

How Title I and IDEA Funds From ARRA Were Used in Idaho Districts



Phase I Report
June 2010

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Kari Nelsestuen
Angela Roccograndi

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Evaluation Program
Center for Research, Evaluation, and Assessment
Dr. Robert Rayborn, Director



101 SW Main Street, Suite 500
Portland, OR 97204
www.educationnorthwest.org

Summary

Like most states, Idaho witnessed large budget cuts in education in 2009–2010 as the economic crisis continued across the country. The American Recovery and Reinvestment Act of 2009 (ARRA) provided Idaho with more than \$280 million in federal stimulus money for education. This allocation included \$35 million for Title I programs (for students of families that live in poverty) and \$58 million for the Individuals with Disabilities Education Act (IDEA).

In 2009, the Idaho Department of Education commissioned Education Northwest to conduct a three-phase study of the use of Title I and IDEA ARRA funds by Local Education Agencies (LEAs). In Phase I, 69 percent of all Idaho LEAs responded to a survey about their experiences with ARRA. The six major findings from Phase I are:

The majority of reported Title I and IDEA ARRA funds (79 percent) was spent on personnel, most commonly to pay for teachers and paraprofessionals. In the context of state budget cuts, this aligns with ARRA funding principles that the majority of funds be used to pay for educational jobs that might otherwise have been lost.

About one-fifth of all reported Title I and IDEA ARRA funds (21 percent) were spent on nonpersonnel categories, most commonly curriculum, professional development, and technology. LEAs reported spending more than \$4 million on materials and services for Title I and IDEA that they might not have otherwise acquired under current financial circumstances.

LEAs viewed ARRA as a crucial funding source. Most LEAs also believed the funds would improve results for students.

LEAs anticipated a “funding cliff” ahead. Only 1 in 10 respondents completely agreed that a funding cliff had been avoided. This perception likely reflects the further cuts to the Idaho education budget for fiscal year 2011, which coincides with the end of ARRA funding.

LEAs felt burdened by reporting requirements. Many LEAs believed reporting requirements were excessive and had encountered challenges with the system. About half of responding LEAs reported they were collecting data to monitor the impact of the funding while half were not.

LEAs reported different experiences based on their level of need and their size. LEAs categorized as “high-need” by the state were more likely to report difficulties with using and reporting on ARRA funds than low-need LEAs. Furthermore, large LEAs with more than 2,500 students were more concerned about a “funding cliff” and more frequently reported the short planning time was difficult than did medium or small LEAs.

A second report from this study will be available in August 2010. The report will summarize interview data from a sample of LEAs about funding decisions, challenges, expected outcomes, and needs.

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Introduction

The American Recovery and Reinvestment Act of 2009 (ARRA) was signed into law on February 17, 2009. A direct response to economic crisis, ARRA was intended to save and create jobs, spur economic activity, invest in long-term growth, and foster accountability and transparency in government spending. Investments totaling more than \$700 billion included tax cuts for families and businesses and funds for areas such as unemployment benefits, job training, energy efficiency, health care, entitlement programs, and education.

ARRA included more than \$100 billion in new funds for education – an unprecedented federal influx of funds designed to be invested quickly across the country. U.S. Secretary of Education Arne Duncan outlined four principles for the use of ARRA funds:

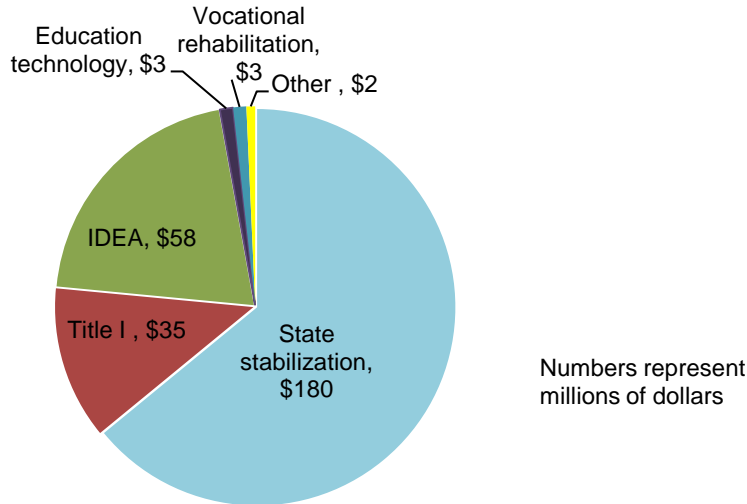
- Spend quickly to create and save jobs in education
- Improve student achievement through school improvement and reform
- Ensure transparency and accountability
- Invest in one-time funding to minimize a “funding cliff,” meaning to avoid recurring costs that cannot be assumed when the funding ends

Designed to bring up to two years of federal assistance, states could apply for these dollars beginning in 2009. Funds had to be spent by December, 2011. The U.S. Department of Education published guidance documents related to the various education funding streams under ARRA.

ARRA funds for education in Idaho. In 2009, Idaho was allocated over \$280 million in ARRA funds for education. These funds were allocated for specific spending categories (Figure 1). The bulk of the funds, \$180 million, went to the State Fiscal Stabilization Fund, which was intended to address budget shortfalls and to “backfill” education budget cuts in Idaho. The remaining \$100 million was allocated for existing federal education programs including:

- Title I, Part A, to improve basic programs operated by LEAs with high concentrations of students from families that live in poverty (\$35 million)
- Individuals with Disabilities Education Act (IDEA), Part B and C, to provide programs for children with disabilities (\$58 million)
- Education technology grants to improve the use of technology in schools (\$3 million)
- Vocational rehabilitation funds to help individuals with disabilities with employment (\$3 million)
- Various other programs including homeless assistance, independent living services, and work study (\$2 million)

Figure 1



ARRA Education Funds Allocated to Idaho

This report focuses on how ARRA funding for two of these programs—Title I and IDEA—has been used in Idaho.

Title I and IDEA ARRA funds in Idaho. The Idaho State Department of Education (SDE) received the Title I and IDEA ARRA funds and, in turn, allocated funds to Local Education Agencies (LEAs) using standard formulas. LEAs made their own decisions about how to spend the funds, but received guidance from the SDE, including a summary of the SDE’s five principles, which echoed what the U.S. Secretary of Education had expressed. Specifically, the SDE said the funds should:

1. Drive results for students
2. Increase capacity
3. Accelerate reform
4. Avoid the funding cliff and improve productivity
5. Foster continuous improvement

The SDE provided assistance to LEAs through guidance presentations (e.g., the May 2009 *Idaho Live* meeting for Title I directors), posting resources on the state website, and offering technical assistance for any LEA with questions. Ultimately, however, the decisions and management of Title I and IDEA ARRA funds were in the hands of each LEA. As part of federal reporting requirements, LEAs had to track the number of job hours created or saved by ARRA funds.

