

NDTAC Tip Sheet: American Recovery and Reinvestment Act (ARRA) Funding for Title I, Part D, Subpart 2, Programs

The ARRA [principles and guidelines](#) for education stimulus funds highlight job creation, student academic achievement, and sustainability. The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC) has developed this *NDTAC Tip Sheet* to assist State education agencies (SEAs) and local education agencies (LEAs) in thinking about effective ways to use ARRA funds for Title I, Part D, Subpart 2, programs.

SEAs and LEAs should consider the options they have in planning to award or apply for ARRA funds. SEAs may award the funds to LEAs on a discretionary or formula basis, use State data other than the Annual Child Count for either method, and set a threshold count for formula-based awards. LEAs may use the funds to serve students directly at eligible institutions or to operate LEA-based programs for students who are at risk, including delinquency and dropout prevention, transitional services, and peer mentoring programs. LEAs must have a formal written agreement with an institution or alternative school program when eligible students are directly served in such programs. In determining the allowable uses of funds for Subpart 2 programs, refer to [section 1424](#) of the Elementary and Secondary Education Act and sections M through Q of the U.S. Department of Education's (ED's) [Title I, Part D, Nonregulatory Guidance](#). Both are available on NDTAC's Web site at www.neglected-delinquent.org.

Through discussions with several State coordinators of neglected or delinquent (N or D) education programs and program officers at ED, NDTAC identified the following uses of funds as ways to fulfill the goals of both ARRA and the Title I, Part D, Subpart 2, program in a sustainable manner. There is some overlap among activities mentioned in each area, but these categories are intended to give emphasis to various program elements and priorities.

Professional Development

Ways of using ARRA funds for professional development for Title I, Part D, Subpart 2-funded staff include the following: hiring a mentor teacher or coach to provide onsite professional development; offering training specific to working in institutional settings; providing indepth training around educational or behavioral programs or teaching methodologies to implement on a broader scale; and providing training around data collection, usage, and data-based decisionmaking at the local level.

Program Expansion

While keeping sustainability in mind, ways in which LEAs may expand Subpart 2 programming include the following: piloting Subpart 2 programs or funding the startup costs of new programs; expanding program options to include supports for positive youth development, delinquency and dropout prevention activities, transition services, and/or family involvement; reviewing the current curriculum to ensure that it aligns with State standards; and hiring staff and purchasing materials accordingly.

Materials and Equipment

The following are ways to meet the goals of improving student achievement through school improvement and reform: acquiring pre-posttesting assessments/materials/forms; purchasing computers and software

This tip sheet was produced by NDTAC and is intended to serve as a tool and provide examples for States related to ARRA funding. It is not an exhaustive list of the options for using these funds in Title I, Part D, Subpart 2, programs. This content does not necessarily reflect the views or policies of the U.S. Department of Education (ED), and any relevant law, regulation, and/or guidance issued by ED shall supersede all content included herein.

applications for student academic assessment/testing; upgrading video or teleconferencing equipment to increase parent-student communications; and obtaining Webinar-provider contracts to allow for virtual training of teachers and staff.

Developing or Improving Systems

ARRA funds also can be used to cover the cost of systems development and/or improvement, including creating or enhancing the following: electronic student-level data collection systems, with emphasis on cross-agency, -district, or -facility functionality; subgrantee monitoring systems, including electronic self-monitoring or desk monitoring systems; student records transfer systems; systems infrastructure to enable computer-based pre-posttesting.

Conducting Needs Assessments

ARRA funds provide an opportunity to help identify what is working and where gaps exist. SEAs and LEAs may want to “take stock” of specific services provided to students who are N or D by expanding on the assessments conducted for the State Plan and LEA applications, especially if a significant amount of time has passed since the last assessment. Needs assessments could be large-scale or target particular populations or systems. For example, such assessments could focus on professional development activities needed by teachers and staff; ways to allow family members to be actively engaged with their student’s education; special education needs and supports for specific student populations; the pre-posttests that best fit the student population; researching a common State- or districtwide test to increase assessment data comparability; and data collection system and program evaluation needs.

Conducting Program Evaluation

Administrators should collect data that will help demonstrate the accomplishments and benefits of N or D programs, as well as data that reveal any shortfalls in meeting program goals. There are many different levels to program evaluation—from statewide to program-specific. If unsure of where to start, administrators may want to hire an outside consultant to prioritize data needs or develop an evaluation model. For the activities listed below, States may consider contracting with external evaluators. A few examples of program evaluation efforts include the following: longitudinal tracking of trends based on the Consolidated State Performance Report (CSPR) and other data; collecting more extensive measures of academic and vocational outcomes, transition outcomes, and program cost-effectiveness; allocating a small percentage of ARRA funds to conduct a full program evaluation employing quantitative and qualitative methods; assessing the quality of the data collected; implementing new collection systems/protocols and offering training if data quality is not high; assessing current academic testing instruments and examining use of a common State- or districtwide test to increase assessment data comparability.

Additional information on ARRA and its impact on Title I, Part D, Subpart 2, funding as well as additional resources can be found on NDTAC’s **American Recovery and Reinvestment Act (ARRA) & Title I, Part D**, Web page: <http://www.neglected-delinquent.org/nd/resources/recovery.asp>.

This tip sheet was produced by NDTAC and is intended to serve as a tool and provide examples for States related to ARRA funding. It is not an exhaustive list of the options for using these funds in Title I, Part D, Subpart 2, programs. This content does not necessarily reflect the views or policies of the U.S. Department of Education (ED), and any relevant law, regulation, and/or guidance issued by ED shall supersede all content included herein.