

The American Recovery and Reinvestment Act: Opportunities for High School Improvement

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The American Recovery and Reinvestment Act (ARRA) creates a unique opportunity for states, districts, and high schools to work in concert on behalf of high school students.

Generally, American Recovery and Reinvestment Act funds are not intended to create new programs; rather, the majority of the funds are intended to fill gaps in existing programs and to provide general education funds to states. Additionally, uses of education funds made available under ARRA need to be consistent with its central principles. Broadly speaking, these goals are to stimulate the economy for the near term and to invest in education for the long-term growth and stability of the economy. ARRA supports education through two main components: additional support for existing federal education programs and the creation of the State Fiscal Stabilization Fund (SFSF), which is intended to help governors maintain and grow employment within the education sectors in their states.

In the case of supplemental funding to already established funding streams (such as Title I of the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act), it may be possible to look at how states are already spending these funds for high school-related initiatives and to build upon and expand these current initiatives. This may involve communicating how some states are already spending these funds on high schools to other states and regions that are looking for ways to spend these funds. For the State Fiscal Stabilization Fund, which represents new funding for states, it is necessary to help states understand in what ways they may spend these funds for high school-specific initiatives.

One of the guiding principles of ARRA is that the funds are to be distributed quickly. As a result, states will be looking for guidance on how they should spend down these funds in a quick yet responsible manner that is effective in supporting high school improvement initiatives that are evidence-based and effective. In accordance with ARRA's other goal of creating long-term financial stability, high school initiatives should be framed in economic terms that will resonate at the local, state, and federal levels.

This document is intended to give a brief overview of the major provisions of ARRA that may be used for funding high school improvement initiatives. It highlights suggestions made by the Department of Education on ways in which the funds may be spent and provides best practices and resources related to these suggestions.

ADDITIONAL FUNDING FOR EXISTING PROGRAMS

Title I, Part A

- Amount Appropriated
 - A total of \$13 billion was appropriated for Title I under ARRA.
 - \$10 billion of this goes to Title I, Part A.
 - \$3 billion intended to go specifically to school improvement initiatives and activities for the lowest-performing schools.

- A congressional conference report encourages districts to reserve 40% of the school improvement funds for secondary schools in particular.
- New Title I funding must supplement budgets and not supplant them.
- Schedule of Distribution
 - Fifty percent of Title I, Part A funds appropriated by ARRA was made available by formula to the states on April 1, 2009, without requiring new state applications.
 - The remainder of funds will be made available between July 1 and September 30, 2009, contingent on additional information from states.
 - Unless states are granted a waiver, 85% of Title I, Part A funds must be obligated by September 30, 2010, while remaining funds must be spent by September 30, 2011.
- Funding Suggestions
 - While 4% of Title I funds must be allocated to school improvement activities under section 1003(a) of the Elementary and Secondary Education Act (ESEA) (with 95% of these funds getting funneled to districts), Title I, Part A, recovery funds may be spent on a variety of initiatives that may be related to high school improvement.
 - The Department of Education highlights some potential uses for these funds that may be used for high school improvement initiatives under Title I, Part A. Table 1 highlights some of these initiatives and includes best practices and resources that may help schools, districts, and states implement these initiatives.

Table 1. Best Practices and National High School Center Resources Related to Title I Spending Initiatives

Funding Suggestion	Best Practices	Related National High School Center Resources	Other Resources
Identify and train highly effective teachers to serve as instructional leaders	<ul style="list-style-type: none"> • Set explicit academic goals that are aligned with or exceed state standards • Focus on a culture of collaboration • Embrace broader learning objectives than just their own subject matter and use differentiated strategies to reach students at all levels • Interpret student achievement data to make decisions about teaching • Recognize student achievement within a context of support 	<p>Sustaining the Focus on Secondary School Reading: Lessons and Recommendations from the Alabama Reading Initiative</p> <p>Report on Key Practices and Policies of Consistently Higher Performing High Schools</p>	<p>Principal and Teacher Leadership in Chicago: Continuing Analysis of Three Initiatives (Consortium on Chicago School Research)</p> <p>Review of Research: How Leadership Influences Student Learning (The Wallace Foundation)</p>