Evaluating the use of ARRA funding in Idaho. In fall 2009, Idaho’s superintendent requested an external evaluation of the use of ARRA funds. The evaluation was designed to address the following questions:

1. What did LEAs do with the Title I and IDEA money they received from ARRA funds?
2. What outcomes do LEAs expect to see as a result of ARRA funds?
3. What were the student achievement outcomes in a small sample of LEAs?

The evaluation is divided into three phases. Phase I includes a survey of all LEAs about their use of Title I and IDEA ARRA funds. In Phase II, evaluators will interview a sample of LEAs about funding decisions,

challenges, expected outcomes, and needs. Sites that have potential outcome data will be considered for case studies in Phase III.

This report summarizes findings from the Phase I survey. Following a brief description of the methodology, six findings are detailed. The appendix includes a detailed methods section and a list of all the nonpersonnel expenditures reported by LEAs.

Methods in Brief

Phase I of the evaluation consisted of a survey of 123 Idaho LEAs conducted in spring 2010. Survey questions were developed by evaluators after a review of background documents and pilot interviews in three LEAs. Various staff members from the Idaho SDE provided feedback on the survey design.

Half of the LEAs received a survey about their uses of Title I ARRA funds, while the other half was surveyed about their use of IDEA ARRA funds. LEAs were divided into these two groups using a stratified random sample which took into consideration the LEA level of need (high, medium, or low).

Both surveys asked respondents to identify and detail how much funding was allocated for various categories: personnel and benefits, purchased services, travel, and supplies/materials. The survey also asked respondents their level of agreement with 11 statements about ARRA funding. LEAs received both a paper version of the survey and a link to an electronic version.

In total, 95 surveys were returned: 54 Title I surveys (86 percent) and 41 IDEA surveys (68 percent). Of these, 85 surveys were complete enough to include in analyses, a 69 overall percent response rate. The characteristics of responding LEAs were similar to all LEAs in Idaho in terms of need-level and size (see Table 4 in the appendix for details). In total, respondents accounted for \$20 million in ARRA allocations: \$12 million in IDEA ARRA funds and \$8 million in Title I ARRA funds¹. This represents only a portion of all allocated funds².

The appendix includes a detailed description of the methods used in Phase I of the evaluation.

¹ LEAs reported that, on average, they would carry over 39 percent of their Title I or ARRA funds to the 2010–2011 school year. There was a large variation among LEAs, however, with some reporting no carry-over funds and others reporting that 100 percent would be used in 2010–2011.

² According to U.S. Department of Education, the total ARRA allocation for Idaho was \$35 million for Title I and \$58 million for IDEA (U.S. Department of Education, 2010, June 2).

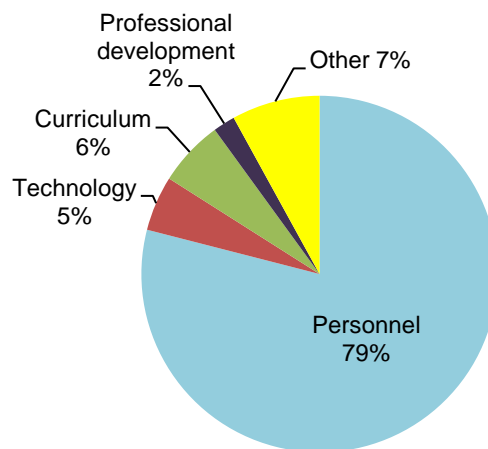
Findings

This section presents six key findings distilled from the Phase I surveys.

FINDING 1: The majority of reported Title I and IDEA ARRA funds was spent on personnel, most commonly to pay for teachers and paraprofessionals.

The majority of reported Title I and IDEA ARRA funds—approximately \$15.5 million, or 79 percent—was used to pay the salaries and benefits of teachers, paraprofessionals, and other staff (Figure 2)³. This aligns with the first ARRA funding principle: to create and save jobs. The remaining one-fifth of the funds was divided among nonpersonnel categories including curriculum (6 percent), technology (5 percent), professional development (2 percent), and a variety of other categories (7 percent) that will be detailed later in this section.

Figure 2



Idaho LEAs' Title I and IDEA ARRA Funding Expenditures by Category

Most commonly, LEAs used funding to pay for paraprofessionals and teachers (Table 1). A smaller percentage of LEAs reported using funds to pay for instructional coaches, administrators, and clerical staff. Title I ARRA funds most frequently supported teachers in reading/language arts and math while IDEA ARRA funds most frequently supported special education teachers.

³ The percentage spent on personnel was almost identical for IDEA (80%) and Title I (79%) funds.

Table 1
Types of Personnel Supported by Title I and IDEA ARRA Funds in Idaho

	Percentage of LEAs reporting position(s) were funded	
	Title I (42 LEAs)	IDEA (33 LEAs)
Paraprofessionals	74%	76%
Certified teachers	57%	70%
<i>Subject area:</i>		
Math	31%	18%
Reading/languagearts	48%	21%
Science	5%	3%
Social studies	7%	0
Special education	0	55%
Instructional coaches	19%	3%
Administrative staff	14%	3%
Clerical staff	7%	9%

Data from the U.S. Department of Education report that, as of March 31, 2010, approximately 1,000 jobs had been created or saved in Idaho with Title I and IDEA ARRA funding, mostly teachers and paraprofessionals (U.S. Department of Education, 2010).

FINDING 2: About one-fifth of all reported Title I and IDEA ARRA funds were spent on nonpersonnel categories, most commonly curriculum, professional development, and technology.

About one-fifth of all reported Title I and IDEA ARRA spending (approximately \$4 million) went to nonpersonnel categories. The largest categories of nonpersonnel spending were curriculum, professional development, and technology. There were some differences between Title I and IDEA spending. For example, almost 7 percent of IDEA funding went to technology, compared to 1 percent of Title I funds. Additionally, a larger percentage of Title I funds was spent on assessment, while a larger percentage of IDEA funds was spent on direct student services. These differences, in part, reflect the varying purposes of the two funding streams.

**Table 2
Nonpersonnel Expenditures of Title I and IDEA ARRA Funds**

	Percentage of Reported Funding		
	Title I & IDEA ARRA Funds (75 LEAs)	Title I (42 LEAs)	IDEA (33 LEAs)
Curriculum	6.0%	5.6%	6.2%
Technology/software	4.5%	1.3%	6.7%
Professional development	2.4%	3.3%	1.7%
Travel	1.7%	2.2%	1.4%
Student services	1.6%	0.2%	2.5%
Assessment	1.5%	2.7%	0.6%
Miscellaneous	1.2%	1.6%	1.0%
Classroom supplies	0.7%	0.7%	0.6%
Parent materials/activities	0.2%	0.5%	0.1%

As Table 2 shows, about 6 percent of both Title I and IDEA ARRA funds were spent on curriculum⁴. LEAs reported purchasing a wide variety of programs and consumables in this category; the most frequently specified subject area was language arts/reading, followed by math, writing, and curricular materials for special education students. Other curricular materials included behavior management, cooking, handwriting, and foreign languages. Appendix B includes a detailed listing of all the nonpersonnel purchases reported by LEAs.

