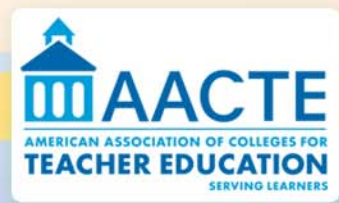


Stimulus Update: Concerns and Opportunities

***State Fiscal Stabilization Fund Phase
II, Race to the Top, Innovation Funds,
and Statewide Data Systems***

**AACTE Webinar
August 11, 2009**



Overview of Stimulus Funding

Over \$100 billion for education

- \$100 million Teacher Quality Partnership Grants
- \$100 million NSF (MSP and Noyce)
- \$48.6 billion State Fiscal Stabilization Fund
- \$13 billion Title I
- \$12.2 billion IDEA
- \$4.35 billion Race to the Top
- \$650 million Invest in Innovation Fund
- \$250 million Statewide Data Systems
- \$300 million Teacher Incentive Fund
- \$3.5 billion School Improvement Grants
- \$650 million Education Technology Grants

Planning Timelines

	2009			
	Summer 2009	Fall 2009		Winter 2009-2010
State Fiscal Stabilization Fund	Publish notice for comment	Receive and respond to comments	Publish final notice and receive applications	
Statewide Longitudinal Data Systems	Notice and request for applications		Receive applications	
Race To the Top	Publish notice for comment	Receive and respond to comments	Publish final notice and receive applications	
School Improvement Grants	Publish notice for comment	Receive and respond to comments	Publish final notice and receive applications	
Teacher Incentive Fund	Publish notice for comment		Receive and respond to comments	Publish final notice and receive applications
Investing In Innovation		Publish notice for comment	Receive and respond to comments	Publish final notice and receive applications

Allows applicants to frame in overall reform context

How Funds Have Been Distributed

- Final parts of Title I and IDEA will go out on September 1, 2009
- Phase I of the SFSF has gone out
- Teacher Quality Partnership Grant applications are being reviewed

Overview of Stimulus *4 Reform Areas*

- Improve struggling schools
- Address teacher quality and the unequal distribution of teachers
- Build and use statewide data systems
- Create and use common standards and assessments

SFSF Phase Two

American Recovery and Reinvestment Act: \$12.6 billion

Grantees: States (Office of the Governor), which make subgrants to school districts and public institutions of higher education

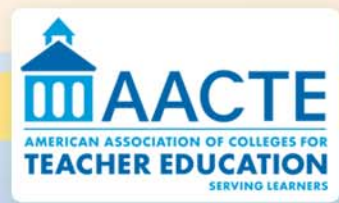
Type of grant: Formula

Purpose

- save and create jobs
- drive education reform
- increase transparency

Proposed program requirements: provide data against a set of indicators to measure progress against four reform areas. Where data is unavailable, States must submit a plan by which data will be transparent to public by no later than September 30, 2011

- The metrics include 3 descriptors and 30 indicators
 - Of the 30 indicators, 9 request confirmation on existing information
 - Of the 21 new indicators, 8 are yes/no questions
- Number of indicators and descriptors by assurance area:
 - Equity in Teacher Distribution: 8
 - Improving Collection and Use of Data: 2
 - Standards and Assessments: 14
 - Support for Struggling School: 9



Comments Due

August 28, 2009

<http://www.regulations.gov/search/Regs/home.html#documentDetail?R=09000064809fdd06>

What We Like about SFSF II

- 4 assurance areas
 - Improving teacher quality and equitable distribution
 - Helping struggling schools
 - Building/using data systems
 - Creating and using common assessments and standards

Concerns with SFSF Phase II

- Does not require that the data systems link teachers to their preparation programs
- Does not require that the teacher certification standards be aligned to the common standards and assessments
- Of the numerous indicators ED will use to evaluate states on the 4 reform areas, an indicator requiring all preparation programs to prepare candidates to be familiar with the state's P-12 standards and assessments is not included



Opportunities for AACTE Members – SFSF Phase II

- AACTE members should be talking to their Governors' offices
- Look for your role in the four assurances

Race to the Top

- At least 50% of the award will be based on funding under Part A of Title I
- High-need LEA's will be targeted
- Requirements
 - State must have an approved applications under both Phase I and II of SFSF
 - State must not have any legal, statutory, or regulatory barriers to linking student achievement or student growth data (*see next slide*)

Race to the Top

“Research indicates that teacher quality is a critical contributor to student learning and that there is dramatic variation in teacher quality. Yet it is difficult to predict teacher quality based on the qualifications that teachers bring to the job. Indeed, measures such as certification, master’s degrees, and years of teaching experience have limited predictive power on this point. Therefore, one of the most effective ways to accurately assess teacher quality is to measure the growth in achievement of a teacher’s students, and by aggregating the performance of students across teachers within a school, to assess principal quality.”

Race to the Top

Priorities

- **Absolute** - Comprehensive approach to the four education reform areas
- **Competitive** – Emphasis on STEM
- **Invitational**
 - Expansion and Adaptation of Statewide Longitudinal Data Systems
 - P-20 Coordination and Vertical Alignment
 - School-level Conditions for Reform and Innovation



Comments Due

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Policy Directions

- Linking teacher and principal effectiveness to student achievement data
- Definition of effective = 1 year of academic growth in 1 year as measured by standardized tests
- Heavy role for charter schools and alternate routes
- Data rules
- Drive to high common standards and assessments
- Focus on high-need schools

Alternate Route Definition

“...pathways to certification that are authorized under the State’s laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State that have the following characteristics: (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers; (b) provide a clinical/student teaching experience; (c) significantly limit the amount of coursework required or have options to test-out of courses; and (d) award the level of certification that permits a candidate who successfully completes the program to teach or lead in public schools within the state.”

