:

1. Identifying effective teachers to serve as instructional leaders in schoolwide programs;
2. Intensive teacher training for teachers in schools identified for corrective action or restructuring, including professional development on the use of data to drive continuous improvement;
3. Strengthening or expanding early childhood education;
4. Using online courses to improve math and science instruction;
5. Using reading or math coaches to improve instruction; and
6. Implementing extended learning time strategies.

### **4. Monitoring and Evaluation Review Process:**

The Department will monitor use of Title I ARRA funds through its regular Title I monitoring process, which includes on-site reviews and annual reporting of participation and performance data by States through the Consolidated State Performance Reports.

## 5. Cost and Performance Information:

ED-determined allocations of ARRA Title I Grants to LEAs funds are posted on the ED website at <http://www.ed.gov/about/overview/budget/titlei/fy09recovery/index.html>. Program performance information also will be available at the ED website at <http://www.ed.gov/programs/titleiparta/performance.html>.

### RECOVERY PROGRAM MILESTONES

**Milestone # 1:** The Department of Education will award the first 50 percent of the ARRA Title I Grants to LEAs funds to States.

**Completion Date:** April 1, 2009

**Status:** Completed.

**Milestone # 2:** The Department of Education will award the second 50 percent of the ARRA Title I Grants to LEAs funds to States.

**Completion Date:** September 4, 2009

**Status:** Completed.

**Milestone #3:** Commencement of monitoring use of ARRA Title I Grants to LEAs.

**Completion Date:** October 1, 2009

**Status:** Completed.

### PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA Title I funds; the performance measures shown below apply to both regular and ARRA program funds. Performance data and future targets for these measures are available in the FY 2011 Congressional budget justification for this program, beginning at page B-28: <http://www2.ed.gov/about/overview/budget/budget11/justifications/b-aeee.pdf>.

**Measure:** The percentage of economically disadvantaged students in grades 3-8 scoring at the proficient or advanced levels on State reading assessments.

**Measure:** The percentage of economically disadvantaged students in grades 3-8 scoring at the proficient or advanced levels on State mathematics assessments.

**Measure:** The difference between the percentage of economically disadvantaged students in grades 3-8 scoring at the proficient or advanced levels on state reading assessments and the percentage of all students in grades 3-8 scoring at the proficient or advanced levels on state reading assessments.

**Measure:** The difference between the percentage of economically disadvantaged students in grades 3-8 scoring at the proficient or advanced levels on state mathematics assessments and the percentage of all students in grades 3-8 scoring at the proficient or advanced levels on state mathematics assessments.

## STATE FISCAL STABILIZATION FUND RECOVERY PLAN

### 1. Program Purpose:

Stabilize State and local government budgets to avoid reductions in education and other essential public services while driving education reform in four key areas: teacher effectiveness and inequities in the distribution of highly qualified teachers; rigorous college- and career-ready standards and assessments; targeted, intensive support and effective interventions to turn around struggling schools; and pre-K-through-college-and-career data systems.

### 2. Public Benefits:

The overall goals of the State Fiscal Stabilization Fund (SFSF) and other U.S. Department of Education components of the ARRA are to stimulate the economy in the short term and invest in education and other essential public services to ensure the long-term economic health of our nation. The success of the education part of the ARRA will depend on the shared commitment and responsibility of students, parents, teachers, principals, superintendents, education boards, college presidents, State school chiefs, governors, local officials, and federal officials. Collectively, States must advance ARRA's short-term economic goals by investing quickly, and must support ARRA's long-term economic goals by investing wisely, using these funds to strengthen education, drive reforms, and improve results for students from early learning through college.

Four principles guide the distribution and use of SFSF and other ARRA funds:

1. Spend funds quickly to save and create jobs. The Department of Education will distribute funds quickly to States in order to avert layoffs and create jobs. States and LEAs in turn are urged to move rapidly to develop plans for using funds, consistent with the law's reporting and accountability requirements, and to promptly begin spending funds to help drive the nation's economic recovery.
2. Improve student achievement through school improvement and reform.
3. Ensure transparency, reporting, and accountability. To prevent fraud and abuse, support the most effective uses of ARRA funds, and accurately measure and track results, recipients must publicly report on how funds are used. Due to the unprecedented scope and importance of this investment, ARRA funds are subject to additional and more rigorous reporting requirements than normally apply to grant recipients.
4. Invest one-time ARRA funds thoughtfully to minimize the "funding cliff." SFSF represents a historic but temporary infusion of funds. These funds should be invested in ways that do not result in unsustainable continuing commitments after the funding expires.

Specifically, governors must use 81.8 percent of the SFSF State grant funds to support public elementary, secondary, and higher education, and, as applicable, early childhood education programs and services. These funds must be used to help restore for FY 2009, 2010, and 2011 State support for public elementary, secondary, and postsecondary education to the greater of the FY 2008 or FY 2009 level. The funds needed to restore support for elementary and secondary education must be distributed using the State's primary elementary and secondary education funding formulae. The funds for higher education must go to public IHEs. If any SFSF funds remain after the State has restored State support for elementary and secondary education and higher education, the State must award those funds to LEAs on the basis of their relative shares under Title I of the Elementary and Secondary Education Act of 1965 (ESEA).

Governors must use 18.2 percent of the SFSF State grant funds for public safety and other government services, which may include assistance for early learning, elementary and secondary education, and public IHEs. In addition, States may use these funds for modernization, renovation, or repair of public schools and public or private college facilities.

### **3. Kind and scope of projects and activities:**

Subject to limited restrictions in the Recovery Act, LEAs may use their share of the SFSF education funds (81.8 percent of the full SFSF allocation) for any activity authorized under the ESEA (including the modernization, renovation, or repair of public school facilities), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (Adult Education Act), or the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins Act), including the modernization, renovation, or repair of public school facilities.

The following are examples of ways that LEAs can use these funds:

1. Pay the salaries of teachers or other school personnel who would have to be laid-off in the absence of these funds.
2. Modernize school facilities such as by investing in green technology.
3. Increase student participation in rigorous advanced courses such as Advanced Placement, International Baccalaureate, and dual high school-college enrollment.
4. Train principals, teachers, guidance counselors, and other staff to use data to identify the specific help students need to succeed, to adjust classroom instruction in order to better address student strengths and weaknesses, and to target professional development and other resources on student and teacher needs.
5. 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.
6. Extend learning time.
7. Strengthen and expand early learning.

Public IHEs may use their share of the funds for education and general expenditures in a way that will mitigate the need to raise tuition and fees for in-State students, or for modernization, renovation, or repair of higher education facilities that are primarily used for instruction, research, or student housing.

Governors must use 18.2 percent of the SFSF State grant funds for public safety and other government services, which may include assistance for early learning, elementary and secondary education, and public IHEs. For example, States may use these funds to pay the salaries of public safety officials. In addition, States may use these funds for modernization, renovation, or repair of public schools and IHE facilities.

### **4. Monitoring and Evaluation Review Process:**

To hold States accountable for the appropriate management and use of funds, the Department will be conducting monitoring calls with States on a rolling basis. In addition, the Department's Risk Management Service established a framework that has informed technical assistance and monitoring efforts. The framework will include any past issues that States have had in obligating and expending other Federal funds in a timely manner. Further, the Department's Office of Inspector General continues to visit States to conduct investigations. In addition, the Department will begin conducting monitoring site visits in June 2010.

## 5. Cost and Performance Information:

In an effort to provide useful information to the public, the Department has posted all Phase I State applications on its website: <http://www.ed.gov/programs/statestabilization/resources.html> and Phase 2 applications at <http://www2.ed.gov/programs/statestabilization/phase-ii-resources.html>. The Department will post additional useful information to that website as needed. In addition, the Department has posted all State allocations at <http://www.ed.gov/about/overview/budget/tables.html>. The Department will continue to provide guidance to States on how to report expenditure data to Recovery.gov.

### RECOVERY PROGRAM MILESTONES

**Milestone # 1:** The Department released the SFSF State grants application and general program guidance on April 1, 2009. The Department made its first Phase 1 SFSF grant award to California, Illinois, and South Dakota on April 17, 2009, and will be making Phase 1 awards on a rolling basis. The Department released detailed guidance on the ARRA maintenance-of-effort requirements on May 1, 2009 and expects to award all Phase 1 grants by August 3, 2009.

**Completion Date:** August 3, 2009

**Status:** Completed for all States. Due to issues with one State's application, the Department made the final Phase 1 State Fiscal Stabilization Fund award to a State on November 2, 2009. The U.S. Virgin Islands, Guam, and the Northern Mariana Islands have also received their Phase 1 awards. The Department is working with American Samoa on its application for Phase 1 funds.

**Milestone # 2:** The Department will post for public comment the Notice of Proposed Priorities (NPP) for the Phase 2 grant competition in June 2009. The NPP will include the proposed performance measures.

**Completion Date:** June 30, 2009

**Status:** Completed, The Department posted the NPP on July 29, 2009 and posted the final rule on November 12, 2009. Neither the NPP or the final rule included the program performance measures; rather, the performance measure is provided in this program plan.

**Milestone #3:** The Department expects to make all Phase 2 SFSF awards by the end of December 2009.

**Expected Completion Date:** December 31, 2009.

**Status:** Not yet completed. Revised expected completion date: July 31, 2010. In order to ensure that the Department was fully responsive to public comments, the final rule was posted later than expected. The Department has been working with States to provide them guidance on the submission of approvable Phase 2 applications, which has taken some States longer than others due to competing State priorities.

**Milestone #4:** Develop targets for performance measures.

**Expected Completion Date:** November 1, 2010.

### PROGRAM PERFORMANCE MEASURES

**Measure:** The number of jobs created or saved with State Fiscal Stabilization Fund dollars.

**Measure:** The number of States that publically report teacher ratings or levels for each LEA in the State.

**Measure:** The number of States that publically report principal ratings or levels for each LEA in the State.

**Measure:** The number of States that provide teachers with student growth data on their current students and the students they taught in the previous year for reading/language arts and mathematics in grades in which the State administers assessments.



## RACE TO THE TOP INCENTIVE GRANTS RECOVERY PLAN

### 1. Program Purpose:

Support State plans for and progress on the objectives in four reform areas: adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace; building data systems that measure student success and inform teachers and principals in how they can improve their practices; increasing teacher effectiveness and achieving equity in teacher distribution; and turning around our lowest-achieving schools.

### 2. Public Benefits:

Awards in Race to the Top go to States that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. Race to the Top winners will help trail-blaze effective reforms and provide examples for States and local school districts throughout the country to follow in striving for significant improvements in outcomes for all students, including improvements in student achievement, high school graduation rates, college enrollment rates, and for significant reductions in achievement gaps.