Technology and software consumed 7 percent of IDEA ARRA funds and 1 percent of Title I funds. Technology purchases included computers, assistive technology, headphones, printers, and projectors. LEAs also purchased software programs (e.g. BillQuick, Intellitools, Skyward).

Professional development, which consumed 3 percent of Title I funds and 2 percent of IDEA funds, included many different kinds of trainings and conferences. The most commonly cited trainings included Response to Intervention, second-language acquisition (e.g., SIOP), and training for special education teachers (e.g., Practical Language Therapy, learning disability criteria, and behavior strategies).

⁴ Six percent is the equivalent of approximately \$700,000 of the reported IDEA ARRA funds and \$400,000 of the reported Title I ARRA funds.

The other six subcategories of spending are described briefly below. The appendix contains a detailed list of all the purchased services and materials.

Travel included various travel expenses such as travel to off-site professional development.

Student Services were primarily for special education students such as psychological assessments, physical/occupational therapy, speech and language services, and development and mobility training for students.

Assessment was composed of services, materials, and supplies for various assessments. These included assessments that measured language, cognition, development, behavior, and reading achievement. The assessments targeted various groups of students, including special education students, parents, and English language learners.

Miscellaneous items included items that could not be categorized into other categories, or survey entries that could not be separated into unique categories.

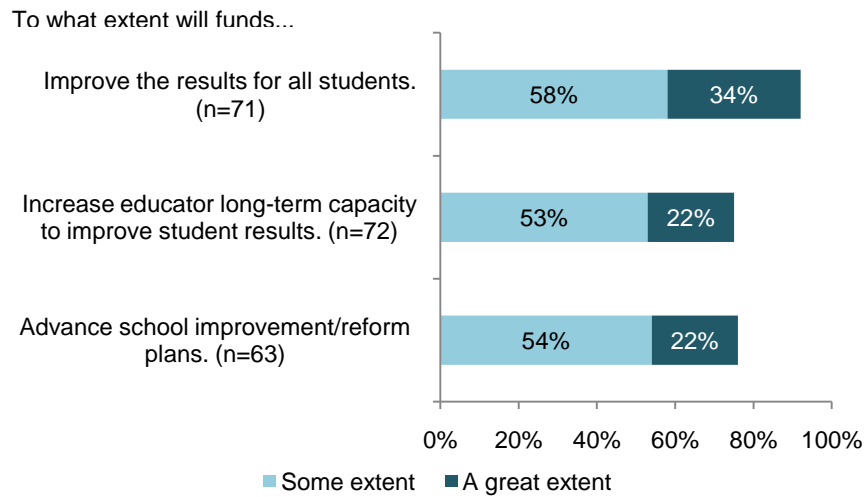
Classroom Supplies included general supplies such as learning materials (e.g. flashcards, games, reference materials), supplies (e.g. scissors, pencils, pens), and furniture. It also included specific supplies for special education classrooms such as wheelchair accessible desks, auditory assistance tools, and a washer and dryer for a life skills classroom.

Parent materials and activities included curriculum, travel expenses, refreshments, childcare, and handouts for meetings, family nights, back to school events, and trainings.

FINDING 3: LEAs viewed ARRA as a crucial funding source. Most LEAs also believed the funds would improve results for students.

Virtually all LEAs (95 percent) agreed or strongly agreed with the item, “ARRA funding has been a crucial source of funding in our LEA.” This finding echoes other recent reports and news articles from across the country (Ellerson, 2010; Naik, Yorkman, and Casserly, 2010). These reports, however, also caution that ARRA funds have been primarily used to “backfill,” rather than to initiate new programs. The majority of LEAs also believed that the Title I and IDEA ARRA funds would have positive impacts on school reform and student achievement (Figure 3). For example, 92 percent of LEAs said the funds would improve results for all students to either “a great extent” or, more commonly, “some extent.” The majority (76 percent) also felt the funds would help advance school improvement and reform plans to at least some extent.

Figure 3

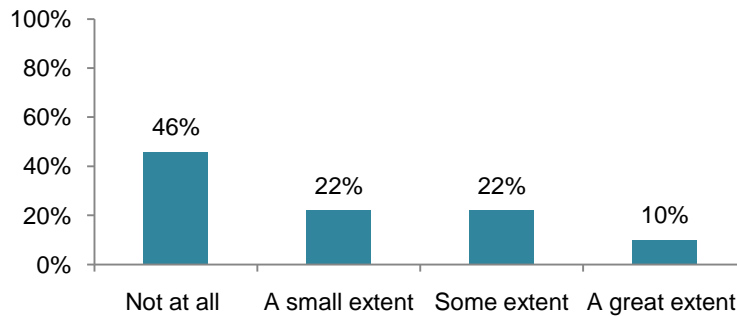


LEAs' Perceptions of the Impact of Title I and IDEA ARRA Funds

FINDING 4: LEAs anticipated a “funding cliff” ahead.

Title I and IDEA ARRA funds must be spent by December 31, 2011. As described in the introduction, both the federal and state principles for ARRA included investing in one-time expenditures that would not require ongoing funding after that date, thereby avoiding a funding cliff. As shown in Figure 4, only 1 in 10 respondents believed the funding cliff had been avoided to a great extent, while 46 percent said it had not been avoided at all and an additional 22 percent said it had only been avoided to a small extent.

Figure 4



To what extent will ARRA-funded activities and resources in your LEA help avoid the "funding cliff?" (n=69)

LEAs' Perceptions of the “Funding Cliff”

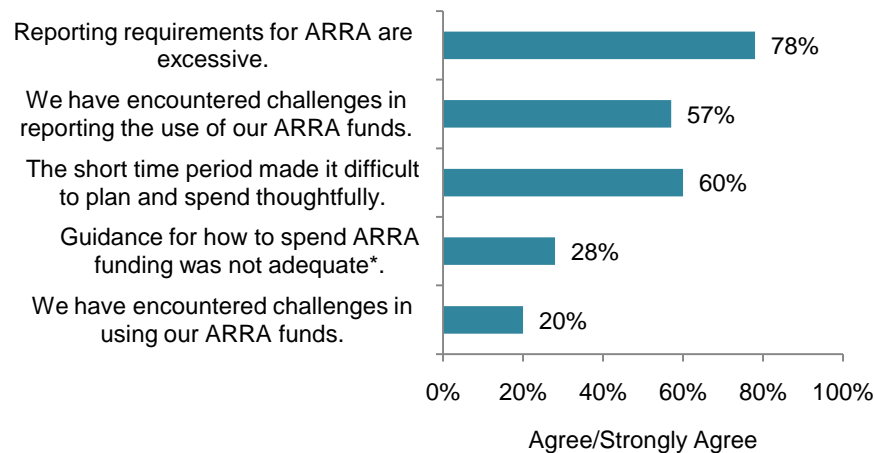
The predicted funding cliff is not surprising, given that four-fifths of Title I and IDEA ARRA funds were used to support personnel (Finding 1), a recurring expense. The Idaho education budget is unlikely to be able to support these jobs once ARRA funds are gone. In fact, the education budget for fiscal year 2011 was reduced by an additional 7.5 percent. Idaho is not alone in this funding situation. A recent report from the National Governors Association found that 31 states have proposed cutting K–12 education for fiscal year 2011.