Funding Suggestion	Best Practices	Related National High School Center Resources	Other Resources
<p>Provide new opportunities for Title I schoolwide programs for secondary school students to use high-quality, online courseware as supplemental learning materials for meeting math and science requirements</p>	<ul style="list-style-type: none"> • Ensure that any online learning opportunities are evaluated for effectiveness • Ensure that online learning opportunities are implemented with fidelity • Make sure that online courseware and supplemental materials meet the needs of multiple participants including students, teachers, and administrators 		<p>Evaluating Online Learning: Challenges and Strategies for Success (U.S. Department of Education)</p> <p>A Synthesis of New Research on K–12 Online Learning (North Central Regional Educational Laboratory)</p>
<p>Establish and use longitudinal data systems to drive improvement efforts</p>	<ul style="list-style-type: none"> • Track student attendance data as well as academic performance data • District-level data systems should be easily accessed at the school and classroom levels • Use data systems as early warning tools to determine who is most likely to drop out • Use data systems to match student need to appropriate interventions and to improve instruction • Use data systems as an approach to instructional decision-making to influence instruction, early intervention, and learning disability determination • Use data systems to track the effectiveness of interventions • Data from these systems should be used for progress monitoring applications such as formative assessments • Share data gathered with students’ parents • Ensure that uniform dropout and graduation rates are determined across districts and the state, using longitudinal data systems 	<p>Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention</p> <p>Developing Early Warning Systems to Identify Potential High School Dropouts</p> <p>National High School Center Developed Early Warning Systems Tool</p> <p>State Approaches to More Reliable and Uniform Dropout and Graduation Data</p> <p>Approaches to Dropout Prevention: Heeding Early Warning Signs with Appropriate Interventions</p>	<p>Using Early-Warning Data to Improve Graduation Rates: Closing Cracks in the Education System (Alliance for Excellent Education)</p> <p>Acting on Data: How Urban High Schools Use Data to Improve Instruction (New Schools Venture Fund)</p> <p>Measuring What Matters: Creating Longitudinal Data Systems to Improve Student Achievement (Data Quality Campaign)</p> <p>Graduation Counts: Compact and Task Force Report (National Governors Association Center for Best Practices)</p>
<p>Provide support for teachers to learn and use these data systems</p>	<ul style="list-style-type: none"> • Ensure schoolwide participation by teachers and support staff to inculcate a culture of data • Organize schedules so that teachers have time to collaborate and learn best practice data use from each other • Train teachers on how to use data to ensure the early identification of students with learning disabilities 	<p>Sustaining the Focus on Secondary School Reading: Lessons and Recommendations from the Alabama Reading Initiative</p>	<p>Identifying Potential Dropouts: Key Lessons for Building an Early Warning Data System (Achieve)</p> <p>The Value of Reliable Data (National Comprehensive Center for Teacher Quality)</p>

Funding Suggestion	Best Practices	Related National High School Center Resources	Other Resources
Provide support for teachers to learn and use these data systems (<i>continued</i>)	<ul style="list-style-type: none"> • Ensure staff buy-in for the use of new data systems • Provide ongoing technical assistance and professional development, not just an initial training • Principals should regularly meet with each teacher to discuss performance data of students in each class • Teachers should use student performance data results for differentiated instructional practices 	Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention Developing Early Warning Systems to Identify Potential High School Dropouts	
Establish or expand extended learning opportunities for Title I-eligible students in targeted assistance programs, including activities provided before school, after school, during the summer, or over an extended school year	<ul style="list-style-type: none"> • Provide double dosing opportunities for students to give them an opportunity to catch up in coursework and to earn additional credits in a shorter amount of time, such as double-block scheduling and catch-up courses • Create structured partnerships with local employers to give students the opportunity to learn outside of the classroom setting • Identify struggling eighth graders to take part in appropriate summer programs designed to ease the transition between eighth and ninth grades • After-school programs should be challenging and up to rigorous standards 	Emerging Evidence on Improving High School Student Achievement and Graduation Rates: The Effects of Four Popular Improvement Programs Managing the Transition to Ninth Grade in a Comprehensive Urban High School Toward Ensuring a Smooth Transition into High School	High School Remediation (Education Commission of the States) Expanding Learning Time in High Schools (Center for American Progress)

The Individuals with Disabilities Education Act (IDEA), Part B

- Amount Appropriated
 - A total of \$12.2 billion of additional funds was appropriated under ARRA for IDEA.
 - \$11.3 billion is available under IDEA, Part B.
- Schedule of Distribution
 - The new funds will be distributed over the next 2 years.
 - Fifty percent of IDEA, Part B funds appropriated by ARRA was made available by formula to the states before April 1, 2009, without requiring new state applications.
 - The remainder of funds will be made available between July 1 and September 30, 2009, contingent on additional information from states.
 - Majority of IDEA funding must be obligated by the end of the 2008–09 and 2009–10 school years. The remaining funds must be spent by September 30, 2011.
- Funding Suggestions
 - The Department of Education highlights some potential uses for these funds that may be used for high school improvement initiatives under IDEA. Table 2 highlights some of these initiatives and includes best practices and resources that may help schools, districts, and states implement these initiatives.