### 3. Kind and scope of projects and activities:

The Race to the Top program will help States and school districts create and build upon existing conditions for innovation and reform, implement ambitious plans in the four reform areas, and achieve dramatic improvement in student outcomes. Projects and activities will occur at the State, school district, and school levels.

### 4. Monitoring and Evaluation Review Process:

The Department will monitor program implementation in winning States and participating school districts, and will conduct a rigorous evaluation of the program. In addition, the Department will provide comprehensive and targeted technical assistance to grantee States based on a grantee needs assessment, and will share products developed with all States.

### 5. Cost and Performance Information:

In an effort to provide useful information to the public, the Department is posting all State applications, scores, and comments on its website. The Phase 1 applications, scores, and comments are available at <http://www2.ed.gov/programs/racetothetop/phase1-applications/index.html>. The Department will also consider other ways that data and information about best practices may be posted to the website.

## RECOVERY PROGRAM MILESTONES

**Milestone # 1:** The Department released the final criteria and application for Race to the Top.

**Completion Date:** November 18, 2009

**Status:** Completed

**Milestone # 2:** The Department announced Phase 1 grants. The recipients were Delaware and Tennessee.

**Completion Date:** March 29, 2010

**Status:** Completed

**Milestone #3:** Phase 2 applications are due to the Department on June 1, 2010. The Department will award Phase 2 grants in late August or early September 2010.

**Expected Completion Date:** September 30, 2010.

**Milestone #4:** Develop performance measures.

**Expected Completion Date:** October 29, 2010.

## PROGRAM PERFORMANCE MEASURES

Performance measures and targets will be added in subsequent updates to this Recovery Plan.

## INVESTING IN INNOVATION (I3) FUND RECOVERY PLAN

### **1. Program Purpose:**

The purpose of the program is to provide competitive grants to local educational agencies (LEAs), or partnerships between a nonprofit organization and one or more LEAs, or a consortium of schools, with a record of improving student achievement and attainment in order to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

### **2. Public Benefits:**

The program will provide the education field with information about which educational practices and products have been proven to be effective and with models of such practices that can be replicated and “scaled up” to serve many districts and schools and help them improve student achievement. The program will also stimulate further development and investment in scaling up effective approaches and expand the infrastructure for research and evaluation activities so as to validate and improve promising approaches.

### **3. Kind and scope of projects and activities:**

The program will fund applicants that propose to:

1. scale up practices, strategies, or programs for which there is strong evidence that the proposed practice, strategy, or program will have a statistically significant effect on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates, and that the effect of implementing the proposed practice, strategy, or program will be substantial and important;
2. support practices, strategies, or programs that show promise, but for which there is currently only moderate evidence that the proposed practice, strategy, or program will have a statistically significant effect on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates and that, with further study, the effect of implementing the proposed practice, strategy, or program may prove to be substantial and important;
3. support high-potential and relatively untested practices, strategies, or programs whose efficacy should be systematically studied; and
4. leverage partnerships with the private sector and the philanthropic community to develop, scale up, document, and disseminate best practices that have demonstrated success in improving student achievement.

### **4. Monitoring and Evaluation Review Process:**

The Department of Education will:

1. conduct post-award conference calls to assist grantees with understanding their fiscal responsibilities and reporting requirements, with strengthening their project goals and objectives and with ensuring that their project measures are appropriate for reporting credible results on project interventions;

2. hold a meeting for the directors and evaluators of each project to focus on evaluation-related topics and provide technical assistance on improving project-level performance objectives and measures;
3. assign a technical assistance evaluation contractor to work with grantees on strengthening their evaluation plans and performance measures;
4. conduct on-going check-in calls with grantees to discuss their progress toward implementing project goals, budget concerns, and statutory requirements, and conduct reviews of excessive drawdowns to track grantee expenditures;
5. conduct site visits on an as-needed basis with grantees; and
6. add special conditions to grants where there is a concern regarding progress on project goals and objectives or fiscal accountability or financial systems.

#### **5. Cost and Performance Information:**

The Department will:

1. collect grantee information through the use of annual performance reports (grantees will report on: program GPRA measures and project goals and objectives, and on any issues related to project expenditures and how they propose to resolve these issues);
2. review annual performance reports and post program and grantee-level data on the Department's website;
3. set and track GPRA measures in order to ensure that these measures are reported to interested parties and published on the ED website; and
4. ensure that recipients provide the required reports.

### RECOVERY PROGRAM MILESTONES

**Milestone # 1:** Develop Federal Register Notice Inviting Applications and application package and complete development of performance measures and targets.

**Completion Date:** March 12, 2010.

**Status:** Completed. The Notice of Final Priorities, Requirements, Definitions, and Selection Criteria and the Notice Inviting Applications were published on March 12, 2010. The performance measures were published in the Notice Inviting Applications. Targets for the measures will be developed after the baseline data on the measures is collected.

**Milestone # 2:** Announce competition.

**Completion Date:** March 12, 2010.

**Status:** Completed. The Notice Inviting Applications were published on March 12, 2010. The performance measures were published on March 12, 2010.

**Milestone #3:** Announce grant recipients.

**Expected Completion Date:** September 30, 2010.

**Milestone #4:** Develop targets for the performance measures.

**Expected Completion Date:** June 30, 2012.

## PROGRAM PERFORMANCE MEASURES

Targets will be added in subsequent updates to this Recovery Plan.

### Scale-Up Grants

Short-term performance measures:

**Measure:** The percentage of grantees that reach their annual target number of students as specified in the application.

**Measure:** The percentage of programs, practices, or strategies supported by a Scale-up grant with ongoing well-designed and independent evaluations that will provide evidence of their effectiveness at improving student outcomes at scale.

**Measure:** The percentage of programs, practices, or strategies supported by a Scale-up grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

**Measure:** The cost per student actually served by the grant.

### Long-term performance measures:

**Measure:** The percentage of grantees that reach the targeted number of students specified in the application.

**Measure:** The percentage of programs, practices, or strategies supported by a Scale-up grant that implement a completed well-designed, well-implemented, and independent evaluation that provides evidence of their effectiveness at improving student outcomes at scale.

**Measure:** The percentage of programs, practices, or strategies supported by a Scale-up grant with a completed well-designed, well-implemented and independent evaluation that provides information about the key elements and the approach of the project so as to facilitate replication or testing in other settings.

**Measure:** The cost per student for programs, practices or strategies that were proven to be effective at improving educational outcomes for students.

### Validation Grants

Short-term performance measures:

**Measure:** The percentage of grantees that reach their annual target number of students as specified in the application.

**Measure:** The percentage of programs, practices, or strategies supported by a Validation grant with ongoing well-designed and independent evaluations that will provide evidence of their effectiveness at improving student outcomes.

**Measure:** The percentage of programs, practices, or strategies supported by a Validation grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

**Measure:** The cost per student actually served by the grant.

Long-term performance measures:

**Measure:** The percentage of grantees that reach the targeted number of students specified in the application.

**Measure:** The percentage of programs, practices, or strategies supported by a Validation grant that implement a completed well-designed, well-implemented, and independent evaluation that provides evidence of their effectiveness at improving student outcomes.

**Measure:** The percentage of programs, practices, or strategies supported by a Validation grant with a completed well-designed, well-implemented and independent evaluation that provides information about the key elements and the approach of the project so as to facilitate replication or testing in other settings.

**Measure:** The cost per student for programs, practices, or strategies that were proven to be effective at improving educational outcomes for students.

### **Development Grants**

Short-term performance measures:

**Measure:** The percentage of grantees whose projects are being implemented with fidelity to the approved design.

**Measure:** The percentage of programs, practices, or strategies supported by a Development grant with ongoing evaluations that provide evidence of their promise for improving student outcomes,

**Measure:** The percentage of programs, practices, or strategies supported by a Development grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

**Measure:** The cost per student actually served by the grant.

Long-term performance measures:

**Measure:** The percentage of programs, practices, or strategies supported by a Development grant with a completed evaluation that provides evidence of their promise for improving student outcomes.

**Measure:** The percentage of programs, practices, or strategies supported by a Development grant with a completed evaluation that provides information about the key elements and approach of the project so as to facilitate further development, replication, or testing in other settings.

**Measure:** The cost per student for programs, practices, or strategies that were proven promising at improving educational outcomes for students.

## IMPACT AID CONSTRUCTION RECOVERY PLAN

### **1. Program Purpose:**

The program authorizes formula (ESEA Section 8007(a)) and competitive (ESEA Section 8007(b)) grants to support school construction in local educational agencies (LEAs) that educate federally connected students or have federally owned land. Grants are used to repair, renovate, or alter a public elementary or secondary school facility to ensure the health, safety, and well being of students and school personnel.

### **2. Public Benefits:**

Impact Aid Construction grants can be used to help repair and modernize schools and alleviate overcrowding. Funds may generally be used for elementary and secondary school construction activities, including the preparation of drawings and specifications for school facilities; erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; and inspecting and supervising the construction of school facilities. Under ARRA, the funds cannot be used for construction activities related to casinos or other gambling establishments, aquariums, zoos, golf courses, or swimming pools. In addition, under the ESEA, the discretionary grant funds may not be used for improvements to facilities which the LEA does not have full title or other interest, improvements or repairs of school grounds that do not directly involve instructional facilities, repair, renovation, alteration or construction for facilities primarily used for athletic contests, improvements or repairs to teacher housing, partial or complete replacement of an existing school facility unless it is less costly to do so, acquisition of real property except in limited circumstances when new construction is permitted, maintenance costs associated with any of an LEA's school facilities, or supplanting or replacing other available non-Federal construction money.

### **3. Kind and scope of projects and activities:**

Construction projects and activities to be performed include the preparation of drawings and specifications for school facilities; erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; and inspecting and supervising the construction of school facilities.

### **4. Monitoring and Evaluation Review Process:**

The Department will track the progress of grantees that receive a discretionary grant through a monitoring system that includes review of project contracts, invoices, telephone monitoring, and managing the disbursement of awards. Meetings with grantees that attend National Association of Federally Impacted Schools (NAFIS) conferences will be held to obtain progress on projects. Grantees submit quarterly reports to the Department that include the amounts of Recovery funds received or obligated, an evaluation of the construction project's completion status, and an estimate of the number of jobs that were saved or created with the funds.

### **5. Cost and Performance Information:**

LEAs that receive Impact Aid stimulus funds have been reporting on how those funds were spent and the results of those expenditures as well as an estimate of the number of jobs created or preserved. LEAs must maintain accurate, complete, and reliable documentation of all Recovery Act Construction expenditures. The Department posts reports on ARRA expenditures on the Recovery.gov website.