FINDING 5: LEAs felt burdened by reporting requirements.

Many LEAs were frustrated with reporting requirements tied to ARRA funds: 78 percent believed they were excessive and 57 percent had encountered challenges with the reporting system (Figure 5). IDEA respondents were more likely to report experiencing challenges with reporting than Title I respondents (68 percent compared to 49 percent; data not shown in figure). Issues with reporting requirements were also the most frequently voiced topic to the open-ended survey question.

While reporting was viewed as a challenge, actually *using* the funds was not; only one in five LEAs (20%) reported that they had encountered challenges using the funds. For the most part, LEAs were also satisfied with the guidance they had received for how to spend the funding, although the short timeline for making decisions was viewed as a challenge in the majority of LEAs. These findings were similar for both Title I and IDEA.

Figure 5



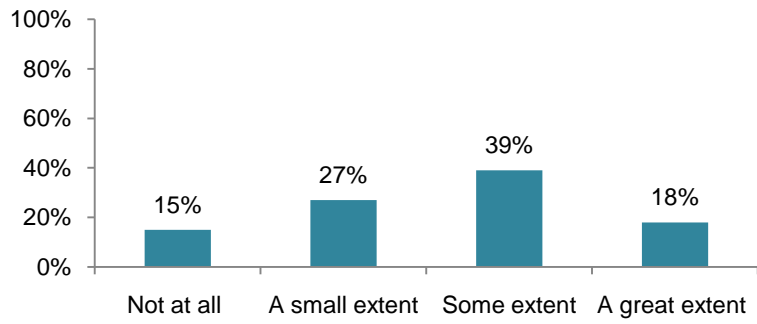
* This item originally read “was adequate,” responses were transposed for the purpose of displaying data.

LEAs’ Perceptions of Reporting, Planning, and Guidance for Title I and IDEA ARRA Funds

Federal reporting requirements for ARRA were designed to ensure transparency and accountability, one of the funding principles laid out by the U.S. secretary of education. To date, most of the federal reporting has focused on the number of jobs created or saved with ARRA, but has not asked LEAs to report on the impact of the programs and activities funded.

LEAs were divided about whether or not they were collecting data to monitor the impact of activities funded by ARRA funds; 60 percent said they were while 40 percent said they were not. Additionally, just over half of LEAs (57 percent) believed ARRA funds would help to foster continuous improvement by measuring and tracking implementation and results to at least some extent. Meanwhile, 42 percent of respondents were not as certain this would happen (Figure 6).

Figure 6



"To what extent will ARRA-funded activities and resources help foster continuous improvement by measuring and tracking implementation and results." (n=66)

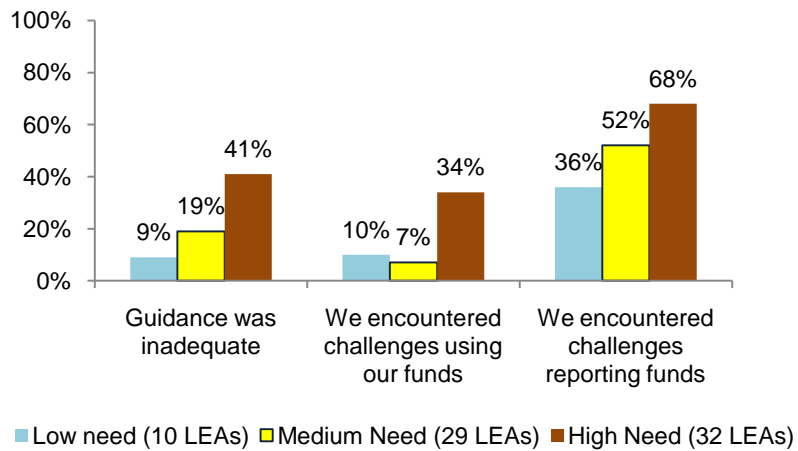
LEAs' Perceptions of Measuring and Tracking Results From ARRA

FINDING 6: LEAs reported different experiences based on their level of need and their size.

The results from this study were examined based on LEAs’ level of need (high, medium, or low) and size (small, medium, and large)⁵. Overall spending patterns were similar across these types of LEAs. However, there were a few differences in LEAs’ experiences and perceptions of ARRA as described below.

High-need LEAs were more likely to report difficulties with using and reporting ARRA funds. As shown in Table 7, high-need LEAs were more likely than medium- and low-need LEAs to report they had encountered challenges using and reporting funds. Additionally, a higher proportion of high-need LEAs reported that guidance was inadequate.

Figure 7

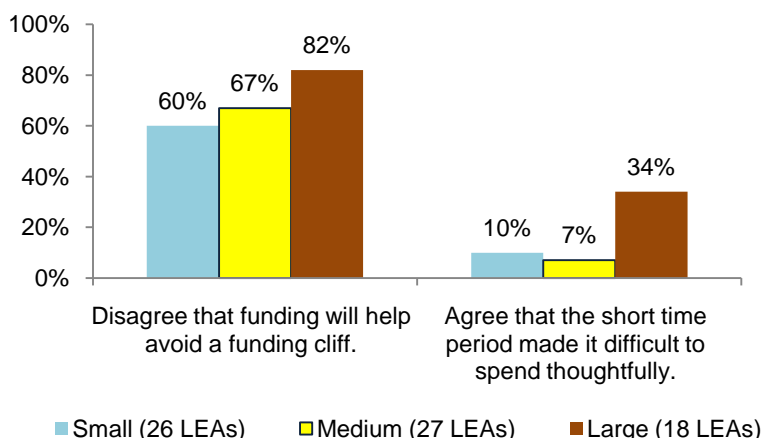


ARRA Funding Challenges by LEA Level of Need

Large LEAs were more concerned about a “funding cliff” and more frequently reported that the short planning time was difficult than did medium or small LEAs. As shown in Figure 8, 82 percent of large LEAs believed ARRA funding would not help them avoid a funding cliff, or would help them only to a small extent. For small and medium LEAs, the percentages were lower, although still the majority of respondents. Additionally, 34 percent of large LEAs viewed the short time period as a challenge, almost double what small LEAs reported. This finding makes sense, given that large LEAs had to make plans for larger amounts of money.

