



Using ARRA Funds to Improve Teacher Effectiveness and Equitable Distribution

The Webcast will begin shortly.
Please stand by.

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Overview of Interactive Mapping Tool

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New Online Resource

Using ARRA Funds to Improve Teacher Effectiveness and Equitable Distribution:

<https://www.tqsource.org/arra>

- Interactive tool, modeled after a subway map
- Designed to guide conversations between RCC and SEA staff on the strategic use of funds appropriated through ARRA
- Provides multiple entry points to begin conversations-along the educator's career continuum

ARRA Interactive Mapping Tool

Mapping Tool Home

- Guidance
- Recruitment
- Hiring
- Preparation
- Induction
- Performance Management
- Professional Development
- Leadership Development
- Compensation and Incentives

Using ARRA Funds to Improve Teacher Effectiveness and Equitable Distribution: An Interactive Mapping Tool

Introduction
This mapping tool is designed to guide conversations between regional comprehensive center (RCC) and state education agency (SEA) staff on the strategic use of funds appropriated in the American Recovery and Reinvestment Act (ARRA) of 2009 to improve teacher effectiveness and equitable distribution. [More...](#)

Legend

- Nexus Point

Timing of Funds

- Phase 1
- Phase 2
- Phase 3

[Questions ?](#)

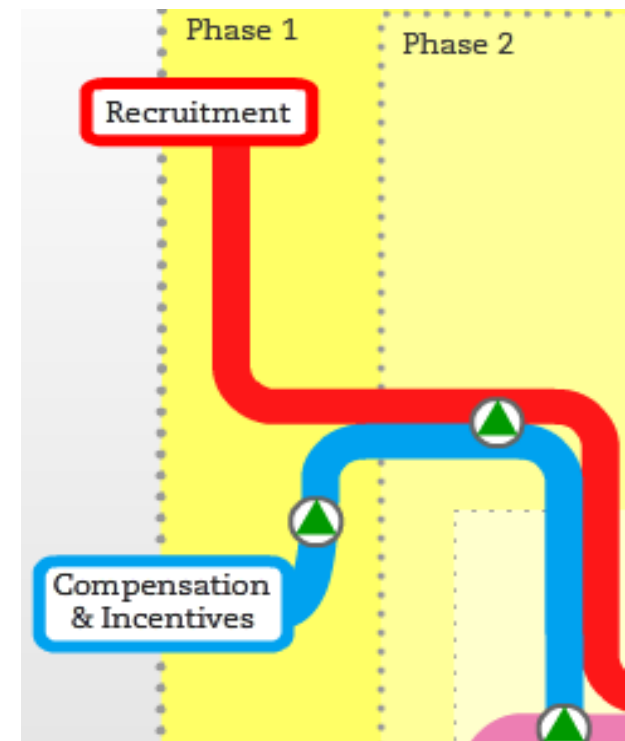
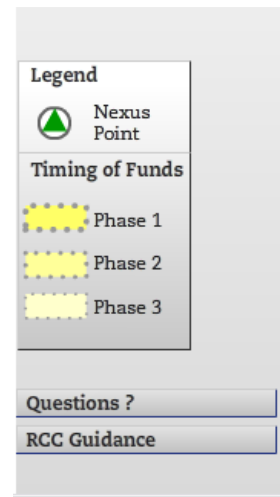
[RCC Guidance](#)

Features of the Tool

- Nexus Points
- Readiness to Pursue Steps
- Promising Practices
- Timing of Funds
- RCC Guidance

Nexus Points

- Each nexus point along the different strands represents an opportunity where ARRA funds can be used to implement a particular strategy.
- In addition, each nexus point provides information on which funding streams through ARRA are available for use and promising practices.



Readiness to Pursue Steps


- Readiness to Pursue Steps provide suggestions about processes that should be in place before they carry out any strategies under the nexus point.
- For example, under compensation a readiness to pursue step might be:
 - Establish a working group comprised of teachers, principals, union representatives, and other key education stakeholders to establish buy-in from each group.

Promising Practices


- Promising Practices provide examples of specific policies and practices to enact using ARRA Funds.
- All examples under promising practices have a basis in U.S. Department of Education guidance documents.


Funding Streams


Legend

 Nexus Point

Timing of Funds

 Phase 1

 Phase 2

 Phase 3

[Questions ?](#)

[RCC Guidance](#)

- Each shade of yellow on the map represents the different funding phases.
- Roll your cursor over each phase and more details about the timing of release for each phase of funds is available



Regional Comprehensive Center Guidance

Marilyn Muirhead
Mid-Atlantic Comprehensive
Center

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Purpose of Guidance Document

- RCCs can use the map to assist SEAs in taking a systems approach when making decisions about the use of funds.
- SEAs can use the map to inform LEAs about the availability of ARRA funds that can be used to improve teacher equity and effectiveness.

Assisting States

- RCCs can assist the SEA in aligning state strategic plans and ongoing initiatives with ARRA funding opportunities by
 - determining how they could best bid for and use these funds,
 - further developing existing state plans/initiatives.

Assisting States

- RCCs can also work with SEAs to identify policy levers that will guide the use of funds at the LEA level.
 - For example, a state can use the Teacher Incentive Fund (TIF) to pilot a new performance pay policy at the district level; the two-year pilot would be assessed and if successful the SEA could then make a case to the state legislature to allocate funds for continuation of the program.