## RECOVERY PROGRAM MILESTONES

**Milestone # 1:** The Department of Education awarded the formula construction grants to LEAs on April 10, 2009.

**Completion Date:** April 10, 2009

**Status:** Completed.

**Milestone # 2:** The Department of Education will publish a Federal Register notice inviting applications for the discretionary construction grant awards in July 2009.

**Completion Date:** July 20, 2009

**Status:** Completed. The Department posted the notice inviting applications on August 17, 2009.

**Milestone #3:** The Department of Education expects to award discretionary construction grants to LEAs by the end of November.

**Expected Completion Date:** November 30, 2009.

**Status:** Not yet completed. Revised expected completion date: May 20, 2010

## PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA Impact Aid Construction funds; the performance measures shown below apply to both regular and ARRA program funds. Performance data and future targets for these measures are available in the FY 2011 Congressional budget justification for this program, beginning at page C-33: <http://www2.ed.gov/about/overview/budget/budget11/justifications/c-impactaid.pdf>.

**Measure:** The average number of days elapsed between the initial Impact Aid discretionary construction award and the LEAs' awarding of contracts.

**Measure:** The percentage of schools in LEAs receiving Impact Aid Construction funds that report the overall condition of their school buildings is adequate.

**Measure:** The percentage of all Impact Aid formula construction payments made by July 31.



## TEACHER QUALITY PARTNERSHIP GRANT PROGRAM RECOVERY PLAN

### **1. Program Purpose:**

The Teacher Quality Partnership Grant (TQP) program aims to improve student achievement and teacher quality in high-need schools and early childhood education programs by improving teacher preparation and professional development activities; holding teacher preparation programs accountable for preparing effective teachers; and recruiting highly qualified individuals into the teaching force. Projects may also include a component to train school leaders.

### **2. Public Benefits:**

Expected public benefits from this program include: (1) increased numbers of new teachers graduating from high-quality teacher preparation programs, (2) improved subject matter competency for participating new teachers, (3) increased retention rates for participating new teachers in high-need school districts, and (4) evidence of the effectiveness of participating teacher preparation program models.

### **3. Kind and scope of projects and activities:**

ARRA funding will support competitive grants to partnerships among institutions of higher education, high-need school districts (local educational agencies (LEAs)), and high-need schools and/or high-need early childhood education (ECE) programs. These partnerships will create model teacher preparation programs at the pre-baccalaureate level through the implementation of specific reforms of the institution for higher education's existing teacher preparation programs, and/or model teaching residency programs for individuals with strong academic backgrounds but without teaching experience. The TQP program may also support school leadership programs to train superintendents, principals, ECE program directors, and other school leaders in high-need or rural LEAs.

### **4. Monitoring and Evaluation Review Process:**

The Department will conduct a range of oversight and monitoring activities to track the progress and performance of grantees and identify and mitigate challenges/risks associated with these grants. These activities will include:

1. Conducting post-award conference calls to assist grantees with strengthening their project goals and objectives and ensuring that their project measures are measurable;
2. Holding a Project Director's meeting for the project directors and evaluators of each project, providing technical assistance on evaluation issues and improving project-level performance objectives and measures;
3. Employing a contractor to work with grantees to strengthen their evaluation plans, specifically tying their project measures to the outcomes of the project;
4. Contracting with an independent evaluator to conduct a five-year evaluation of the impact of the Teacher Residency Program grants on student achievement and other key program outcomes;
5. Conducting on-going monitoring of grantees, including reviewing drawdowns of funds in the Grants Administration and Payments System (GAPS) to ensure that funds are being drawn down appropriately;

6. (6) Conducting regular telephone conferences between Department staff and grantees to discuss the grantee's progress toward the goals outlined in the application, resolve any budget concerns, and ensure that statutory requirements are being met; and
7. (7) Conducting on-site monitoring visits of grantees on an as-needed basis.

#### **5. Cost and Performance Information:**

The Department will take the following steps to measure program performance and make these data available to the public in a transparent and meaningful way:

1. Collecting grantee information through annual performance reports, including data on measures established under the Government Performance and Results Act (GPRA), the statutory reporting requirements of Title II, Section 204(b) of the Higher Education Act as amended, and progress against the project goals and objectives established by the grantee in the initial grant application (abstracts for all projects will be posted on the TQP program website after grants are awarded);
2. Reviewing and compiling data from annual performance reports and placing these data on the Department's website, including grantee-level data (<http://www.ed.gov/programs/tqpartnership/index.html>);
3. Making performance measures data for GPRA data purposes available through the Department's Visual Performance Suite application so that these data can be placed on the Department's website at [www.ed.gov](http://www.ed.gov); and
4. Ensuring that projects receiving ARRA funds are aware of the required quarterly reporting requirements for these funds.

#### **RECOVERY PROGRAM MILESTONES**

**Milestone # 1:** The Department will publish a notice requesting applications for the discretionary grant competition that will make awards using the regular fiscal year 2009 appropriation funds and ARRA funds.

**Completion Date:** May 29, 2009

**Status:** Completed.

**Milestone # 2:** The Department will award grants using the regular fiscal year 2009 appropriation funds and the ARRA funds.

**Completion Date:** September 30, 2009

**Status:** Completed. The Department awarded grants using the regular fiscal year 2009 funds on September 27, 2009 and awarded grants using the ARRA funds on March 31, 2010.

**Milestone #3:** If it is necessary to announce 2nd competition to use any remaining ARRA funds, the Department will publish a notice of proposed priorities with a 30-day comment period.

**Completion Date:** August 4, 2009.

**Status:** Completed. The Department published a revised notice inviting applications for new awards for fiscal year 2009 in the Federal Register on August 4, 2009, with a deadline of October 4, 2009.

## PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA Teacher Quality Partnership funds; the performance measures shown below apply to both regular and ARRA program funds. Performance information is available in the FY 2011 Congressional budget justification for this program, beginning at page F-73:

<http://www2.ed.gov/about/overview/budget/budget11/justifications/f-iit.pdf>.

**Measure:** The percentage of beginning teachers who are retained in teaching in the partner high-need local educational agency or early childhood education program three years after initial employment.

**Measure:** The percentage of program completers (1) who attain initial certification/licensure by passing all necessary certification/licensure assessments and attain a bachelor's degree (pre-baccalaureate program) within six years or a master's degree (residency program) within two years or (2) who attain highly competent early childhood educator status with a bachelor's degree within six years or an associate's degree within three years.

**Measure:** The percentage of grantees that report improved scaled scores for initial State certification or licensure of teachers.

**Measure:** The percentage of program participants, who were not scheduled to graduate in the previous reporting period, and persisted in the postsecondary program in the current reporting period.

**Measure:** The percentage of beginning teachers who are retained in teaching in the partner high-need local educational agency or high-need early childhood education program one year after being hired by the local educational agency or high-need early childhood education program.

**Measure:** The cost of a successful outcome where success is defined as retention in the partner high-need local educational agency or early childhood education program three years after initial employment.

## VOCATIONAL REHABILITATION STATE GRANTS RECOVERY PLAN

### **1. Program Purpose:**

The purpose of the Vocational Rehabilitation State Grants States program, as authorized under title I of the Rehabilitation Act (Act), is to assist States in operating comprehensive, coordinated, effective, and efficient programs of vocational rehabilitation (VR); to assess, plan, develop, and provide VR services for individuals with disabilities, consistent with their strengths, abilities, capabilities, and informed choice so they may prepare for and engage in gainful employment.

### **2. Public Benefits:**

The beneficiaries of this program are individuals with a physical or mental impairment who have a substantial impediment to employment and require VR services to obtain or maintain employment. Services are provided to individuals with a disability under an individualized plan for employment (IPE) designed to assist the individual to achieve an employment outcome. Priority is given to individuals with the most significant disabilities when a State determines it is unable to provide VR services to all eligible individuals who apply for services in the State.

### **3. Kind and scope of projects and activities:**

VR State Grants program ARRA funds must be used to carrying out the purposes and authorized activities consistent with the VR program's statutory and regulatory requirements. Funds are used to pay the costs of case management and direct services provided by agency personnel and to purchase VR services from outside vendors. A variety of services may be provided to an individual under an IPE, including but not limited to, assessment, counseling, vocational evaluation, vocational/job training, job placement, supported employment services, reader services for the blind, interpreter services for the deaf, medical and related services, prosthetic and orthotic devices, rehabilitation technology, and other goods and services necessary for an individual with a disability to achieve an employment outcome.

In addition, funds may be used to provide VR services for the benefit of groups of individuals with disabilities, including:

1. Development, improvement, establishment or, under special circumstances, construction of community rehabilitation programs;
2. Special services to provide access to information for individuals who are blind, deaf or hearing impaired, or who are deaf-blind;
3. Technical assistance to small businesses that are not subject to title I of the Americans with Disabilities Act and that are seeking to employ individuals with disabilities;
4. Supervision and management services to small businesses operated by individuals with significant disabilities, including enterprises established under the Randolph-Sheppard Act, as well as the acquisition of vending facilities or other equipment and initial stocks and supplies; and
5. Consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities.

VR funds may also be used to cover the administrative costs of operating the VR program, such as personnel development activities, expenses of the State Rehabilitation Council, the costs associated with mediations and due process hearings, and the provision of interagency training and technical assistance to other agencies and organizations, including the statewide workforce system.

The Department has encouraged State VR agencies to use ARRA funds to serve individuals on waiting lists in agencies currently using an order of selection; increase services to eligible consumers; and expand services to traditionally underserved and unserved populations in the State, including students with disabilities transitioning from school to the workplace.

**4. Monitoring and Evaluation Review Process:**

Section 107 of the Act, requires the Commissioner of the Rehabilitation Services Administration (RSA) to conduct annual reviews and periodic on-site monitoring of programs authorized under Title I of the Act to determine whether a State VR agency is complying substantially with the provisions of its State plan under section 101 of the Act and with the Evaluation Standards and Performance Indicators established under section 106 of the Act. In order to achieve this purpose, RSA collects and analyzes data and other information related to performance and compliance. The State plan must also identify the State’s goals and priorities, describe the strategies that will be used to achieve its goals and to improve the State’s performance with respect to the program’s indicators, an evaluation of the extent to which the State goals were achieved, and include the results of an evaluation of the effectiveness of the VR program. Information on the FY 2009 Monitoring Process and Protocol and the Monitoring Information Guide and FY 2007 and 2008 Monitoring Reports can be found at <http://www.ed.gov/rschstat/eval/rehab/107-reports/index.html>. RSA plans to audit States use of VR ARRA funds in conjunction with its annual review process.

**5. Cost and Performance Information:**

Performance information about the VR State Grants program may be obtained at the Department website at <http://www.ed.gov/programs/rsabvrs/performance.html>.

The Department provides performance information, in the form of State monitoring reports, at the following Web address: <http://www.ed.gov/rschstat/eval/rehab/107-reports/2009/index.html>.