⁵ As described in Appendix A, Methods, “high need” LEAs are those with higher academic risk and lower levels of financial resources, while “low need” LEAs have less academic risk and higher financial resources; “medium” are in between high and low. Small districts have 600 or fewer students. Medium districts have 601 to 2,500 students and large districts have more than 2,500 students.

Figure 8



Experiences of Large Versus Small and Medium LEAs

Discussion

As with many states, Idaho witnessed large cuts in its state education budget in 2009–2010. Accordingly, the majority of Title I and IDEA ARRA funds have paid for educational jobs that might otherwise have been lost (Finding 1). It also makes sense that ARRA was viewed by LEAs as a crucial funding source (Finding 3). In addition to paying for jobs, LEAs reported spending more than \$4 million on materials and services that they might not have acquired otherwise under current financial circumstances, including professional development, curriculum, technology, and more (Finding 2).

For 2010–2011, Idaho LEAs face even deeper state budget cuts, as well as the disappearance of federal stimulus dollars. With the majority of Title I and IDEA ARRA funds spent on personnel, this means that the funding cliff that the U.S. Secretary of Education hoped to prevent may not be avoided (Finding 4).

In this, Idaho is not alone; several recent reports have described similar upcoming budget shortfalls across the country (Ellerson, 2010; Husch, 2010; Naik, Yorkman and Casserly, 2010). No formalized plan for additional federal support is currently in place.

This study also found that LEAs had negative perceptions of ARRA reporting requirements (Finding 5). Similar findings about “burdensome” and “inconsistent” reporting requirements were included in an *Education Week* article (McNeil, 2009) and an early report on stimulus funding (Kober et al, 2009). High-need LEAs were more likely to feel challenged by the reporting requirements, one of several differences the study found based on LEA need or size (Finding 6).

Furthermore, the federal emphasis on reporting the number of jobs created and saved with ARRA funds has meant that it may be difficult to ever assess if and how Title I and IDEA ARRA dollars made a difference for students. LEAs were not required to collect data about impact, although just over half of LEAs reported they were tracking impact in some way. Still, most LEAs agreed that the funds would help improve student achievement and school reform efforts (Finding 5).

The next phase of this evaluation will draw on in-depth telephone interviews in 30 randomly selected LEAs to explore in greater detail the choices they made for spending the funds, the challenges encountered, perceptions of the funding cliff, the expected impact of the funds, and the future needs of LEAs in Idaho. A second report will be available in August 2010.

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Appendix A.

Methods

Phase I of the evaluation consisted of a survey of 123 Idaho Local Education Agencies (LEAs) conducted in spring 2010.

Survey development. Evaluators had several initial discussions about the evaluation with staff members from the Idaho State Department of Education (SDE). They also reviewed various documents for background information, including:

- Federal ARRA guidance documents
- State budget details
- Materials from guidance presentations to Title I directors
- Information about the grant reimbursement application process
- Various reports related to ARRA funding (see reference list)
- Data and reporting from www.recovery.gov

An initial survey was drafted and the questions piloted during phone interviews with staff members from three LEAs. Based on their feedback, the survey was revised and placed on survey gizmo (www.surveygizmo.com). A final revision was based on feedback from staff members at the Idaho SDE. Two final surveys were created in both paper format and on survey gizmo: 1) Uses of Title I, Part A ARRA Funds and 2) Uses of IDEA ARRA Funds. The surveys were identical except one dealt with Title I funds and one dealt with IDEA funds.

The survey asked respondents to identify and detail how much funding was allocated for various categories: personnel and benefits, purchased services, travel, and supplies/materials. The survey also asked respondents their level of agreement with 11 statements about ARRA funding. Respondents were required to identify their district name for tracking purposes and demographic analyses.

Survey sample. Surveys were sent to 123 Idaho LEAs; 63 LEAs received Title I surveys and 60 received IDEA surveys. To determine who received which survey, evaluators sorted LEAs by “level of need,” which is a six-point rating based on a formula from the Idaho SDE that combines academic risk and financial resources. The six levels were collapsed into three categories: 1–3 (high need), 4 (medium need), and 5–6 (low need). Evaluators used “level of need” to stratify the sample and randomly select half of the LEAs within each of the three categories to receive the Title I or IDEA survey. The Idaho SDE did not assign a small number of LEAs a level of need; these LEAs were not included in the study.

Survey administration. The Idaho SDE provided Education Northwest with contact lists for survey distribution. Paper versions of the survey, with an explanatory letter, were mailed first, followed five days later by an e-mail distributed with the online link (Table 3). Respondents could complete either the paper or the electronic version. If they were not the most appropriate person to complete the survey, they were asked to submit someone else’s name and contact information and evaluators followed up with the person they indicated.

To increase the response rate, several reminders were sent electronically, although each time a proportion of these e-mails bounced due to firewalls (calls were placed to seven districts to try to allow access to the survey gizmo e-mails). In addition, a second copy of the paper survey was mailed and telephone calls

were made to 32 LEAs who had not responded before the initial deadline. While the survey response rate was satisfactory at the initial deadline, evaluators and the Idaho SDE decided to pursue more responses from the largest LEAs; the Idaho SDE did so through personal e-mails to seven LEA contacts. May 19, 2010 was the last day surveys were collected.

Table 3
Timeline for Survey Administration

Date	Event
March 26, 2010	Paper surveys mailed
March 31	First e-mail survey sent
April 6	E-mail reminder sent to nonrespondents
April 12	E-mail reminder sent to nonrespondents
April 15	Reminder mailed with second copy of paper survey
April 21–23	Phone calls to 32 nonrespondents
March 26–April 23	Ongoing follow-up with partially completed surveys or forwarded contacts by Education Northwest
April 29	Deadline extended to ask the larger LEAs to reply
May 11	Idaho SDE contacted seven districts to ask them to complete the survey
May 19	Surveys closed

Paper surveys that were mailed back were immediately entered into the online system.

Survey responses. By May 19, 2010, 95 surveys had been returned. Fifty-four Title I surveys were returned (86 percent) and 41 IDEA were returned (68 percent). Nine of these survey were removed from the data set; two because their LEAs did not receive ARRA funds and seven who completed only enough of the survey to say that he or she was not the appropriate contact person. While these surveys were forwarded to the person identified as appropriate, they were never completed.

