

**Education Stabilization Fund, CFDA No. 84.394**  
**Guidance Document**  
**August 2009**

The State Fiscal Stabilization Fund (SFSF) for Education is a one-time appropriation under the American Recovery and Reinvestment Act of 2009 (ARRA). The intent of these funds is to help stabilize the budgets of local educational agencies (LEAs) and ensure that they have the resources to avert cuts and retain teachers and programs. Please refer to Attachment 1 for Recommended Uses of ARRA Education Stabilization Funds.

The allocation for each eligible LEA has been computed pursuant to Section 24 of Part A of Chapter 57 of the Laws of 2009 and is represented in a table that is located at [http://stateaid.nysed.gov/budget/html\\_docs/dra\\_restoration.htm](http://stateaid.nysed.gov/budget/html_docs/dra_restoration.htm). These federal funds will be available to LEAs from 7/01/09 until 6/30/10.

LEAs are required to apply online for these funds at (<http://portal.nysed.gov>). For password and user code assistance, LEAs should contact the SED Delegated Account System (SEDDAS) Help number at: 518-473-8832.

The State Education Department maintains information about LEAs in a system called SEDREF. Prior to submitting the electronic application for these funds, the LEA should review SEDREF to ensure that all its information is correct, especially the payee name and address. SEDREF is at: <http://portal.nysed.gov/>. Click on SEDREF Query and follow the instructions.

For changes to the payee information and correspondence address changes, LEAs must notify the Office of Information and Reporting Services, Education Building Annex-Room 863, Albany, NY 12234. The Payee Information is available at <http://www.oms.nysed.gov/caf/forms.html>

**ARRA Requirements for DUNS Numbers and CCR Registration:** To be eligible for ARRA funds, LEAs must have a Data Universal Numbering System (DUNS) number and register with Central Contractor Registration (CCR). LEAs that anticipate the receipt of ARRA funds must take immediate steps to comply with this requirement. Additional information about obtaining a DUNS number and registering with CCR is available at [http://www.grants.gov/applicants/applicant\\_faq.jsp](http://www.grants.gov/applicants/applicant_faq.jsp). LEAs will not be able to apply online until they have a DUNS number and have registered with CCR.

**Project period:** July 1, 2009 – June 30, 2010.

**Reporting Requirements:** An unprecedented level of accountability for the use of all ARRA resources will be expected. LEAs will have to report on ARRA-related financial data and data related to jobs created, layoffs averted, programs delivered, tax increase(s) averted and construction and renovation cost.

**New Revenue Account Code:** The State Comptroller has issued guidance directing LEAs to adapt their current financial accounting system, if necessary, to be able to separately identify ARRA funds. A new revenue account code has been created - A4285 - to report the ARRA revenues on the annual financial reporting document, ST-3. **ARRA funds received from the Education Stabilization Fund must be recorded in the General Fund as revenue account code A4285.** For additional information relative to account codes for ARRA, please refer to <http://usny.nysed.gov/arra/>

## **Instructions for Completion of Online Application**

- Step 1:** Access the Department's web portal <http://portal.nysed.gov> and log on using your SEDDAS account information
- Step 2:** Click on SEDREF Query, locate your district and review information currently on file to ensure all information is correct
- Step 3:** Return to <http://portal.nysed.gov> and click on American Recovery and Reinvestment Act (ARRA) under "My Applications"
- Step 4:** Complete online application

### **Screen 1 – District Information and Instructions**

#### **Data Entry or Chief Administrator Role**

- District Name, Address, Contact, Telephone, E-Mail, BEDS Code and Project Code will have already been populated
- Fill in DUNS Code Number (9 digits)
- Fill in date for Central Contractor Registration
- Education Stabilization Fund Amount will also have been pre-populated
- Read Instructions

### **Screen 2 – Program Narrative and Budget Summary**

#### **Data Entry or Chief Administrator Role**

- Complete Program Narrative. Describe program(s) that will be supported by ARRA funds.
- Complete Budget Summary
  - For information on each data element refer to Attachment 2. Please note that numbers in ( ) refer to the codes used in the Budget Summary section of an FS-20 form.
  - For information on how to calculate FTE for each category, please refer to Attachment 3.
- Complete Tax Increase(s) Averted section if applicable.