Information regarding the FY 2009 program performance plan for the VR program is available at <http://www.ed.gov/about/reports/annual/2009plan/g3vocrehabstate.doc>

**RECOVERY PROGRAM MILESTONES**

**Milestone # 1:** The Department of Education will award the first 50 percent of the ARRA VR State Grants funds to States.

**Completion Date:** April 1, 2009

**Status:** Completed.

**Milestone #2:** The Department will provide technical assistance to State VR agencies and State Rehabilitation Councils on VR ARRA topics through webinars.

**Completion Date:** April 15, 2009

**Status:** Completed.

**Milestone # 3:** The Department of Education will award the second 50 percent of the ARRA VR State Grants funds to States.

**Completion Date:** September 30, 2009

**Status:** Completed: The Department awarded all of the ARRA VR State Grants funds by September 30, 2009, except for the funds that are available for American Samoa and Guam. These territories have not yet submitted an approved plan for spending the VR ARRA funds.

## PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA VR funds; the performance measures shown below apply to both regular and ARRA program funds. Performance data and future targets for these measures are available in the FY 2011 Congressional budget justification for this program, beginning at page J-23: <http://www2.ed.gov/about/overview/budget/budget11/justifications/j-rehabilitation.pdf>.

**Measure:** Number of individuals with disabilities receiving services under an individualized plan for employment.

**Measure:** Number of individuals with disabilities that achieve an employment outcome.

**Measure:** The percentage of State vocational rehabilitation agencies (excluding VR agencies for the Blind) that assist at least 55.8 percent of individuals receiving services to achieve employment.

**Measure:** The percentage of state vocational rehabilitation agencies for the blind that assist at least 68.9 percent of individuals receiving services to achieve employment.

**Measure:** The percentage of State vocational rehabilitation agencies (excluding VR agencies for the Blind) for which at least 80 percent of the individuals achieving competitive employment have significant disabilities.

**Measure:** The percentage of State vocational rehabilitation agencies for the Blind assisting at least 65 percent of individuals with employment outcomes to achieve competitive employment.

## IDEA SPECIAL EDUCATION GRANTS TO STATES RECOVERY PLAN

### **1. Program Purpose:**

The purpose of the Special Education Grants to States program, as authorized under Part B of the Individuals with Disabilities Education Act (IDEA), is to provide grants to help States, outlying areas, freely associated States and the Department of the Interior to ensure a free, appropriate public education for children with disabilities that meets challenging standards and prepares them for higher education, employment, and independent living.

### **2. Public Benefits:**

The primary public benefits of this program accrue to individual children with disabilities and their families. The program addresses specific needs of children with disabilities by:

1. ensuring access to education for such children by establishing basic service requirements that, in the absence of the program, might not be met;
2. improving educational outcomes of students with disabilities; and
3. providing financial assistance to States and Local Educational Agencies (LEAs) to help pay for special education and related services.

### **3. Kind and scope of projects and activities:**

Funds provided to States and LEAs under the program must be used to help provide special education and related services to children with disabilities. States and LEAs must also use federal funds to locate, identify, and evaluate children to determine if they are eligible for special education and related services. In a limited number of situations, services may be provided to non-disabled students as a prevention effort. For example, LEAs may use a portion of their Federal funds to provide early intervening services (EIS) for children who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. With these services it may be found that these children will not ultimately require special education or that their special education needs may be reduced.

The Department has identified the following examples of specific projects that grantees might consider to achieve the objectives of the ARRA:

1. Obtain state-of-the art assistive technology devices and provide training in their use to enhance access to the general curriculum for students with disabilities.
2. Provide intensive district-wide professional development for special education and regular education teachers that focuses on scaling-up, through replication, proven and innovative evidence-based school-wide strategies in reading, math, writing and science, and positive behavioral supports to improve outcomes for students with disabilities.
3. Develop or expand the capacity to collect and use data to improve teaching and learning.
4. 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.
5. Hire transition coordinators to work with employers in the community to develop job placements for youths with disabilities.

#### **4. Monitoring and Evaluation Review Process:**

Section 616(b) of IDEA requires each State to develop and implement a State Performance Plan (SPP) that must be used as a basis for evaluating the State's efforts to implement the requirements under Part B of IDEA, and that describes how the State will improve its implementation of these requirements. Each SPP must include measurable and rigorous targets for quantifiable indicators in the following priority areas: providing a free appropriate public education (FAPE) in the least restrictive environment (LRE); reducing disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification; and ensuring effective general supervision, including child find, transition, and dispute resolution.

In addition, section 616 of IDEA requires each State Educational Agency (SEA) to submit an Annual Performance Report (APR) to the Secretary on the State's progress in meeting its SPP targets on the indicators the Department established in each of the priority areas under Part B of IDEA. There are 20 indicators under Part B including early childhood transition, secondary transition, postschool outcomes, graduation, and dropout prevention. OSEP issues annual letters of determination and response tables for each State under Part B of IDEA based in large part on the State's APR data in each of these priority indicator areas. The Department issues annual determinations under sections 616 of IDEA, and each State is assigned one the following status designations:

1. the State meets IDEA requirements;
2. the State needs assistance;
3. the State needs intervention; or
4. the State needs substantial intervention.

Under section 616(e)(1) of IDEA, the Department is required to take enforcement actions for those States determined to be in "needs assistance" for two or more consecutive years, in "needs intervention" for three or more consecutive years, and any time a State is determined to be in "needs substantial intervention."

In turn, SEAs must monitor and evaluate LEAs' implementation of Part B of IDEA. Each year, the SEA must publicly report on the performance of each LEA on each of the indicators contained in the SPP and issue a local "determination" using the categories described above. Through such reporting, SEAs are responsible for ensuring both the continuous improvement of results and functional outcomes for children with disabilities and the timely correction of noncompliance with IDEA requirements.

Additionally, the Department conducts on-site monitoring visits to each State (or other entity) receiving funds under the Part B program. The State's general supervision, data collection, data reporting, and fiscal accountability systems are examined to ensure that States have the necessary internal controls in place. Reviews of State fiscal accountability systems focus on the following three questions:

1. Does the State have procedures that are reasonably designed to ensure the timely obligation and liquidation of IDEA funds?;
2. Does the State have procedures that are reasonably designed to ensure appropriate distribution of IDEA funds within the State?; and
3. Does the State have procedures that are reasonably designed to ensure appropriate use of IDEA funds? Reports are issued following each monitoring visit, and technical assistance is provided to help States implement any necessary corrective actions.

Reports are issued following each monitoring visit, and technical assistance is provided to help States implement any necessary corrective actions.



## 5. Cost and Performance Information:

The Department provides performance information, in the form of State monitoring reports, verification visit letters, annual performance report letters, State performance plans and annual performance report letters, and State award packages, at the following Web address:

<http://www.ed.gov/policy/speced/guid/idea/monitor/index.html>

In addition, the Department posts grantee level data (by State), at the following Web addresses:

<http://www.ideadata.org>

<http://nces.ed.gov/nationsreportcard/naepdata/>

### RECOVERY PROGRAM MILESTONES

**Milestone # 1:** The Department of Education will award the first 50 percent of the ARRA IDEA Grants to States funds to States.

**Completion Date:** April 1, 2009

**Status:** Completed.

**Milestone # 2:** The Department of Education will award the second 50 percent of the ARRA IDEA Grants to States funds to States.

**Completion Date:** September 30, 2009

**Status:** Completed.

**Milestone #3:** The Department of Education will complete IDEA ARRA “use of funds” desk audits for the 57 States (or other entities that serve as fiscal agents) receiving funds under the IDEA Grants to States program.

**Completion Date:** 29 States by January 2010, and the remaining States by September 2010.

**Status:** Completed.

### PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA Special Education Grants to States funds; the performance measures shown below apply to both regular and ARRA program funds. Performance data and future targets for these measures are available in the FY 2011 Congressional budget justification for this program, beginning at page I-19: <http://www2.ed.gov/about/overview/budget/budget11/justifications/i-specialed.pdf>.

**Measure:** The percentage of fourth-grade students with disabilities scoring at or above Basic on the National Assessment of Educational Progress (NAEP) in reading.

**Measure:** The percentage of eighth-grade students with disabilities scoring at or above Basic on the National Assessment of Education Progress (NAEP) in mathematics.

**Measure:** The percentage of students with disabilities in grades 3-8 scoring at the proficient or advanced levels on state reading assessments.

**Measure:** The difference between the percentage of students with disabilities in grades 3-8 scoring at the proficient or advanced levels on state reading assessments and the percentage of all students in grades 3-8 scoring at the proficient or advanced levels on state reading assessments.

**Measure:** The percentage of students with disabilities in grades 3-8 scoring at the proficient or advanced levels on state mathematics assessments.

**Measure:** The difference between the percentage of students with disabilities in grades 3-8 scoring at the proficient or advanced levels on state mathematics assessments and the percentage of all students in grades 3-8 scoring at the proficient or advanced levels on state mathematics assessments.

**Measure:** The percentage of students with disabilities with individualized education programs (IEPs) who graduate from high school with a regular high school diploma.

**Measure:** The percentage of students with disabilities who drop out of school.

**Measure:** The percentage of youth with disabilities who are no longer in secondary school and who are either competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

## IDEA SPECIAL EDUCATION PRESCHOOL GRANTS RECOVERY PLAN

### **1. Program Purpose:**

The Preschool Grants program provides formula grants to States, the District of Columbia, and Puerto Rico to provide special education and related services for children with disabilities aged 3 through 5. States may include children experiencing developmental delays and 2-year olds who will turn 3 during the school year.

### **2. Public Benefits:**

Early childhood education is critical to the future success of vulnerable children, including children with disabilities. Preschool programs can help children with disabilities to acquire the foundational skills associated with critical developmental milestones. Funding under the Preschool Grants program supports early childhood programs that provide services needed to prepare young children with disabilities to enter school ready to learn.

### **3. Kind and scope of projects and activities:**

Funding under Preschool Grants supplements funds provided to States under the Grants to States program, which serves children with disabilities aged 3 through 21, including all children served under the Preschool Grants program. Most of the Preschool Grant funds must be distributed by States to local educational agencies to support special education and related services for children with disabilities aged 3 through 5. Preschool Grant funds that may be reserved by the State educational agency may be used to:

1. provide support services;
2. provide direct services for children eligible under this program;
3. conduct activities at the State and local level to meet the goals established by the State for the performance of children with disabilities in the State;
4. supplement other funds used to develop and implement a statewide coordinated services system designed to improve results for children and families, including children with disabilities and their families; and
5. provide early intervention services in accordance with Part C of the Individuals with Disabilities Education Act (IDEA) to children with disabilities who are eligible for services under section 619 of IDEA and who previously received services under Part C of IDEA until such children enter, or are eligible under State law to enter, kindergarten; and
6. continue, at a State's discretion, service coordination or case management for families of children with disabilities who are eligible for services under section 619 of IDEA and continue to receive services under Part C of IDEA. The State also may use a portion of its set-aside funds to cover administrative expenses related to the Preschool Grants program and Grants for Infants and Families program (Part C).