Therefore, the analyses in this report were conducted based on 85 surveys—or a 69 percent response rate. The 85 surveys included 36 IDEA surveys and 49 Title I surveys. The responding LEAs are representative of the entire state in terms of their need levels and size. That is, the proportion of high-, medium- and low-need LEAs and small, medium, and large LEAs was similar to the state as a whole, as shown in Table 4.

Table 4
Characteristics of Survey Respondents

	Percentage of LEAs			
	All Idaho (n=130)	Both surveys (n=85)	Title I surveys (n=49)	IDEA surveys (n=36)
District level of need				
High	41%	42%	41%	44%
Medium	41%	42%	43%	42%
Low	17%	15%	16%	14%
District size				
Small (<600 students)	49%	41%	45%	36%
Medium (600–2,500)	30%	35%	37%	33%
Large (>2,500)	21%	24%	18%	31%

Note: Level of need data are from the Idaho SDE database for 121 LEAs. District size data are from the National Center on Education Statistics (NCES) database.

Respondents detailed \$ 20 million in ARRA allocations; \$12 million IDEA ARRA funds from 33 LEAs and \$8 million Title I ARRA funds from 42 LEAs. Because the survey directions allowed for estimations, and because some data were missing, all financial figures in this report are approximate.

Analysis. Data were downloaded and transferred to SPSS and Access for analysis. Data were labeled and cleaned; for example, if LEAs did not enter a number in specific expenditure reports that response was recoded as zero. LEAs reporting of “purchased services” and “materials” were collapsed for analysis. LEAs had already categorized their detailed “purchased services” into about eight categories (e.g., curriculum, technology, professional development). Some of these categories were collapsed or, in the case of “other,” recoded into several additional categories. Details under “materials” were not categorized by LEAs, so evaluators categorized each entry.

Basic descriptives were run for the overall data set and for specific subgroups (e.g., low need). Content analysis was used on data from the single open-ended response item.

Limitations. As previously noted, the spending accounted for in this report includes only a portion of all Title I and IDEA ARRA funds allocated for Idaho. That is, it includes reporting for about \$20 million from 75 LEAs, which is approximately one-fourth of the total Title I and IDEA ARRA funds allocated to the state of Idaho. There are several reasons why a larger percent of the total funds is not accounted for in this report. First, most LEAs had not received all of their funds at the time of the survey. Second, while all LEAs were surveyed, only half were asked about IDEA and half were asked about Title I funds. Third, 39 percent of all 123 LEAs surveyed did not respond to questions about expenditures and/or did not respond to the survey at all. Finally, several of the largest LEAs, which account for the largest percentage of funds did not respond to the survey.

The second limitation is related to the categories used for nonpersonnel funding. Evaluators found that some LEAs classified services in one category that others might have classified in another category (e.g., one LEA reported training for assessment under assessment, rather than professional development). While efforts were made to recode such entries, some could not be separated by dollar amount and other entries were too unclear to categorize.

Finally, there are limitations inherent to collecting survey data such as over-rater or under-rater bias, or the tendency for some respondents to give consistently high or low ratings (Isaac & Michael, 1995). Evaluators tried to avoid this limitation by promising confidentiality of responses.

Appendix B.

Idaho Title I and IDEA ARRA Expenditures

Details of services and materials reported by 75 LEAs

This is a list of the services and materials/supplies that LEAs detailed on the ARRA surveys. The details are listed under eight categories, beginning with assessment. Results for each category are divided by IDEA and Title I. Some items were categorized by LEAs themselves on the survey. Others were coded, or recoded, by evaluators into the most appropriate category. Some entries included multiple items that fell under more than one category. In this list, such entries remain together under the category most representative of the full entry.

Most entries appear exactly as LEAs wrote them. Small editorial changes were made in some instances for clarity or format.

Assessment

IDEA

- Assessments for special education to assess students for eligibility for Learning Disabilities (e.g., PLS, CTOP, GORT, WJ: Cognitive, TERA, TEMA, Keymath, CLPF)
- BREIF - Parent Test/SR Date Form, 5-6 grades Saxon Assessment, Connors 3 Parent/Teacher/Self Response sheets, MVPT-3 Kit and Record Forms, ABAS II Parent/Primary Giver, BAI Record Forms
- CELF-4 Complete Kit, CELF Preschool Second Edition; CELF Spanish Edition; PLS-4 Spanish
- Cognitive, achievement and behavior protocols
- Contracted services to provide diagnostic assessments
- Merrill Palmer Revised Scales of Development
- Miscellaneous assessments: Assessment of ASD; Peabody Development Motor Scales
- Psychological testing services, primarily WISC, cognitive assessment for students referred for special education
- Spanish Scoring Assist; Spanish Kit
- Updated Psychological & Achievement assessments
- Woodcock Johnson Achievement Tests, scoring, and student record forms

Title I

- Exceed data management system to provide a data warehouse for all assessments plus training on the system plus progress monitoring tools
- Phonics Guide & Literacy Survey
- PLATO test packets for four schools
- Reading assessment materials
- Student database program

Classroom Supplies

IDEA

- One Switch with gooseneck and clamp to assist wheelchair-bound student
- 16 wheelchair accessible desks- appropriate for high school - allow better access to general education classrooms
- Alpha smarts
- Auditory assistive kit, three student standers, treatment table, student desktop and memory, specialized student chair, AT supplies, calibration

- Autism Basic Questions, Stimulus Group Therapy Plix Articulation, Spotlight Vocab. 1, Phono Awareness , Autism PDD Interactive Software, Autism Soc SK Communication
- Basic Concepts, Photo Cards, Games
- Basic paper, pencils, pens, latex gloves, and miscellaneous supplies for special education office and classrooms
- Color magnets, paper supplies, cleaner, pencil sharpener, computer backpack
- Computer desk for Resource Room
- Get A Grip On Pattersen
- Groceries, stove, two refrigerators, serving utensils, pots and pans, diapers, cleaning supplies
- Lacing beads, basic set
- Laminating Pouches
- Money math, binders, puzzle, bingo
- New supplies, computers and software for new teacher hires, special programs, teacher and speech and language pathologist
- Poster, stickers, Health Act
- Resource Room - Class reading library book storage
- Rubber gloves for our self contained high school classroom
- Rubber stamps, Colorations super brush set, stamper washable, animal foam shapes, foam classroom pack, pattern black cards, 20 lb white moonsand, colored macaroni, tipped lacing cords
- Scissor rack, paper shapers, bags, polypropylene sheet protectors, return shipping charges, gloves
- SLP supplies, books and protocols
- Trike, mats, balance beam
- Washer/dryer set to allow on site laundering for severely disabled student and life skills training at an elementary school