Table 2. Best Practices and National High School Center Resources Related to IDEA, Part B Spending Initiatives

Funding Suggestion	Best Practices	Related National High School Center Resources	Other Resources
Obtain assistive technology devices and provide training in their use	<ul style="list-style-type: none"> • Teachers must receive training not only on the technology itself but also how to integrate that technology into the curriculum • Establish a community of practice around the use of technology in the classroom • Take care to plan for how assistive technologies will be integrated into the classroom prior to implementing them 		<p>Professional Development on Technology Integration (Center for Implementing Technology in Education)</p> <p>Moving Toward Solutions: Assistive and Learning Technology for All Students (National Center for Technology Innovation)</p>
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 schoolwide strategies in reading, math, writing, and science, and positive behavioral supports to improve outcomes for students with disabilities	<ul style="list-style-type: none"> • All professionals should receive this kind of coherent, ongoing support to advance a culture of academic excellence for all students • Consider the changing roles for general and special education teachers and what connections can be made between the two • Build awareness of importance of identifying postsecondary goals for all students early on in high school and the steps necessary to meet those goals • Because many of the most effective strategies in high school improvement for all students originated in the innovative world of special education such as the strategic instruction model, tiered intervention, individual learning plans, and creative use of technology in the classroom, there is much to gain from professional development and collaboration between general education and special education teachers • Hire reading coaches that provide school-wide support to English and content teachers in integrating literacy instruction across the curriculum 	<p>Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention</p> <p>State and District-Level Support for Successful Transitions into High School</p> <p>Preparing High School Students for Successful Transitions to Postsecondary Education and Employment</p> <p>Emerging Evidence on Improving High School Student Achievement and Graduation Rates: The Effects of Four Popular Improvement Programs</p> <p>New Hampshire's Multi-Tiered Approach to Dropout Prevention</p>	<p>Professional Development on Technology Integration (Center for Implementing Technology in Education)</p>
Hire transition coordinators to work with employees in the community to develop job placements for youths with disabilities	<ul style="list-style-type: none"> • Set clear goals with potential employers • Ensure that the job placement opportunities are in line with academic curriculum and learning 		<p>Making the Difference: Research and Practice in Community School (Coalition for Community Schools)</p> <p>10 Principles of Authentic Community Engagement (KnowledgeWorks Foundation)</p>

STATE FISCAL STABILIZATION FUND

Overview: Formula and Competitive Grants

- Purpose
 - SFSF funds are intended to assist states to meet their budget shortfalls and to minimize and avoid reductions of education budgets.
 - SFSF funds are distributed both through formula grants and through statewide competition.
 - Grants can be used for any activity authorized under ESEA, IDEA, the Adult Education and Family Literacy Act, or the Carl D. Perkins Career and Technical Education Act, and modernization of school facilities and salaries to avoid teacher layoffs. Grants from individual funding streams may be bundled for large initiatives.
 - In order to receive formula funds, states must assure the Secretary of Education that they will establish or build longitudinal data systems, improve K–12 standards, maintain education funding, improve teacher effectiveness and distribution, and support struggling schools in order to receive the formula funds.
- Amount Appropriated—Formula Grants
 - ARRA allots a total of \$53.6 billion to states through the SFSF, which comes in the form of formula and competitive grants.
 - \$48.6 billion of the \$53.6 billion is appropriated by formula in exchange for states’ commitments to advance essential education reforms to benefit students from early learning through postsecondary education.
 - \$39.8 billion of the formula grants is devoted to public, early learning, K–12, and higher education. This \$39.8 billion comes from the Education Stabilization Fund portion of the stabilization program.
 - Sixty-one percent of SFSF formula grant allocations will be based upon states’ relative population of individuals between 5 and 24 years old. The remaining 39% of allocations will be based upon relative shares of total population for each state.
 - The remaining \$8.8 billion of SFSF formula funds is allocated to governors for education, public safety, or other government services. This \$8.8 billion comes from the Government Services Fund portion of the stabilization program.
- Amount Appropriated—Race to the Top and Other Competitive Grants
 - There is a total of \$5 billion appropriated under the SFSF that will be granted a competitive grant process.
 - \$4.35 billion of these competitive grants will be from the state incentive “Race to the Top” fund to improve education quality and results statewide.
 - Race to the Top grants are intended to improve student achievement—especially among lower achieving students—by supporting states that are making progress in the four goals mentioned in table 3.
 - Race to the Top grants will be made in two phases. The first phase is intended for states that have a plan in place that is ready to be submitted. States that need more time to develop an application may apply for the second phase of grants, as can those states whose applications were rejected in the first phase.
 - States may begin to submit applications for Race to the Top grants between October and December 2009. Phase 1 grants will be awarded and winners announced in December 2009. Phase 2 applications will be accepted in June 2010, with Phase 2 winners and grants awarded in September 2010.