The Department has identified the following examples of specific projects that grantees might consider to achieve the objectives of the ARRA:

1. Obtaining state-of-the art assistive technology devices and providing training in their use to enhance access by children with disabilities to the general curriculum or other appropriate preschool program activities.

2. Providing intensive district-wide professional development for special education and regular education teachers that focuses on scaling-up, through replication, proven and innovative evidence-based school-wide strategies for preliteracy, language, and numeracy skills and positive behavioral supports for students with disabilities.
3. Developing or expanding the capacity to collect and use data to improve teaching and learning.
4. Expanding 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.
5. Hiring transition coordinators to work with children exiting programs funded under IDEA, Part C, Grants for Infants and Families, to ensure a smooth transition into preschool or other appropriate services.

#### **4. Monitoring and Evaluation Review Process:**

IDEA sections 616(b) and 642 requires each State to develop and implement a State Performance Plan (SPP) that must be used as a basis for evaluating the State's efforts to implement the requirements under Part B of IDEA, and that describes how the State will improve its implementation of these requirements. Each SPP must include measurable and rigorous targets for quantifiable indicators in the priority areas described in section 66(a) (3) of IDEA. These priority areas are: providing a free appropriate public education (FAPE) in the least restrictive environment (LRE); reducing disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification; and ensuring effective general supervision, including child find, transition, and dispute resolution.

In addition, section 616 of IDEA requires each State Educational Agency (SEA) to submit an Annual Performance Report (APR) to the Secretary on the State's progress in meeting its SPP targets for the measures the Department established in each of the priority areas under Part B of IDEA. The preschool measures include early childhood transition, early childhood outcomes, parent involvement, and timely and accurate data. The Office of Special Education Programs (OSEP) issues annual letters of determination and response tables for each State under Part B of IDEA based in large part on the State's APR data in each of these priority indicator areas. Each State is assigned to one of the following status determinations:

1. the State meets IDEA requirements,
2. the State needs assistance in implementing IDEA requirements,
3. the State needs intervention in implementing IDEA requirements, or
4. the State needs substantial intervention in implementing IDEA requirements. Under section 616(e)(1) of IDEA, the Department is required to take certain enforcement actions for those States determined to be in "needs assistance" for two or more consecutive years, in "needs intervention" for three or more consecutive years, and any time a State is determined to be in "needs substantial intervention".

In turn, SEAs must monitor and evaluate local educational agency (LEA) implementation of Part B of the IDEA. Each year, the SEA must publicly report on the performance of each LEA on each of the measures in the SPP and issue a local "determination" using the above categories. Through such reporting, SEAs are responsible for ensuring both the continuous improvement of results and functional outcomes for children with disabilities and the timely correction of noncompliance with IDEA requirements. States must take certain enforcement action against LEAs determined to be in "needs assistance"

for two or more consecutive years, “in needs intervention’ for three or more consecutive years, and any time an LEA is determined to be in “needs substantial intervention.”

In addition, the Department conducts on-site monitoring visits (verification/focused monitoring visits) to each State that receives an award under the Preschool Grants program. The State’s systems for general supervision, data collection and reporting and fiscal accountability are examined to ensure that States have the needed internal controls in place. The review of the fiscal system focuses on the following three broad questions:

1. Does the State have procedures that are reasonably designed to ensure the timely obligation and liquidation of IDEA funds?
2. Does the State have procedures that are reasonably designed to ensure appropriate distribution of IDEA funds within the State? and
3. Does the State have procedures that are reasonably designed to ensure appropriate use of IDEA funds? Reports are issued following the monitoring visits and technical assistance is provided to States to assist them in implementing any corrective actions.

#### **5. Cost and Performance Information:**

The Department provides performance information in the form of State monitoring reports, verification visit letters, and State performance plan and annual performance report letters at the following Web address: <http://www.ed.gov/policy/speced/guid/idea/monitor/index.html>. In addition, the Department posts grantee level data (by State), at the following Web addresses: <http://www.ideadata.org>.

General information about the Preschool Grants program may be obtained from the Department website at <http://www.ed.gov/programs/oseppsg/index.html>.

Information regarding the FY 2009 Government Performance and Results Act performance plan for Preschool Grants is available at <http://www.ed.gov/about/reports/annual/2009plan/program.html>.

### RECOVERY PROGRAM MILESTONES

**Milestone # 1:** The Department of Education shall award 50 percent of the IDEA, Preschool Grants program ARRA funds to lead agencies.

**Completion Date:** April 1, 2009

**Status:** Completed

**Milestone # 2:** The other 50 percent of the IDEA, Preschool Grants program ARRA funds will be awarded.

**Completion Date:** September 30, 2009

**Status:** Completed

**Milestone #3:** The Department of Education will complete IDEA ARRA use of funds desk audits for each State that receives an award under the Preschool Grants program.

**Completion Date:** January 29, 2010

**Status:** Completed

## PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA Special Education Preschool Grants funds; the performance measures shown below apply to both regular and ARRA program funds. Performance data and future targets for these measures are available in the FY 2011 Congressional budget justification for this program, beginning at page I-32: <http://www2.ed.gov/about/overview/budget/budget11/justifications/i-specialed.pdf>.

**Measure:** The number of states with at least 90 percent of special education teachers of children aged three to five who are fully certified in the area in which they are teaching.

**Measure:** The percentage of children with disabilities (aged three through five) participating in the Special Education Preschool Grants program who demonstrate improved positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs.

**Measure:** The percentage of children with disabilities (aged three through five) who receive special education and related services in a regular early childhood program at least 80% of time.

## IDEA SPECIAL EDUCATION GRANTS FOR INFANTS AND FAMILIES RECOVERY PLAN

### **1. Program Purpose:**

The Grants for Infants and Families program (Part C of the Individuals with Disabilities Education Act (IDEA)) awards formula grants to States to assist them to implement statewide systems of coordinated, comprehensive, multidisciplinary, interagency programs and make early intervention services available to all eligible children with disabilities aged birth through 2 and their families.

### **2. Public Benefits:**

Research indicates that providing early intervention services as early as possible to infants and toddlers (birth through 2) with developmental delays and disabilities improves functional skills in language, motor, socio-emotional, and other developmental areas that young children need to succeed when they enter kindergarten.

Early intervention services are designed to decrease the potential need for future or more extensive services and to ensure that very young children with disabilities receive the supports and services necessary to prepare them to participate in a meaningful manner when they are ready to enter formal education. The program also helps to enhance the development of infants and toddlers with disabilities and support families in meeting the special needs of their children.

### **3. Kind and scope of projects and activities:**

Funds allocated under this program can be used to:

1. maintain and implement the statewide system described above;
2. fund direct early intervention services for infants and toddlers with disabilities and their families that are not otherwise provided by other public or private sources;
3. expand and improve services that are otherwise available;
4. provide a free appropriate public education, in accordance with Part B of the IDEA, to children with disabilities from their third birthday to the beginning of the following school year;
5. with the written consent of the parents, continue to provide early intervention services to children with disabilities aged three and older under IDEA sections 632(5)(B)(ii) and 635(c), and
6. initiate, expand, or improve collaborative efforts related to identifying, evaluating, referring, and following up on at-risk infants and toddlers in States that do not provide direct services for at-risk children.

IDEA Part C ARRA funds may be used for any allowable purpose under Part C of the IDEA. In addition, the increased appropriations for FY 2009 under the ARRA triggered the IDEA provisions relating to reservation of funds for the Part C State Incentive Grants program. The Part C ARRA funding for State Incentive Grants provides funds to State lead agencies that elect to serve children three years of age until entrance into elementary school.

The Department has identified the following examples of specific projects that grantees might consider to achieve the objectives of the ARRA:

1. Provide in-service training on evidence-based practices to EIS program staff and EIS providers to ensure that infants and toddlers with disabilities and their families receive high quality early intervention services in a timely manner.
2. Expand child-find activities to ensure that all states meet their performance targets related to serving infants under age one and infants and toddlers birth through age two.

3. Develop intensive programs and initiatives to train and support families, including families whose primary language is not English, in working with their infants and toddlers with disabilities and effectively communicating their children's needs.
4. Support development of high quality state and local data systems to collect valid and reliable data for use in improving the timely delivery of early intervention services, the transition of children receiving services under Part C to the Part B preschool program, the tracking of early childhood outcome data as children exit the program and enter preschool and school, and in meeting data reporting requirements on the state's and EIS programs' performance on early childhood priority areas.
5. Obtain state-of-the art assistive technology devices and provide training to qualified personnel on the use of such devices to support the functional development of infants and toddlers with disabilities.
6. Implement innovative program strategies for improving the statewide services program, such as web-based systems for developing Individualized Family Service Plans and transition plans for toddlers with disabilities as they exit the Part C program.
7. Purchase equipment for use by qualified personnel such as occupational and speech therapists to increase their ability to provide effective services.
8. Develop and implement a joint state policy to provide early intervention services with other early childhood and related programs in the state.

#### **4. Monitoring and Evaluation Review Process:**

IDEA sections 616(b) and 642 require each State to develop and implement a State Performance Plan (SPP). The SPPs serve as a basis for evaluating the State's efforts to implement the requirements under Part C of IDEA. Each SPP must include measurable and rigorous targets for quantifiable indicators in the following priority areas: providing early intervention services in natural environments; and ensuring effective general supervision, including child find, transition, and dispute resolution. IDEA section 616(a) identifies the purpose of the SPP as providing a vehicle for States to continuously improve results and functional outcomes for children with disabilities and ensure the timely correction of noncompliance with IDEA requirements.

IDEA sections 616 and 642 also require each lead agency (LA) to submit an Annual Performance Report (APR) to the Secretary on the State's progress in meeting its SPP targets in each of 14 measures under Part C, which include provision of early intervention services in the natural environment, timely initial evaluation, early childhood transition, early childhood outcomes, family capacity, and timely and accurate data. Since 2007, sections 616(d) and 642 have required the Department to issue an annual "Determination" for each State under Part C, based in large part on the State's APR data in each of the priority indicator areas.

In turn, LAs must monitor and evaluate the implementation of Part C by early intervention service (EIS) programs. Each year, the LA must publicly report on the performance of each EIS program in each of the priority areas and issue a local "determination." Through such reporting, LAs are responsible for ensuring both the continuous improvement of results and functional outcomes for children with disabilities and the timely correction of noncompliance with IDEA requirements.