Providing Alternate Pathways for Aspiring Teachers and Principals

“The extent to which the State has in place legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education; and the extent to which these routes are in use.”



Reporting the Effectiveness of Teacher and Principal Preparation Programs

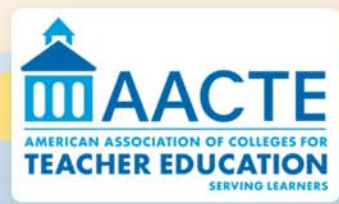
“The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to link a student’s achievement data to the student’s teachers and principals, to link this information to the programs where each of those teachers and principals was prepared for credentialing, and to publicly report the findings for each credentialing program that has twenty or more graduates annually.”

What We Like About RTT

- The 4 assurances
- Support for teachers and principals
- Initial effort to provide data on preparation programs

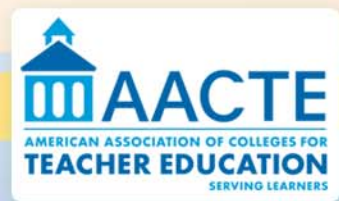
Concerns with Race to the Top

- No acknowledgement of the role of higher education teacher preparation
- No teacher or principal workforce development planning
- Definition of alternate route
- Data systems and teacher preparation route programs
- Reliance on strategies with little or no base of evidence (e.g. turning around low-performing schools, alternate routes, and charter schools)
- Strong reliance on standardized test scores



Opportunities for AACTE Members – Race to the Top

- Creation and the use of data regarding teacher preparation programs
- 4 assurance activities
- STEM
- Alternate routes



Opportunities for AACTE Members – Race to the Top

- Arkansas
- Arizona
- Colorado
- Delaware
- Florida
- Georgia
- Illinois
- Louisiana
- Kentucky
- Massachusetts
- Minnesota
- New York
- North Carolina
- Ohio
- Pennsylvania
- Tennessee
- Texas



Statewide Longitudinal Data Systems

FY 2009 funding: \$65 million

American Recovery and Reinvestment Act: \$250 million

Grantees: States

Type of Grant: Competitive

Purpose:

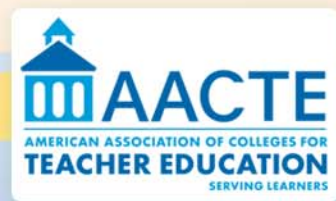
- development of statewide P-20 longitudinal data systems to capture and analyze student data to track progress from preschool to high school, college, and the workforce
- advance interoperability, common data definitions, and a data dictionary

Program Requirements: data systems must have the capacity to link preschool, K-12, and postsecondary education as well as workforce data and must include the following 12 elements prescribed by the America COMPETES Act:

1. Student Enrollment Information
2. Information on Graduates, Transfers, Dropouts
3. State Assessment Scores
4. Information on Students Not Tested
5. College-Readiness Test Scores
6. A Teacher Identifier System
7. Student Transcript Information
8. Data on Student Transition and Success in College
9. Data on Preparation for Success in Postsecondary Education
10. An Audit System to Ensure Data Quality
11. Ability to Share Data from Preschool Through College
12. Unique Student Identifiers

7 Required Capacities of Data Systems

1. Must be able to examine student progress and outcomes over time
2. Must facilitate and enable the exchange of data among agencies and institutions within and between states
3. Must link student data with teachers
4. Must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training
5. Must enable data to be easily generated for continuous improvement and decision making
6. Must ensure the quality and integrity of data contained in the system
7. Must provide the State with the ability to meet the reporting requirements of the Department



Investing in Innovation Fund

American Recovery and Reinvestment Act: \$650 million

FY 2010 proposed budget: \$100 million

Grantees: Local educational agencies (LEAs) (including charter school LEAs) and nonprofit organizations working in collaboration with one or more LEAs or a consortium of schools.

Type of Grant: Competitive

Purpose:

- identify and promote specific educational practices with proven success in improving student achievement
- support the development, implementation, replication, and evaluation of promising innovative practices

Process: The Department will be publishing a notice of proposed priorities, requirements, definitions and selection criteria in the Federal Register and will be inviting public comment. The Department also will make the notice available at www.ed.gov.

Innovation Funds

Principles

- Outcomes
- Evidence
- Sustainability
- Learning
- Scalability

Deliverables

- Expanding proven and scalable models
- Building scaling capacity of key, high-impact programs
- Demonstrate, validate, and codify promising models
- Create platforms to facilitate innovation efforts and adoption of “what works”
- Create new breakthrough models

Comment Period and Due Dates

- Statewide Data Systems – Applications due November 19, 2009
- Race to the Top – Comments due August 28, 2009
- SFSF Phase II – Comments due August 28, 2009

Resources

- U.S. Department of Education
 - www.ed.gov/recovery
- Learning Points Associates
 - <http://www.learningpt.org/recovery/>
- AACTE
 - www.aacte.org

Secretary Duncan's Perspective

- Two areas where colleges of education are lacking: 1) providing hands on practical experience 2) ensuring that graduates know how to use data, such as formative assessments, so they can differentiate instruction.
 - He said he had talked to many teachers across the country and many say they were not prepared in these areas.
- In the near future 1 million teachers will be retiring. This is a great opportunity and we want to work closely with colleges of education to 1) recruit the best and the brightest – we need to issue a call to service to encourage young people 2) partner with schools of education to make sure graduates have all the skills they need.
- **SCHOOLS OF EDUCATION HAVE A HUGELY IMPORTANT ROLE TO PLAY IN MOVING US FORWARD!**

Q & A