### **Screen 3 – Certification and Submission**

#### **Chief Administrator Role**

- Read Segregation of Funds to become familiar with new Revenue Account Code to be used for recording monies received from the Education Stabilization Fund.
- Review the Chief Administrator's Certification statement and assurances located at <http://usny.nysed.gov/arra/>
- Click Certify and Submit button\*

\*Please note that by certifying you have agreed to all of the terms, conditions, assurances and certifications as noted and will submit any reports prescribed by the Department and/or the Federal Government by any deadlines set in the future.

## **Instructions to Claim Funds**

Review the expenditures your district has made for the allowable costs of this project on a regular basis. To obtain reimbursement for the expenditures, complete Form FS-25, Request for funds, and submit it to the NYS Education Department, Grants Finance, Room 510W EB, 89 Washington Avenue, Albany, NY 12234.

There will be no automatic first payment issued upon Department approval of the Education Stabilization Fund application. Payment will not be made for anticipated expenditures. Therefore, you may enter zero on line 4 of the FS-25. (If line 4 is completed, the amount on that line will not be included in the payment calculation.)

FS-25 claims may be submitted as frequently as monthly but monthly claiming is not required.

Up to 70% of the total available for this project will be payable prior to April 1, 2010.

Up to 90% of the total available for this project will be reimbursed through the FS-25 process. Information about additional requirements that must be met in order to obtain full reimbursement will be provided as reporting requirements are finalized.

The FS-25 form and other information about the grant payment process can be accessed from the Grants Finance web site at <http://www.oms.nysed.gov/cafe/>.

**Additional Resources:**

<http://usny.nysed.gov/arra/>

<http://www.recovery.ny.gov/>

<http://www.ed.gov/policy/gen/leg/recovery/guidance>

<http://www.nysed.gov>

## Attachment 1

### Recommended Uses of ARRA – Education Stabilization Funds

#### Allowable uses include but are not limited to:

- Retain existing teachers, administrators and support staff.
- Improving teacher effectiveness and the equitable distribution of highly qualified teachers by:
  - Establishing fair and reliable evaluation systems that provide feedback, help educators improve, and ensure that poor performers are dismissed;
  - Establishing a system for identifying and training highly effective teachers to serve as instructional leaders and modifying the school schedule to allow for collaboration among the instructional staff;
  - Implementing innovative strategies for identification of, advancement of, and compensation for highly effective teachers and leaders;
  - Training and dual certification for ELL or special education teachers; and
  - Identifying and using effective teachers as coaches and mentors.
- Establishing data systems and using data for improvement, including:
  - Strengthening the use of longitudinal data systems to drive effective decision-making and continuous improvement efforts; and
  - Developing and providing intensive professional development on use of data to improve instruction.
  - Implement online Individual Education Program (IEP) aligned to standards.
- Turning around the lowest-performing schools by:
  - Attracting teams of committed educators who are compensated for taking on new assignments and roles in a school in corrective action or restructuring;
  - Extending time for learning, including activities provided before school, after school, during the summer, or over an extended school year;
  - Providing intensive, year-long teacher training in reading that aggressively works on improving students' oral language skills and vocabulary or, in some other way, builds teachers' capacity to address academic achievement problems;
  - Strengthening and expanding early childhood education;
  - Providing intensive training to all teachers in new curriculum and the use of assessment data to improve instruction;
  - Using high-quality, on-line courses as supplemental learning materials to help secondary students meet core content requirements;
  - Closing and re-opening failing schools with new staff, new instructional programs, and additional learning time; and
  - Providing summer programs so that students succeed in algebra and college preparatory classes.
- Improving results for all students:
  - Strengthen early learning;
  - Use technology to improve teaching and learning;

- Create accelerated tracks to college such as early college programs; and
- Invest in school modernization that advances energy efficiency, community and early childhood education.

**Non-Allowable Uses include:**

- Payment of maintenance costs;
- Payment for stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public;
- Purchase or upgrade of vehicles;
- Improvement of stand-alone facilities whose purpose is not the education of children, including central office administration or operations or logistical support facilities; or
- School modernization, renovation, or repair that is inconsistent with State law.