The Department must determine if the State:

1. meets IDEA requirements,
2. needs assistance,
3. needs intervention, or
4. needs substantial intervention.



IDEA sections 616(e) and 642 require the Department to take certain enforcement actions for those States determined to be in “needs assistance” for two or more consecutive years, “needs intervention” for three or more consecutive years, or “needs substantial intervention.”

In addition, the Department conducts on-site monitoring visits (verification/focused monitoring visits) to each Part B program. The State’s systems for general supervision, data collection and reporting, and fiscal accountability are examined to ensure that States have the needed internal controls in place. The review of the fiscal system focuses on the following three broad questions:

1. Does the State have procedures that are reasonably designed to ensure the timely obligation and liquidation of IDEA funds?;
2. (2) Does the State have procedures that are reasonably designed to ensure appropriate distribution of IDEA funds at the State level? Reports are issued following the monitoring visits and technical assistance is provided to States to assist them in implementing any corrective actions; and
3. (3) Does the State have procedures that are reasonably designed to ensure appropriate use of IDEA funds? Reports are issued following the monitoring visits and technical assistance is provided to States to assist them in implementing any corrective actions.

#### 5. Cost and Performance Information:

The Department provides performance information in the form of State monitoring reports, verification visit letters, and State performance plan and annual performance report letters at the following Web address: <http://www.ed.gov/policy/speced/guid/idea/monitor/index.html>. In addition, the Department posts grantee level data (by State), at the following Web addresses: <http://www.ideadata.org>.

General information about the Grants for Infants and Families program may be obtained from the Department website at <http://www.ed.gov/programs/oseppsg/index.html>. Information regarding the FY 2009 Government Performance and Results Act performance plan for Part C is available at <http://www.ed.gov/about/reports/annual/2009plan/program.html>.

### RECOVERY PROGRAM MILESTONES

**Milestone # 1:** The Department of Education shall award the first 50 percent of the IDEA, Part C Grants for Infants and Families program ARRA funds to State lead agencies.

**Completion Date:** April 1, 2009

**Status:** Completed.

**Milestone # 2:** The Department of Education will award grants under the State Incentive Grants program for States electing to serve children 3 years of age until entrance into elementary school.

**Completion Date:** July 15, 2009

**Status:** Completed.

**Milestone #3:** The second 50 percent of the IDEA, Part C Grants for Infants and Families program ARRA funds will be awarded to State lead agencies.

**Completion Date:** September 30, 2009

**Status:** Completed.

## PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA Special Education Grants for Infants and Families funds; the performance measures shown below apply to both regular and ARRA program funds. Performance data and future targets for these measures are available in the FY 2011 Congressional budget justification for this program, beginning at page I-42: <http://www2.ed.gov/about/overview/budget/budget11/justifications/i-special.ed.pdf>.

**Measure:** The number of states that serve at least one percent of infants in the general population under age one through Part C.

**Measure:** The number of states that serve at least 2 percent of infants and toddlers in the general population, birth through age 2, through Part C.

**Measure:** The percentage of children receiving early intervention services in home or in programs designed for typically developing children.

**Measure:** The percentage of infants and toddlers with disabilities participating in Part C who demonstrate positive social-emotional skills (including social relationships); acquire and use knowledge and skills (including early language/communication); and demonstrate appropriate behaviors to meet their needs.

## INDEPENDENT LIVING STATE GRANTS RECOVERY PLAN

### **1. Program Purpose:**

Through the IL State Grants program, the ARRA provides support to States to improve and expand independent living services to individuals with significant disabilities, especially in unserved and underserved areas, to maximize their leadership, empowerment, independence, and productivity, and to promote the integration and full inclusion of individuals with disabilities into the mainstream of American society.

### **2. Public Benefits:**

Expected public benefits from the ARRA funds invested in the CIL program include:

1. improved and expanded provision of independent living services, especially to populations that are currently unserved or underserved within States;
2. enhanced capacity of designated State agencies, Statewide Independent Living Councils (SILCs), and independent living service providers to meet the independent living needs of individuals with disabilities;
3. increased numbers of individuals with significant disabilities who are able to live in integrated community settings, as a result of independent living services provided with ARRA funds;
4. more students with disabilities who are able to transition easily from school to postsecondary education, employment, and independent living, as a result of independent living services; and
5. increased employment opportunities and economic benefits for individuals with significant disabilities consistent with the goals and objectives established by these consumers.

### **3. Kind and scope of projects and activities:**

ARRA funds can be used for all of the activities authorized under the program statute. The Department has provided the following examples of activities that grantees might consider to achieve the objectives of the ARRA:

1. designing or identifying and providing services to additional individuals who wish to transition from nursing homes to their communities;
2. creating more efficient and effective ways of increasing IL services to students with disabilities transitioning from school to postsecondary education, employment, and independent living;
3. building long-term capacity by improving the technological core of the program, including, but not limited to, purchasing equipment, improving electronic network connections, and obtaining software in order to better serve consumers;
4. training current staff in effective ways of providing assistive technology to consumers;
5. expanding information and referral and advocacy services to address the needs of consumers who were laid off and may need assistance replacing services or assistive technology previously provided through an employer; and
6. providing professional development opportunities that have both short-term and long-term benefits to service provider staff.

#### 4. Monitoring and Evaluation Review Process:

The Rehabilitation Services Administration (RSA) uses any audit findings, annual performance data, and fiscal data submitted by grantees in response to the Section 704 reporting requirements to identify and correct program weaknesses. In addition, RSA conducts periodic on-site reviews of each grantee. RSA will continue to use the findings from these on-site reviews to identify management, performance, and fiscal issues and develop training and technical assistance to address them.

#### 5. Cost and Performance Information:

Grantees under the IL State Grants program are required to submit annual performance reports Section 704 performance reporting instrument. Grantees will report on: the performance measures established under the Government Performance Results Act (GPRA); the statutory reporting requirements in Title VII, Chapter 1, Part C of the Rehabilitation Act of 1973; and progress on the goals and objectives listed in their State Plans for Independent Living (SPIL). Performance data for grantees are available online through the RSA Management Information System ( <http://rsa.ed.gov/index.cfm>). Projects funded with ARRA funds will also provide quarterly reports as required by section 1512 of the ARRA. In addition, the Department has posted all State allocations at <http://www.ed.gov/about/overview/budget/tables.html>.

### RECOVERY PROGRAM MILESTONES

**Milestone # 1:** The Department of Education will award \$18.2 million in ARRA funds available under the State IL Grants program through formula grants to States.

**Completion Date:** April 1, 2009

**Status:** Completed.

**Milestone # 2:** RSA will conduct telephone conference calls and webinars for grantees to provide additional information on the amount of ARRA funding available for each State, authorized uses of these funds, and reporting and other requirements that apply to ARRA funds.

**Completion Date:** April 15, 2009

**Status:** Completed.

**Milestone #3:** States needing to modify their State Plans for Independent Living (SPIL) to reflect the additional funds available under the ARRA will be required to submit SPIL amendments that comply with all Department of Education regulations, including public hearing requirements. The Department will complete its review of any SPIL amendments.

**Expected Completion Date:** August 31, 2009.

**Status:** Not yet completed. Revised Completion Date: September 30, 2010. Department has approved SPIL amendments for 26 States and Outlying Areas. In addition, the Department has determined that SPIL amendments were not necessary in 15 States and is working with SILCs and DSUs in 14 States to finish the SPIL amendment process.

## PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA Independent Living State Grant funds; the performance measures shown below apply to both regular and ARRA program funds. Performance data and future targets for these measures are available in the FY 2011 Congressional budget justification for this program, beginning at page J-91: <http://www2.ed.gov/about/overview/budget/budget11/justifications/j-rehabilitation.pdf>.

**Measure:** The percentage of consumers served through the Independent Living State Grants program who report having access to previously unavailable transportation resulting in increased independence.

**Measure:** The percentage of consumers served through the Independent Living State Grants program who report having access to previously unavailable appropriate accommodations to receive health care services.

**Measure:** The percentage of consumers served through the Independent Living State Grants program who report having access to previously unavailable assistive technology which resulted in increased independence in at least one significant life area.

# INDEPENDENT LIVING SERVICES FOR OLDER INDIVIDUALS WHO ARE BLIND RECOVERY PLAN

## **1. Program Purpose:**

Through the Independent Living Services for Older Individuals Who Are Blind (OIB) program, the ARRA provides formula grants to States for services to assist individuals aged 55 or older whose significant visual impairment makes competitive employment extremely difficult to obtain, but for whom independent living goals are feasible.

## **2. Public Benefits:**

Expected public benefits from to the ARRA funds invested in the OIB program include:

1. increased numbers of individuals aged 55 or older with significant visual impairments who are able to continue to live independently and care for their personal needs as a result of independent living services provided with ARRA funds;
2. improved and expanded provision of independent living services for individuals aged 55 or older with significant visual impairments from populations that are unserved or underserved within States;
3. increased capacity of OIB program service providers; and
4. increased economic benefits to older individuals with significant visual impairments consistent with the goals and objectives established by these consumers.

## **3. Kind and scope of projects and activities:**

ARRA funds can be used for all of the activities authorized under the program statute. The Department has provided the following examples of activities that grantees might consider to achieve the objectives of the ARRA:

1. designing or identifying and providing services to additional individuals who wish to transition from nursing homes to their communities;
2. building long-term capacity by improving the technological core of the program, including, but not limited to, purchasing equipment, improving electronic network connections, and obtaining software in order to better serve consumers;
3. training current staff in effective ways of providing assistive technology to consumers;
4. training current staff on how to serve unserved or underserved populations, including minority groups and urban and rural populations;
5. expanding information and referral and advocacy services to address the needs of consumers who were laid off and may need assistance replacing services or assistive technology previously provided through an employer; and
6. providing professional development opportunities that have both short-term and long-term benefits to service provider staff.

#### 4. Monitoring and Evaluation Review Process:

The Rehabilitation Services Administration (RSA) uses any audit findings and annual performance and fiscal data submitted by grantees in response to the annual performance reporting requirements to identify and correct program weaknesses. In addition, RSA conducts periodic on-site reviews of each grantee. RSA will continue to use the findings from these on-site reviews to identify management, performance, and fiscal issues and develop training and technical assistance to address them.

#### 5. Cost and Performance Information:

Grantees under the IL Services for Older Individuals Who Are Blind program are required to submit annual performance reports. Grantees will report on: performance measures established under the Government Performance and Results Act (GPRA); the statutory reporting requirements of Title VII, Chapter 2 of the Rehabilitation Act as amended; and project goals and objectives. Performance data for grantees are available online through the RSA Management Information System (<http://rsa.ed.gov/index.cfm>). Projects funded with ARRA funds will also provide quarterly reports as required by section 1512 of the ARRA. In addition, the Department has posted all State allocations at <http://www.ed.gov/about/overview/budget/tables.html>.