Additional Functions

- Along with information about ARRA funds available for the *education career continuum*, there are two additional functions that may be particularly useful to RCC
 - “Readiness to Pursue” – the steps the SEA needs to consider if pursuing the funding sources, and
 - “Promising Practices” – implementation strategies for particular points in the continuum.



Using the Map to Implement Systemic Reform

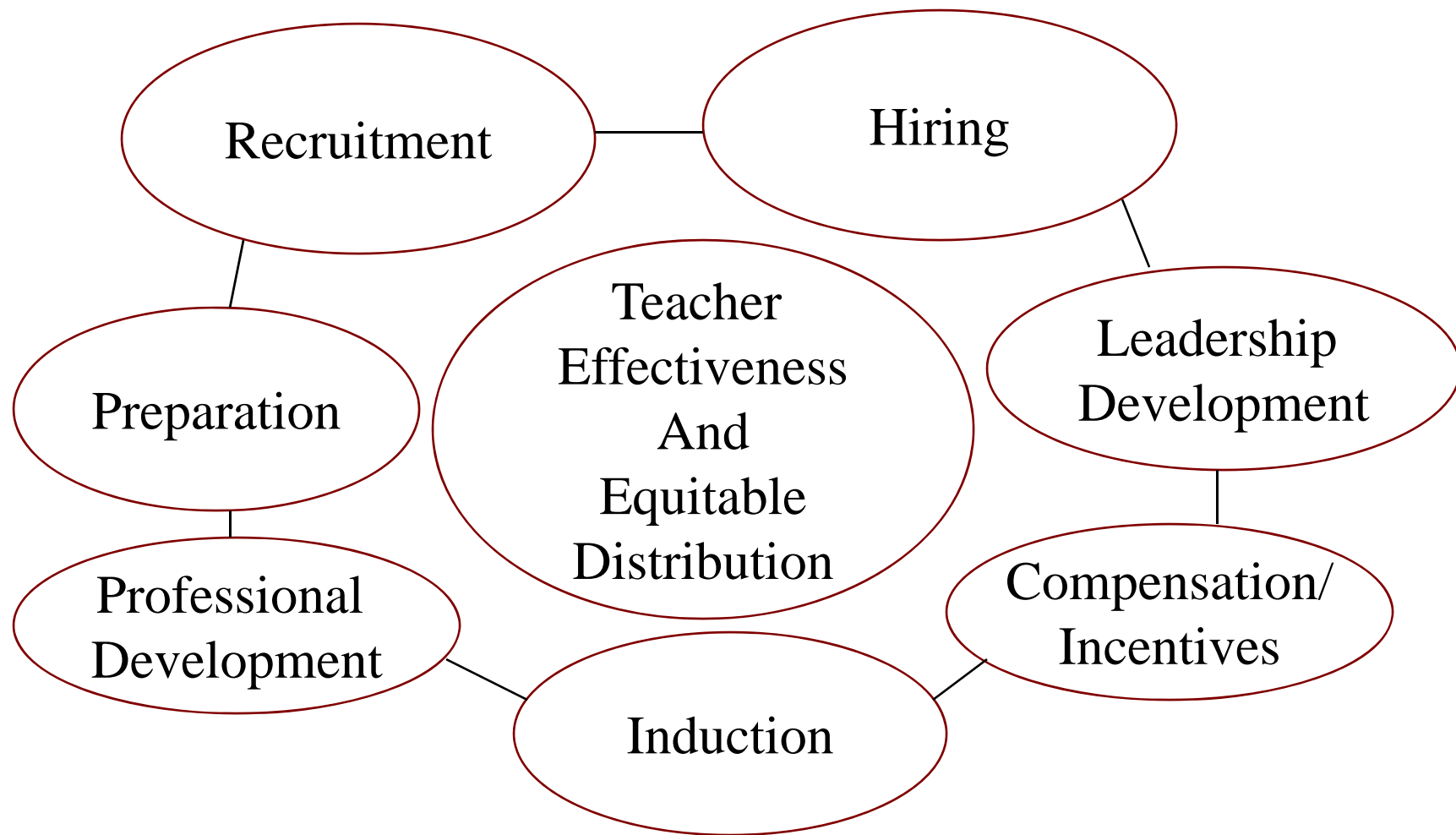
Tricia Coulter

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Quality

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Multiple Facets of Teacher Quality



Federal Opportunities for Funding

- Federal Assurances include:
 - Focus on improvements in teacher effectiveness and equitable distribution of qualified teachers
- Race to the Top proposed priorities include:
 - Differentiating teacher and principal effectiveness based on performance
 - Compensating and promoting teachers based on effectiveness
 - Providing effective support to teachers and principals
Ensuring equitable distribution of effective teachers and principals

Steps in Strategic, Systemic Reform

- Determine status and priorities
 - Data will inform status and allow for targeted intervention
- Create a strategic vision and goal
 - All efforts should have clear link to strategic vision and advance toward overall goals
- Use ARRA map to determine funding opportunities to support efforts towards goal

Questions and Comments

- If you would like to contact the TQ Center with any questions or comments about the ARRA map please e-mail Amy Potemski at amy.potemski@learningpt.org
- If you are interested in receiving technical assistance from the TQ Center on applications for ARRA funds please contact Tricia Coulter at tricia.coulter@learningpt.org.