Title I

- 350 student subscriptions for students in grades 4-8
- Before and after school consumables and supplies for four schools
- Books, Reference Resources, DVD's, and magazine subscriptions for four schools
- File folders, composition books, storage boxes, portfolios, stapler, post-it notes, cardstock, stickers, glue, ink cartridges, head phones
- School supplies
- Single title reading books, encyclopedia books
- Staplers, paper, writing pads, index cards, binders, file folders, stamps, carts, bookcases, calculators
- Supplies for homeless students
- Tango grams - geo blocks- flash cards - large print
- Two grade level sets of NEO's

Curriculum

IDEA

- Autism Pro; web based training for certified and para's, also curriculum and behavior assistance/training
- Basic Fraction/decimals workbook, math answer keys
- Basic Grammar Series Books, Cooking to Learn
- Behavior Intervention and Academic Intervention manuals for all Teacher Assistance Teams
- Bridge to Algebra materials
- Computer programs, math manipulatives, reading books, Read Naturally
- Connecting Math Concepts -- teacher materials, books, workbooks
- Contracted Behavioral Program for students with emotional disturbance, Positive Behavioral Supports
- English & Math Skills
- Investigate (compass, Read 180, etc.) Purchase in 2010/11
- Language Arts Curriculum - Middle School Resource Room, Special Education and RTI-Tier III
- Language curriculum materials for grades 1-4

- Math direct instruction materials; consumable workbooks for direct instruction programs; reading programs, software for language development
- Math Drill Set, Language Set
- Picture Exchange Communication System -- teacher and student materials
- Pre-referral, behavior, and learning intervention manuals
- Read Naturally
- Read Well, Read Well K, Rewards, Number Worlds, Reading Mastery, Corrective Math and Reading, Handwriting Without Tears, Phonics for Reading, Easy Grammar, PECS, and Sequenced Stories
- Reading and math books, math manipulatives, National Geographic subscription, Language, Reading Mastery
- Reading intervention curriculum
- Reading Mastery Classic, Pinpoint Math, Number Worlds, Touch Math
- Reading Mastery Level 1
- Reading Mastery, Connecting Math, Language! Step-up to writing, You Can Be Algebra, Reading Milestones, Number Worlds, Touch Math
- Secondary Reading Materials/Software
- SuccessMaker
- SPED teaching materials
- SRA Direct Instruction Materials: Reasoning and Writing; Reading Mastery, Corrective Math; Horizons Reading
- SRA Spelling Curriculum (Grade 3), Special Education and RTI-Tier III
- Star curriculum for all special programs, Touch Math Programs for elementary schools, Handwriting Without Tears curriculum for special ed classrooms
- Summer Success Reading and Math grades K- 8, Read Naturally
- One-on-one tutoring system to improve students' reading spelling skills
- Waterford Licenses, SuccessMaker licenses

Title I

- 15 novels for intervention for high school English class
- Four reading kits to Houghton Mifflin
- Accelerated Reading Books, Perma Bound Reading Books
- Saxon Math K-5 curricular materials and supplies
- After school Homework Club four days a week at four schools
- All About Spelling for grades 1-5
- AR reading program trade books and tests that better match lower reading levels with higher interest levels so that Title I students have a better selection of testable books within their zone of proximal development
- Bound to Stay reading books, McGraw-Hill Reading Books
- Complete set of instructional materials for Standards to Success through the Lucy Calkins writing program for grades K-8
- Complete set Stories to Read, Sequencing, Vocabulary Fundamentals, Draw then Write, Word family
- Houghton Mifflin Reading program interventions, English Language Learners (ELL) handbook, I Love Reading Houghton Mifflin reading set, SIPPS, Expressive Writing
- Houghton-Mifflin leveled vocabulary readers
- Imagine It reading curriculum K-5 with interventions
- Inside Math, Rehkenrek, Corrective Math, Number Sense, manipulatives
- K-3 Saxon Math student worksheet
- K-6 Houghton Mifflin workbooks
- Leap Frog pads and cartridges
- Lexia Reading licenses, Read Naturally Licenses (all Title I Schools)
- License for Discovery Learning for four schools, Renaissance Learning for 4 schools, Waterford license
- Lindamood-Belle curriculum
- My Sidewalks for grades K-5
- P. Bisseger Reading Books, Accelerated Reading Books and quizzes, SRA Reading Books, materials and supplies
- Peaceful Playground materials
- Pearson Education math manipulative kits

- Read licenses & team biz
- Read Naturally
- Read Naturally materials
- Read Well, Touch Phonics, Decodable Books, Read to Reading
- Reading and Math
- Reading Horizons
- Rosetta Stone for students and teachers, VMath Live and Ticket to Read for all three elementary schools for two years
- SIPPS (Beginning), SIPPS (Extension), SIPPS (Challenge), SIPPS (Plus)
- SIPS, early intervention kit, Rewards, Reason and Write, Beginning High Interest Readers, Read Well, Phonic materials, Reading Skill set, Reading comprehension games and consumables, SRA, Read Naturally
- Software & Equipment Plus Training, SuccessMaker, two certified Instructors or three classified paraprofessionals
- SRA Early Interventions Program Level 2
- SRA Reading Books Reading Mastery Set
- SRA Reading Mastery books and teacher's editions, Reading Charts, alphabet minibooks, spelling puzzles and mazes, SRA Reading Mastery Plus Books, Reading Mastery Literature Books
- Teacher created materials, Targeted Reading Intervention Levels 3,4,5
- To cover necessary materials for science course trip for one of the homeless students
- Waterford license and support equipment - elementary school
- Waterford Support for Reading
- Writing instruction and practice program to supplement language arts curriculum

Miscellaneous

IDEA

- Desk, filing cabinet for records manager
- Extended school year staffing and materials for special education students, K-12
- ISHA SLP advertisement
- Mileage for all ancillary staff between schools and to trainings
- Mileage for itinerant staff members
- Painting special education rooms
- Printer, file folders, ink for printer, organizers for files
- Reading Intervention materials for PLMS, misc. supplies, printer cartridges, books, OT supplies, testing protocols, training materials, etc
- Re-carpet special education classrooms
- Storage unit for extra curriculum and supplies
- Toner cartridges, printing of student services manual, behavior supports manual, postage, business cards
- Travel and lodging for RTI and AimsWeb training

Title I

- Bussing expenses
- Charlotte Danielson materials for teachers to provide information for Idaho's new teacher evaluation model
- Data Driven Decision Making, 6 Traits supplies and materials included in PD section
- Food for after school care programs, clothes and supplies for homeless students
- Funds are used to help homeless students with school supplies and medical expenses
- Red Ribbon Week Awards, advertising materials, and handouts
- Set aside for homeless education
- Set aside for Northwest Children's Home, a neglected and delinquent facility within our district
- Supplementary supplies
- Filing cabinets to lock confidential student assessment data