### RECOVERY PROGRAM MILESTONES

**Milestone # 1:** The Department of Education will award \$34.3 million in ARRA funds available under the Independent Living Services for Older Individuals Who Are Blind program through formula grants to States.

**Completion Date:** April 1, 2009

**Status:** Completed.

### PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA OIB funds; the performance measure shown below applies to both regular and ARRA program funds. Performance data and future targets for these measures are available in the FY 2011 Congressional budget justification for this program, beginning at page J-91: <http://www2.ed.gov/about/overview/budget/budget11/justifications/j-rehabilitation.pdf>.

**Measure:** The percentage of consumers served through the Independent Living Services for Older Individuals Who Are Blind program who report having access to previously unavailable assistive technology aids and devices.

## CENTERS FOR INDEPENDENT LIVING RECOVERY PLAN

### **1. Program Purpose:**

Through the Centers for Independent Living (CIL) program, the ARRA provides additional support to centers for independent living to improve and expand independent living services to individuals with significant disabilities, especially in unserved and underserved geographic areas, to maximize their leadership, empowerment, independence, and productivity, and to promote the integration and full inclusion of individuals with disabilities into the mainstream of American society.

### **2. Public Benefits:**

Expected public benefits from the ARRA funds invested in the CIL program include:

1. improved and expanded provision of independent living services to individuals with significant disabilities;
2. increased number of consumers served, especially from populations that are unserved or underserved;
3. enhanced capacity of CIL grantees to meet the independent living needs of individuals with disabilities;
4. increased numbers of individuals with significant disabilities who are able to live in integrated community settings, as a result of independent living services provided with ARRA funds;
5. more students with disabilities who are able to transition easily from secondary education to postsecondary education, employment, and independent living, as a result of independent living services; and
6. increased employment opportunities and economic benefits for individuals with significant disabilities consistent with the goals and objectives established by these consumers.

### **3. Kind and scope of projects and activities:**

Grantees provide independent living services based on the goals of individuals with significant disabilities served by each center. ARRA funds can be used to provide the independent living services authorized under the program statute, including the core independent living services of information and referral, independent living skills training, peer counseling, and systems and individual advocacy, as well as services listed in 34 CFR 364.4.

The Department has identified the following examples of specific projects that grantees might consider to achieve the objectives of the ARRA:

1. designing or identifying and providing services to additional individuals who wish to transition from nursing homes to their communities;
2. creating more efficient and effective ways of increasing IL services to students with disabilities transitioning from school to employment and independent living;
3. building long-term capacity by improving the technological core of the CIL, including, but not limited to, purchasing equipment, improving connections, and obtaining software in order to better serve consumers;



4. training current staff in effective ways of providing assistive technology to consumers;
5. training current staff on how to serve unserved and underserved populations, including minority groups and urban and rural populations;
6. expanding information and referral and advocacy services to address the needs of consumers who were laid off and may need assistance obtaining services or assistive technology previously provided through an employer; and
7. providing professional development opportunities that have both short-term and long-term benefits to CIL staff.

**4. Monitoring and Evaluation Review Process:**

The Department is required to conduct periodic on-site reviews of CIL grantees. The Rehabilitation Services Administration (RSA) uses these on-site reviews and annual performance data submitted by grantees in response to the Section 704 reporting requirements to identify and correct program weaknesses. RSA will continue to use the findings from these on-site reviews to identify management and performance issues and develop training and technical assistance to address them.

**5. Cost and Performance Information:**

Grantees under the CIL program are required to submit annual performance reports and fiscal data. Grantees will report on: the performance measures established under the Government Performance Results Act (GPRA); the statutory reporting requirements in Title VII, Chapter 1, Part C of the Rehabilitation Act of 1973; and compliance with statutory standards and indicators. Performance data for grantees are available online through the RSA Management Information System (<http://rsa.ed.gov/index.cfm>). Under the “Tools” tab, follow the "Quick Table" link, where you can select "CIL Performance Summary" and then select any grantee to compare the performance of that grantee on an indicator to the performance of similar grantees within its performance cluster. Use the “Ad Hoc Query” link to view data reported by CILs on the RSA 704 reports.

Projects funded with ARRA funds will also provide quarterly reports as required by section 1512 of the ARRA. In addition, the Department has posted all State allocations at <http://www.ed.gov/about/overview/budget/tables.html>.

**RECOVERY PROGRAM MILESTONES**

**Milestone # 1:** The Department will hold teleconferences with the Designated State Unit (DSU) and State Independent Living Council (SILC) to discuss distribution of additional funds available under the ARRA for the CIL program.

**Completion Date:** June 30, 2009

**Status:** Completed.

**Milestone # 2:** If States need to make significant changes to their State Plans for Independent Living (SPIL) to reflect how the additional funds under the ARRA will be used, they will be required to submit SPIL amendments that comply with all Department regulations. These include the joint development of the SPIL by the DSU and SILC and public hearing requirements. Although ARRA CIL program funds cannot be released until any

necessary SPIL amendment is made, the Department will conduct a timely review of any SPIL amendments.

**Expected Completion Date:** August 31, 2009.

**Status:** Not yet completed. Revised expected completion date: September 30, 2010. Department has approved SPIL amendments for 26 States and Outlying Areas. In addition, the Department has determined that SPIL amendments were not necessary in 15 States and is working with SILCs and DSUs in 14 States to finish the SPIL amendment process.

**Milestone #3:** If new centers for independent living will be established using ARRA funds, the Department will issue a notice inviting applications for a competition for discretionary grants and award new grants. Once the determination has been made about whether or not new centers should be established, existing centers may be able to receive supplemental funding to expand their provision of independent living services to individuals with significant disabilities residing in unserved or underserved geographic areas within the center's existing service area.

**Expected Completion Date:** November 30, 2009.

**Status:** Not yet completed. Revised expected completion date: September 30, 2010. The Department published a notice inviting applications on May 10, 2010 for new centers that will be established using ARRA funds. As of May 13, 2010 the Department has obligated ARRA awards for 227 CILs. The Department is working with States, SILCs, and CILs to determine the exact amount of ARRA funds that the remaining CILs will receive.

## PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA CIL funds; the performance measures shown below apply to both regular and ARRA program funds. Performance data and future targets for these measures are available in the FY 2011 Congressional budget justification for this program, beginning at J-91: <http://www2.ed.gov/about/overview/budget/budget11/justifications/j-rehabilitation.pdf>.

**Measure:** As a result of direct services provided by a Center for Independent Living (including referral to another service provider), the percentage of CIL consumers who report having access to previously unavailable transportation resulting in increased independence.

**Measure:** As a result of direct services provided by a Center for Independent Living (including referral to another service provider), the percentage of CIL consumers who report having access to previously unavailable appropriate health care services resulting in increased independence.

**Measure:** As a result of direct services provided by a Center for Independent Living (including referral to another service provider), the percentage of CIL consumers who report having access to previously unavailable assistive technology resulting in increased independence.

## FEDERAL PELL GRANTS RECOVERY PLAN

### **1. Program Purpose:**

The Federal Pell Grant program helps ensure access to postsecondary education for low- and middle-income undergraduate students by providing grants that, in combination with other sources of student aid, help meet postsecondary education costs. The program also promotes lifelong learning by encouraging low-income adults now in the workplace to return to school to upgrade their skills.

### **2. Public Benefits:**

The Federal Pell Grant program, in combination with other Federal student assistance programs, addresses the need of low-income individuals for assistance in meeting the cost of a postsecondary education. The program is the single largest source of postsecondary grant aid, awarding funds to eligible students based on a statutory formula that takes into account family income and educational costs. The program makes a unique contribution by providing a stable foundation of need-based aid for all eligible students. Student aid administrators use other Federal, State, and private aid programs to complement Pell Grants in providing aid packages tailored to individual student needs.

### **3. Kind and scope of projects and activities:**

The Department provides funds to participating institutions to pay all students at the institution who are eligible for a Pell Grant. A Pell Grant is generally considered to be the foundation of a student's financial aid package, to which other forms of aid are added. The amount of a student's Pell Grant is dependent on the student's "expected family contribution" (EFC); cost of education, whether the student attends school full-time or part-time, and whether their program is a full academic year in length or less. Pell Grant disbursements are made to students at least once every term during the award year or at the beginning and mid-point for programs without terms.

### **4. Monitoring and Evaluation Review Process:**

The need analysis formula for the Title IV need-based student aid programs, stipulated in the Higher Education Act, determines financial eligibility for Pell Grants and is applied uniformly to all applicants. This formula determines a student's EFC. The fundamental elements in the formula are the student's, and in the case of dependent students their parents', income and assets (excluding the value of the family's home or farm); the family's household size; and the number of family members (excluding the student's parents) attending postsecondary institutions. The EFC is the sum of (1) a percentage of net income (remaining income after subtracting allowances for taxes and basic living expenses), and (2) a percentage of net assets (assets remaining after subtracting an asset protection allowance). Different assessment rates and allowances are used for dependent students, independent students, and independent students with dependents. (Generally, independent students are older and do not depend on parents or guardians to pay for college.) The CCRAA made a number of changes to the need analysis rules that have the effect of broadening program eligibility and increasing program cost.

### **5. Cost and Performance Information:**

The Department provides Pell Grant Program Annual Data Reports at the following Web address:

<http://www.ed.gov/inaid/prof/resources/data/pell-data.html>

## RECOVERY PROGRAM MILESTONES

**Milestone # 1:** Students may begin to apply for financial aid for the 2009-2010 award year using the Free Application for Federal Student Aid (FAFSA).

**Completion Date** January 1, 2009

**Status:** Completed.

**Milestone # 2:** Payment schedule was released, setting the maximum Pell award at \$5,350 for the 2009-2010 award year.

**Completion Date:** February 1, 2009

**Status:** Completed.

**Milestone #3:** The 2009-2010 award year begins; students may begin to receive Pell grants. The Department of Education made ARRA funds available for obligation in the 2009-2010 award year.

**Completion Date:** July 1, 2009

**Status:** Completed.

## PROGRAM PERFORMANCE MEASURES

The Department is not collecting separate performance data for activities funded with ARRA Federal Pell Grant funds; the performance measure shown below applies to both regular and ARRA program funds. Performance data and future targets for these measures are available in the Student Aid Overview section of FY 2011 Congressional budget justification, beginning at page O-7: <http://www2.ed.gov/about/overview/budget/budget11/justifications/o-saoverview.pdf>.

**Measure:** The number of students receiving Federal Pell Grants

**Measure:** Postsecondary Enrollment rates: The percent of high school graduates enrolling immediately in college will increase each year for all students.

**Measure:** Enrollment rates: The postsecondary enrollment gap between low- and high-income high school graduates will decrease each year.