- A winning state could use half the award at its own discretion, but half would have to be distributed to school districts based on the formula for the Title I program for disadvantaged students. Nevertheless, the money would not have to be spent according to Title I rules.
- The final \$650 million of competitive grants are set aside for the “Invest in What Works” and Innovation Fund. These grants are available on a competitive basis to local education agencies (LEAs) and nonprofit organizations that can demonstrate a strong track record of results.
- Schedule of Distribution
 - Applications for the initial 67% of the SFSF were made available April 1, 2009.
 - Initial applications will require states to provide assurances that the state is advancing education reform in four priority areas, baseline data that demonstrate the state’s current status in four priority areas, and a description of how the state intends to spend funding allocation.
 - Funds will be made available within 2 weeks after the return of these applications.
 - The remaining 33% of these funds will be made available between July 1, 2009, and September 30, 2009, though they are conditioned on states providing additional information (guidance will be forthcoming from the department on what information will be necessary).
 - Applications for the second round of funding will include the state’s plan to address the education reform adjectives described in the assurances, how the state is implementing the recordkeeping and reporting requirements of ARRA, and how SFSF funds will be used in a prudent way that substantially improves teaching and learning.
 - If a state can demonstrate that this initial allocation is not enough to prevent layoffs of educational personnel, the initial allocation can be increased up to 90% of the allotted funds.
 - SFSF funds must be obligated by September 30, 2011.
- Funding Suggestions
 - The Department of Education highlights some potential uses for these funds that may be used for high school improvement initiatives with SFSF funds. Table 3 highlights some of these initiatives and includes best practices and resources that may help schools, districts, and states implement these initiatives.

Table 3. Best Practices and National High School Center Resources Related to SFSF Spending Initiatives

Funding Suggestion	Best Practices	Related National High School Center Resources	Other Resources
<p>Progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners (ELLs) and students with disabilities</p>	<ul style="list-style-type: none"> • Assessment systems should be set up in such a way that those systems receive ongoing and adequate long-term financial support and investment • Create systems for tracking students across the K–12 and postsecondary education systems and into the workplace • Provide guidance on mobilizing communities for support for ELLs • Intervene early, when students are developing their college and career aspirations, to link standards to practical experience • Schools and LEAs should collaborate with postsecondary institutions and employers to help develop standards and to ease the transition out of high school • Create a culture of high standards with consistent, schoolwide messages about the standards needed for postsecondary success • Consider interventions and programs to promote successful postsecondary education and employment, such as dual enrollment or early-college high schools • Create math and science partnerships with nearby postsecondary institutions to help articulate rigorous standards • Communicate assessments of schools and districts to community members in user-friendly formats 	<p>Eight Elements of High School Improvement: A Mapping Framework</p> <p>Report on Key Practices and Policies of Consistently Higher Performing High Schools</p> <p>Emerging Evidence on Improving High School Student Achievement and Graduation Rates: The Effects of Four Popular Improvement Programs</p> <p>Striking the Balance: Career Academies Combine Academic Rigor and Workplace Relevance</p> <p>Evaluating the Impact of Interventions that Promote Successful Transitions from High School</p> <p>Preparing High School Students for Successful Transitions to Postsecondary Education and Employment</p> <p>Improving Literacy Outcomes for English Language Learners in High School: Considerations for States and Districts in Developing a Coherent Policy Framework</p> <p>Findings from the Early College High School Initiative: A Look at Best Practices and Lessons Learned Regarding a Dual Enrollment Program</p>	<p>Making College and Career Readiness the Mission for High Schools: A Guide for State Policymakers (Achieve)</p> <p>Policies to Improve Instruction and Learning in High Schools (National Governors Association Center for Best Practices)</p>