Parents

IDEA

- Love and Logic curriculum
- One monthly parent mileage
- Parenting Teens, Toddlers and Preschoolers, Childhood Lying, Stealing, Cheating Workbooks, Behavior Improvement, Certificates, Parenting Refreshments for parent meeting for training in PECS

Title I

- All Title 1 schools received ARRA funds for use in parent involvement committees.
- Babysitting for Title 1 events, food for Title 1 events, food and babysitting for school events, training for parents as partners in teaching reading
- Back to School picnic supplies for elementary students and parents, family literacy event materials for elementary students and parents
- Back-to-School Parent Night, Title I Parent Involvement Night, Parent Feedback Committee meetings, parent newsletters, advertising material for parent meetings
- Each school was designated funds for parent involvement, funds were used for meals at math night, science night and game night
- Family Math Night; Parent Advisory Council meetings across the district
- Handouts for parent meetings
- Homeless transportation; parent involvement
- Love and Logic materials
- Materials for Family Math Night
- S.D.E developing with us a parent involvement handbook
- Set aside for parent involvement activities and supplies for four schools district wide
- Spanish trainers and translators for Love and Logic classes and building parent involvement activities including schoolwide planning meetings
- Supplies for parent involvement as determined by parent committee

Professional Development

IDEA

- One day training - two teachers, Practical Language Therapy Techniques (Apraxia)
- Two days of RTI training
- Two days of RTI training
- Three teacher stipends for models of teaching course
- Three-day training for two school psychologists in new specific learning disability eligibility criteria
- Books about SIOP
- CEC Conference, four individuals- RTI State Training for Principals, SAM Monitoring Team Training. NASP Conference for two psychs
- CEC Conference
- CEC Conference, Mandt Training, Brain Gym Training, Behavior Strategies
- Copy paper for professional development materials
- Direct R. for Waterford, 4 Days of Connected Teacher training, Professional development for Waterford ind. Teacher (autism, behavior)
- Docu-Point easel; misc office supplies for training
- Itinerant meeting for all ancillary staff prior to the start of school, 50 people
- Math training
- National CEC Conference in Nashville, CORE Conference in San Francisco, TIA Training, SIOP Training
- One day law training for 18 Principals and 22 counselors on current legal issues
- PD Misc
- Polyview file folders for professional development materials
- Professional Development for TIA and RTI

- Professional development materials
- Professional journal, RTI and PBS books for all principals, The Essentials to Intervention books, Essentials of Evidence-Based Academic Intervention books for staff, LRP and special education law monthly subscription, IASA
- Psychs training in SLD Criteria, RTI Training, District TAT Training, (Curriculum Easy Grammar), AIMSWeb training
- Students with autism on-line training for four Speech and Language Pathologists

Title I

- One-day in-service support for inclusion model ESL
- One-day Total Instructional Alignment training for 25 teachers, 2-day Smart Board Training for 8 teachers
- Two Administrators attended Love and Logic and best Practices Workshops - each one-day trainings
- Two-Day training for 10 certificated teachers to attend the Seven Strategies of Assessment for Learning conference
- Three and half-day training on team building and district improvement teams for 44 elementary and secondary teachers
- 6 Traits Writing training
- Academic Language Academy
- Aimsweb, Next Steps, materials for 25 K-8 teachers to attend training session all day classroom management training all staff, Love and Logic training 1 day training for 44 teachers and 14 paraprofessionals, 1 day workshop on Best Practices for 15 teachers and 8 paraprofessionals
- Elementary Reading - two-day Safe Schools - One-day
- English Language Development Training also included principal training twice during the year
- English Language Development Training for ELD staff and general ed. teachers
- Frameworks for Teaching; Standards Based report cards; SFA; data analysis; 22 elementary teachers, 19 secondary teachers, & 2 counselors
- International Training Associates: Team building; communication skills; professionalism for all instructional staff
- Lee Pesky Learning Center Training for 8 days of training in reading interventions and differentiation of instruction in reading, 30 teachers and paraprofessionals participated in 1-2 days of training each
- MTI class stipend and benefits for 27 K-12 teachers
- Plato training for staff at middle and high school to use testing packs
- Professional development (25 training sessions) stipends for administrative team (principals, counselors, secretaries, teachers) related to student data management - student records, educational gradebook, test score import, special education
- Professional development to assist para-professionals with instruction, purchased from Read Naturally & Bureau of Education Research
- School Improvement Planning Sessions 27 staff - 5 days
- Staff development through participation in Charlotte Danielson's Framework for Teaching program as well as providing additional college coursework (college credit reimbursements) in title I related subject matter
- Training
- Write to Learn program training for 12 teachers, 1 day

Services

IDEA

- Contract school psychology services for evaluations for special education and development of behavioral plans
- Contracted Physical Therapy Services; direct services to students
- Contracted speech and language services, to serve students with most significant needs
- Monthly Development Workshop service for seven students
- Monthly Mobility training for five students
- OT, PT, SLP contracted services

- Speech Language Pathologist services
- Speech/Language services, OT services

Title I

- Speech and O.T. services

Technology/Software

IDEA

- 10 Mac books 13, were purchased from Apple to be used by approx. 60 students and 10 staff members
- Assistive technology: 11 computers (4 with touch screen) for use by students and sp ed teachers, changing tables, audiometer
- BERI trainings on DVD
- BillQuick Software Boardmaker
- Computer
- Computer and peripherals for teachers
- Computer for student use, Extended Resource Room; special education and RTI-Tier III
- Computers for staff and students
- Connect teachers computer to a large television to project instructional materials
- Headphones for student use with instructional computer programs, Extended Resource Room
- IPODS
- Lazer Printer for Butte View special ed, LCD projector for IEP meetings, LCD touch monitors for students with significant disabilities, five computers for staff, Web Data manager for progress monitoring
- Monitoring software for Language! Pictures for: PECS communication system, Intellitools Instructional Suite, five school site license for students with significant disabilities
- Printer cartridge replacement (five printers), special education and RTI-Tier III
- Printer for student use, Extended Resource Room; special education and RTI-Tier III
- Sound Systems for every elementary classroom , three or four computers for every special ed teachers classroom, switches, printers, laptops for ancillary staff
- Student computer
- Surge protector for computer and printer, extended Resource Room
- Teacher and student computer workstations- processors and monitors, to assist with rural accommodated distance learning and state achievement assessment
- Update computers and servers for Waterford/SuccessMaker
- Update teacher and student computers

Title I

- 1 Smart Board for early intervention, 60 Texas Instruments for 3 math classes/ GT and intervention, 19 Interwrite pads for classroom instruction, 1 lap top for TIA trainer, Surge Protectors
- CD Learning Centers for independent learning for students
- Flip Video Mobile Lab
- Printer Server for middle school computer lab
- Provide curriculum support through technology
- Replace aging technology
- Skyward Student Management Software - includes actual software and on-site professional development training sessions