**Measure:** Enrollment rates: The postsecondary enrollment gap between Hispanic and White high school graduates will decrease each year.

**Measure:** Completion rates: Postsecondary education completion rates for all full-time, degree-seeking students in less-than-4-year programs will improve.

**Measure:** Completion rates: The postsecondary completion gap between Black and White full-time students in 4-year programs will decrease each year.

**Measure:** Completion rates: The postsecondary completion gap between Hispanic and White full-time students in 4-year programs will decrease each year.

**Measure:** Completion rates: The postsecondary completion gap between Black and White full-time students in less-than-4-year programs will decrease each year.

**Measure:** Completion rates: The postsecondary completion gap between Hispanic and White full-time students in less-than-4-year programs will decrease each year.

**Measure:** Persistence: The gap between persistence rates for Pell Grant recipients and for the general student population will decrease each year.

**Measure:** Completion: The gap between completion rates for Pell Grant recipients and for the general student population will decrease each year.

**Measure:** Targeting: The percent of Pell Grant funds that are targeted to students below 150% of the poverty level.

**Measure:** Administrative Unit Cost

## FEDERAL WORK-STUDY RECOVERY PLAN

### 1. Program Purpose:

The Federal Work-Study program ensures access to postsecondary education and lifelong learning by assisting needy undergraduate and graduate students in financing postsecondary education costs through part-time employment. Federal funds for this purpose are distributed to qualifying institutions whose financial aid administrators select qualified needy students for employment.

### 2. Public Benefits:

The program is unique among the Department of Education's student aid programs, as it requires students to work for financial aid, and it encourages postsecondary institutions to place students in community service jobs. Absent this program, it is unlikely that college communities would have jobs available for each student seeking income to help pay for their postsecondary education.

### 3. Kind and scope of projects and activities:

Students may be employed by the institution itself; by a Federal, State, or local public agency or private nonprofit organization; or by a private for-profit organization. Institutions may use their allocations to support a variety of Work-Study activities, as described below:

- **Community service.** An institution must use at least 7 percent of its Federal allocation for payments to students employed in community service activities. Other Work-Study jobs that qualify as community service activities include community-accessible childcare and assistance for disabled students. The Higher Education Opportunity Act expanded the definition of community service to include emergency preparedness and response. The eligible institution, at its discretion, may count any contribution made by the employer toward the non-Federal share of the student's compensation.
- **Tutoring and literacy activities.** An institution must include at least one tutoring or family literacy project as part of its community service activities. Under this requirement, priority is to be given to the employment of Work-Study recipients as reading tutors in schools that are participating in a reading reform project designed to train teachers to teach reading on the basis of scientifically-based research on reading, and which is funded under the Elementary and Secondary Education Act of 1965, as amended. In 2007-2008, the last year data were collected, over 35,000 Work-Study students were employed as reading tutors.
- **Private sector.** An institution may use up to 25 percent of its Work-Study allocation to match earnings of students working for private for-profit organizations. Students must, to the maximum extent practicable, be placed in jobs that are academically relevant to their course of study. Work-Study funds may not be used to pay any employee who would otherwise be employed by the private organization.

### 4. Monitoring and Evaluation Review Process:

Students qualify for Work-Study awards by demonstrating financial need under the general statutory need analysis system for the Federal student financial assistance programs. Hourly earnings must not be less than the current Federal minimum wage. Approximately 6 percent of undergraduates participate in Work-Study. In addition, if the institution's allocation is based in part on the financial need demonstrated by students who are independent students or attending the institution less-than-full-time, then a reasonable portion of the allocation must be made available to such students. Recipients must be enrolled with the purpose of obtaining a degree or certificate at an eligible institution, and must also have a high school

diploma (or its equivalent) or a demonstrated ability to benefit from the training offered by the institution (as shown by a passing score on a test approved by the Department).

**5. Cost and Performance Information:**

The Department provides Annual Data Books for the Federal Campus-Based Programs at the following Web address:

<http://www.ed.gov/finaid/prof/resources/data/cb-data.html>

**RECOVERY PROGRAM MILESTONES**

**Milestone # 1:** Students may begin to apply for financial aid for the 2009-2010 award year using the Free Application for Federal Student Aid (FAFSA).

**Completion Date** January 1, 2009

**Status:** Completed.

**Milestone # 2:** Final award notifications sent to institutions for the 2009-2010 award year.

**Completion Date:** April 1, 2009

**Status:** Completed.

**Milestone #3:** The 2009-2010 award year begins; students began to receive Work Study funds.

**Completion Date:** July 1, 2009

**Status:** Completed.

**PROGRAM PERFORMANCE MEASURES**

The Department is not collecting separate performance data for activities funded with ARRA Federal Work Study funds; the performance measure shown below applies to both regular and ARRA program funds. Performance data and future targets for these measures are available in the Student Aid Overview section of FY 2011 Congressional budget justification, beginning at O-7: <http://www2.ed.gov/about/overview/budget/budget11/justifications/o-saoverview.pdf>.

**Measure:** The number of students receiving Federal Work-Study awards.

**Measure:** Persistence: The gap between persistence rates for Federal Work-Study recipients and for the general student population will decrease each year.

**Measure:** Completion: The gap between completion rates for Federal Work-Study recipients and for the general student population will decrease each year.

## STUDENT AID ADMINISTRATION RECOVERY PLAN

### **1. Program Purpose:**

Federal Student Aid (FSA) plays a central and essential role in America's postsecondary education community by ensuring that all eligible individuals benefit from federal financial assistance for education beyond high school. The funding provided by the American Recovery and Reinvestment Act (ARRA) will increase the number of Title IV student aid loan servicing contracts and improve operational performance to collect and deliver loan and grant data between program participants and the system.

### **2. Public Benefits:**

The College Cost Reduction and Access Act of 2008 (CCRAA) (Pub. Law 110-84) and the Ensuring Continued Access to Student Loans Act of 2008 (ECASLA) (Pub. Law 110-227) enabled the Department to accept former Federal Family Education Loan Program (FFELP) loans in the form of additional Direct Loan (DL) capacity, and to purchase FFELP loans as far back as 2003, in an effort to bring liquidity and stability to the student loan market. Further, the Student Aid and Fiscal Responsibility Act of 2009 ends the FFELP program as of the 2010-2011 student aid award year and authorizes FSA as the sole originator of student loans. With the sudden increase in current and potential loan volume that the Department will be responsible for servicing, due to the aforementioned legislation, FSA has obtained additional loan servicing contractor support. ARRA funding will enable the Department to increase its capacity for loan servicing and assist in providing stability in the student loan market. This will give applicants confidence that student loans would be available to assist them and also provide increased aid.

The National Student Loan Data System (NSLDS) aims to collect, store and make available detailed data about Title IV aid disbursed and the aid recipients. It aims to simplify and streamline aid delivery processes used by schools, lenders and guarantors throughout the country, replacing paper driven techniques with efficient electronic communications. NSLDS generates summary details to aid the Financial Management System (FMS) with Account Maintenance and Loan processing Fee payments to Guarantors. It supports elimination of improper payments by providing loan level detail for reasonability checks against FMS financial reports for Guaranty Agencies. It supports eGovernment initiatives through the NSLDS websites that provide services to individuals as a single point of entry for accessing Title IV aid information. In addition, NSLDS calculates official Cohort Default Rates used for oversight of program participants. ARRA funding will improve financial performance by using loan and grant data within NSLDS to screen aid applicants for eligibility to receive Title IV aid by not being in default or owe an overpayment of Title IV aid. This will improve efficiency in information delivery and determining Title IV aid eligibility to applicants

### **3. Kind and Scope of Program Activities:**

The primary activity that will stem from the \$60 million appropriated will be loan servicing (TIVAS contract). The scope of the activity would be to acquire efficient and effective commercial contract services to manage all types of Title IV student aid obligations, including, but not limited to, servicing and consolidation of outstanding debt. \$51 million has been allotted to provide increased loan servicing.

Of the \$60 million, \$9 million has been applied to the National Student Loan Data System (NSLDS) contract. The scope of the contract is to provide operations and maintenance of the NSLDS, provide customer support to system users, assist data providers with data collection processes, and to perform required business functions for Federal Student Aid. The requirements of this activity include capturing information regarding loans and grants made, and



providing for the electronic exchange of data between program participants and the system. Information concerning the characteristics of borrowers and the extent of student loan indebtedness on a statistically valid sample of borrowers is also collected for research, budget formulation, and policy analysis. NSLDS is used to calculate cohort default rates, prevent fraud and abuse through pre-screening and post-screening for Title IV aid eligibility, and calculate statutory guaranty agency payments.

#### **4. Monitoring and Evaluation Review Process:**

The requirements for monitoring and evaluation of the ARRA funds were included in the TIVAS contract, which was awarded in June, 2009. Monitoring, reporting, and evaluation will be conducted on an annual basis.

For the NSLDS activity, the requirements for monitoring, reporting, and evaluation of contract performance were part of the final contract awarded in July, 2009. Monitoring, reporting, and evaluation will be conducted on an ongoing quarterly basis to ensure the contractor meets performance objectives.

#### **5. Cost and Performance Information:**

The cost and performance plans of the additional servicers contracts have been developed. The contracts have a base ordering period of five years with an optional five-year ordering period. The minimum contract award for compliant and performing firms is valued at \$5 million; servicing volume will be allocated based on performance. For the cost and performance plan of the NSLDS contract(s), the base cost will be a firm fixed price and the award fee is based on exceeding quarterly performance expectations. In addition, the Department will use the performance measures to ensure accountability of the activities.

In addition, the Department will post summaries to Recovery.gov and the Department Weekly ARRA Reports. These summaries will include total appropriations, obligations, and total outlays.

### **RECOVERY PROGRAM MILESTONES**

**Milestone #1:** Award contract(s) to additional servicer contractor(s) and include performance measures in the contract award.

**Completion Date:** June 30, 2009

**Status:** Completed.

**Milestone #2:** Award contract(s) to NSLDS contractor(s).

**Completion Date:** July 1, 2009

**Status:** Completed.

**Milestone #3:** Develop performance measures for NSLDS contract

**Completion Date:** August 31, 2009

**Status:** Completed.

**Milestone #4:** Develop targets for performance measures.

**Expected Completion Date:** September 30, 2010

## PROGRAM PERFORMANCE MEASURES

Performance measures and targets may be modified, and new measures may be added, in subsequent updates to this Recovery Plan.

**Measure:** Number of student and parent borrowers actively being serviced due to the Recovery Act.

**Measure:** Dollar amount of outstanding loans actively being serviced due to the Recovery Act.

**Measure:** Number of student and parent Title IV student aid recipients provided online access to their student loan information through the National Student Loan Data System (NSLDS).