Funding Suggestion	Best Practices	Related National High School Center Resources	Other Resources
<p>Establish pre-K to college and career data systems that track progress and foster continuous improvement</p>	<ul style="list-style-type: none"> • Focus attention of data on the ninth grade year to help identify early potential high school dropouts through the use of on-track indicators • Use these systems in order to generate the most useful and accurate graduation and dropout data 	<p>Developing Early Warning Systems to Identify Potential High School Dropouts</p> <p>National High School Center Developed Early Warning Systems Tool</p> <p>State Approaches to More Reliable and Uniform Dropout and Graduation Data</p> <p>Approaches to Dropout Prevention: Heeding Early Warning Signs with Appropriate Interventions</p>	<p>Measuring What Matters: Creating Longitudinal Data Systems to Improve Student Achievement (Data Quality Campaign)</p> <p>The Next Step: Using Longitudinal Data Systems to Improve Student Success (Data Quality Campaign)</p>
<p>Make improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need</p>	<ul style="list-style-type: none"> • Provide incentives for highly qualified teachers to work in underserved schools • Establish fair and reliable evaluation systems that help teachers improve • System should be put in place to identify and train highly effective teachers as instructional leaders • Establish a system that allows for teacher collaboration • Provide strong ongoing professional development opportunities rather than one-time-only workshops on a topic or skill • Ensure that each school's most experienced and successful teachers are instructing students at a variety of levels • Provide support for individual learning plans for all students and create an online system for these plans • Give support for career guidance to help students focus their coursework options • Invest in high-quality online courses as supplemental learning materials to help students meet core content requirements • Provide ongoing training opportunities for teachers to help them identify and address academic achievement problems • Include tutoring and intensive counseling 	<p>Eight Elements of High School Improvement: A Mapping Framework</p> <p>Report on Key Practices and Policies of Consistently Higher Performing High Schools</p>	<p>Using Student Engagement to Improve Adolescent Literacy (Learning Point Associates)</p> <p>The Link Between Teacher Quality and Student Outcomes: A Research Synthesis (National Comprehensive Center for Teacher Quality)</p>

Funding Suggestion	Best Practices	Related National High School Center Resources	Other Resources
<p>Make improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need <i>(continued)</i></p>	<ul style="list-style-type: none"> • If using comprehensive reform models such as Talent Development and High Schools that Work, ensure that they are well implemented and utilized as designed • Implement extended class periods together with special catch-up courses, high-quality curricula aligned with high standards, and training for teachers in those curricula • Identify issues regarding disproportionality such as the over-identification of minorities in special education or the under-identification of minorities in gifted programs and take the steps necessary to resolve these unfair imbalances 		
<p>Provide intensive and effective interventions for the lowest-performing schools</p>	<ul style="list-style-type: none"> • Provide support for individual learning plans for all students and create an on-line system for these plans • Give support for career guidance to help students focus their coursework options • Invest in high-quality online courses as supplemental learning materials to help students meet core content requirements • Provide ongoing training opportunities for teachers to help them identify and address academic achievement problems • Include tutoring and intensive counseling • If using comprehensive reform models such as Talent Development and High Schools that Work, ensure that they are well implemented and utilized as designed • Implement extended class periods together with special catch-up courses, high-quality curricula aligned with high standards, and training for teachers in those curricula • Identify issues regarding disproportionality such as the over-identification of minorities in special education or the under-identification of minorities in gifted programs and take the steps necessary to resolve these unfair imbalances 	<p>Dropout Prevention for Students with Disabilities: A Critical Issue for State Education Agencies</p> <p>Emerging Evidence on Improving High School Achievement and Graduation Rates: The Effects of Four Popular Improvement Programs</p> <p>State-Level High School Improvement Systems Checklist</p> <p>Improving Literacy Outcomes for English Language Learners in High School: Considerations for States and Districts</p> <p>Developing a Coherent Policy Framework</p>	<p>The Impact of State Intervention on “Underperforming” School in Massachusetts: Implications for Policy and Practice (Education Policy Analysis Archives)</p> <p>Enhancing School Reform through Expanded Learning (Learning Point Associates)</p>

OTHER POTENTIALLY HIGH SCHOOL-RELATED FUNDING ALLOCATED UNDER ARRA

In addition to the larger programs described above, ARRA also funds a series of smaller programs that may be used to improve high schools. The following are brief descriptions of these programs and how schools and districts can use these funds to improve high schools in their communities.

