



Small Business Opportunities Under the 2009 ARRA: Delaware Department of Education

Background: The Delaware Department of Education is designated to receive approximately \$70 million (not including a portion of the Governor's stabilization funding) of the \$347 million granted to the state of Delaware in stabilization funding. ARRA funding for Title I and IDEA B and IDEA Preschool had already been received and is in the process of being allocated to all school districts and charter schools in the state. Technology funding will be received in the fall as well as the possibility of other ARRA grants which are competitive in nature. The Title I and IDEA funding will be distributed 50% now, and 50% in the fall. All funding is distributed directly to the school districts and charters who have the discretion of how the funding will be expended in order to meet the intent of the ARRA legislation. The purposes are:

Title I: to provide additional assistance to school districts and charters that have a high concentration of students from families that live in poverty in order to help improve teaching and learning for students most at risk of failing to meet State standards and to close the achievement gap.

IDEA B and IDEA Preschool: to help school districts and charters ensure that children with disabilities, including children aged 3 to 5, have access to a free and appropriate public education to meet each child's unique needs and prepare each child for further education, employment and independent living.

Funds may be used as follows:

IDEA and IDEA Preschool

Technology

Technology provides teachers with additional tools/strategies to help all students access the curriculum. Technology provides benefits beyond the two-year stimulus dollar availability.

Supplemental Materials

Purchasing scientifically research-based materials will provide benefits beyond the two-year stimulus dollar availability

Professional Development

For implementation of researched based strategies and implementation fidelity for many initiatives, high quality ongoing professional development is key. The high costs of trainers/coaches, substitutes, and teacher stipends make many initiatives difficult to implement fully and at a level to affect student outcomes. Stimulus dollars can assist with implementation of adopted research-based strategies. Professional development needs may go beyond two years and plans for sustainability should be considered.

Personnel

Although hiring full-time personnel with stimulus dollars will not solve long-term needs, there are temporary needs that can be addressed by additional staff. Building internal capacity through training and coaching existing personnel will strengthen systems. Temporary support gives teachers support while they are integrating assessments and interventions within their daily programming. Most teachers report after one to two years support is no longer needed.

Section 619

These funds are targeted for use with children 3-5 years of age with disabilities. There are two critical initiatives coming into place beginning this coming fiscal year: Least Restrictive Environment Criteria for Preschool and Early Childhood Accountability Targets

Inclusion

Create or expand inclusive early childhood programs for children three to five years of age with and without disabilities within the district.

Title I

Tutoring and other extended learning opportunities

School districts can use grant funds to support tutoring and other programs in Title I schools that provide more learning time for struggling students.

Supplemental Materials

Purchasing scientifically research-based materials will provide benefits beyond the two-year stimulus dollar availability.

Professional development

The use of stimulus funds for professional development is a good idea if the district or charter school has a specific strategic need – based on student learning data – that can be addressed within two years. DOE recommends that professional development funded through the stimulus focus on the specific factors that contributed to district and/or school(s) failure to meet AYP.

Parent Involvement

Title I stimulus funds may be used to improve parent involvement in students' academic success

Personnel

Although hiring full-time personnel with stimulus dollars will not solve long-term needs, there are temporary needs that can be addressed by additional staff. Building internal capacity through training and coaching existing personnel will strengthen systems. Temporary support gives teachers support while they are learning to implement new strategies and skills in their daily programming. Most teachers report after one to two years support is no longer needed.

Early Childhood Initiatives

Title I funds may coordinate and integrate strategies under Title I, Part A with strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Title III language instructional programs

For further information, please contact the school districts and charter schools directly.

Information is also available at <http://www.recovery.gov/>