- Education for Homeless Youth (\$70 million)
 - This formula fund, which was made available April 1, 2009, could be used for high school-specific purposes. Many high school-age homeless youth are high school dropouts.
- Enhancing Education Through Technology (\$650 million)
 - These grants will support the educational technology programming (the Enhancing Education Through Technology fund) authorized by the No Child Left Behind Act, which provides funding to states to integrate technology into curricula and to improve student achievement through technology.
 - \$32.5 million will be distributed to states.
 - \$308.7 million will be distributed through formula.
 - \$308.7 million will be distributed through a competitive application process.
 - Funds will be available during the summer and fall of 2009.
- Statewide Data Systems (\$250 million)
 - These grants will be allotted to the Institute of Education Sciences (IES) under a program established by the 2002 Education Sciences Reform Act, which provides funds to build and improve longitudinal data systems.
 - \$245 million will be allotted for competitive grants.
 - \$50 million will be allotted to improve data coordination.
 - These funds are planned to be made available in fall 2009.

Table 4. Additional Funding Streams and National High School Center Resources Related to ARRA

Funding Stream	Best Practices	Related National High School Center Resources	Other Resources
Education for homeless youth	<ul style="list-style-type: none"> • Hire mental health professionals to go into the community to seek out and connect with homeless youth; hire school-based mental health professionals as well • Provide intensive curriculum in reading, writing, and math • Collaborate with local postsecondary education institutions to give students an opportunity to learn about postsecondary education and to make the idea more concrete 		<p>From the Prison Track to the College Track: Pathways to Postsecondary Success for Out-of-School Youth (Jobs for the Future)</p> <p>Whatever It Takes: How Twelve Communities are Reconnecting Out-of-School Youth (American Youth Policy Forum)</p>
Educational Technology State Grants	<ul style="list-style-type: none"> • Provide opportunities for students at all achievement levels to take online coursework through virtual high schools • Provide ongoing professional development to teachers and administrators on how to integrate technology into the classroom • Provide students with mobile computing platforms to allow them to engage in learning wherever they are • Use Web 2.0 applications and media to connect to students and to provide them with various ways to access information interactively, visually, and audibly • Provide an ILP online program for all students 		<p>Laboratories of Reform: Virtual High Schools and Innovation in Public Education (Education Sector)</p> <p>Checklist for Evaluating Online Course (Southern Regional Education Board)</p> <p>Selected National Findings: Speak Up 2008 for Students, Teachers, Parents and Administrators (Project Tomorrow)</p>

Funding Stream	Best Practices	Related National High School Center Resources	Other Resources
Statewide Data Systems	<ul style="list-style-type: none"> • Ensure schoolwide participation by teachers and support staff to inculcate a culture of data • Organize schedules so that teachers have time to collaborate and learn best practice data use from each other • Train teachers on how to use data to help identify properly students with learning disabilities • Ensure staff buy-in for the use of new data systems • Provide ongoing technical assistance and professional development, not just an initial training 	<p>Developing Early Warning Systems to Identify Potential High School Dropouts</p> <p>National High School Center Developed Early Warning Systems Tool</p> <p>State Approaches to More Reliable and Uniform Dropout and Graduation Data</p> <p>Approaches to Dropout Prevention: Heeding Early Warning Signs with Appropriate Interventions</p> <p>Dropout Prevention for Students With Disabilities: A Critical Issue for State Education Agencies</p>	<p>Longitudinal Data Systems: Vital for High School Redesign (National Association of State Boards of Education)</p> <p>The Next Step: Using Longitudinal Data Systems to Improve Student Success (Data Quality Campaign)</p>

OFFICIAL ARRA GUIDANCE PROVIDED BY THE DEPARTMENT OF EDUCATION

The following resources, developed by the Department of Education, provide additional details on the process necessary for states, LEAs, and other entities to obtain and spend funding appropriated by ARRA.

- [State Fiscal Stabilization Fund](#)
- [Title I, Part A Recovery Funds](#)
- [IDEA, Part B](#)