## Attachment 2

Data Element	Definition
Layoffs Averted	<p>An estimate of the number of jobs to be retained. This estimate shall include only existing filled positions that were retained to support or carry out Recovery Act projects or activities managed directly by the school district. The number shall be expressed as “full-time equivalent” (FTE), calculated cumulatively as all hours worked divided by the total number of hours in a full-time schedule, as defined by the recipient. For instance, two full-time employees and one part-time employee working half days would be reported as 2.5 FTE in each. See Attachment 3 for a detailed description of the methodology.</p> <p>Associated costs for each of these elements may include salaries (15 and 16) and benefits (80).</p>
Teachers	
Administrators	
Support Staff	
Jobs Created	<p>An estimate of the number of jobs to be created. This estimate shall include only <b>new</b> positions created to support or carry out Recovery Act projects or activities managed directly by the school district. The number shall be expressed as “full-time equivalent” (FTE), calculated as above.</p> <p>Associated costs for each of these elements may include salaries (15 and 16) and benefits (80)</p>
Teachers	
Administrators	
Support Staff	
Purchased Services, Construction or Renovation, Equipment and Other	<p>An estimate of the number of <u>direct</u> jobs to be created as a result of purchasing services from private vendors (40) and BOCES (49).</p> <p>An estimate of the number of direct jobs to be created as a result of direct expenditures related to Construction and/or Renovation (30), Equipment (20) or any item categorized in “Other”. This estimate shall include any new positions (or additional hours for hourly employees) created or added to support or carry out Recovery Act projects or activities in agencies providing services to the LEA. The number shall be expressed as “full-time equivalent” (FTE), calculated as above. If number of FTEs is unknown at this time, please note that in the future LEAs will be required to report this information. All contracts should include requirements for contractors and/or vendors to provide this information.</p> <p>Associated costs for “Other” may include Supplies and Materials (45), Travel Expenses (46), or Indirect Services (90) and must be detailed in the Program Narrative</p>
Tax Increase(s) Averted	<p>An estimate of the total amount of local tax revenues originally proposed to voters or originally included in the district's budget plan that were not imposed or collected as a result of the availability of this ESF allocation. This is not a tax rate/thousand of assessed value, but total revenues.</p>

## Attachment 3

### 5.3 What methodology should recipients use when calculating the number of jobs created or retained?

The requirement for reporting jobs is based on a simple calculation used to avoid overstating the number of other than full-time, permanent jobs. This calculation converts part-time or temporary jobs into “full-time equivalent” (FTE) jobs. In order to perform the calculation, a recipient will need the total number of hours worked that are funded by the Recovery Act. The recipient will also need the number of hours in a full-time schedule for a quarter. The formula for reporting can be represented as:

$$\frac{\text{Cumulative Recovery Act Funded Hours Worked (Qtr 1...n)}}{\text{Cumulative Hours in a Full-Time Schedule (Qtr 1...n)}} = \text{FTE}$$

Example:

Assume that a recipient is preparing its first quarterly report and that the recipient’s Recovery Act funded work required two full-time employees and one part-time employee working half days for the quarter. Also assume that the recipient’s full-time schedule for the quarter is 520 hours (2080 hours in a work-year divided by 4). To convert hours worked to number of FTE for the first quarterly report, aggregate all hours worked and divide by the number of hours in a full-time schedule for the quarter. In this example, full-time hours worked (520 hrs x 2 employees = 1040 hrs) + part-time hours worked (260 hrs) ÷ number of hours in a full-time schedule for the quarter (520 hrs) = 2.5 FTE reported in the first quarterly report. Because jobs are reported cumulatively each quarter, this same number of FTE would be reported for the second quarter if the same number of employees worked the same number of hours.

Reporting is cumulative across the project lifecycle, and will not reset at the beginning of each calendar or fiscal year. In the example above, the 2.5 FTE reported in the first quarterly report will stay the same through the project lifecycle, assuming the same number of employees work the same number of hours.

### 5.4 How should recipients estimate the job impact of funding provided to sub-recipients?

Recipients must include an estimate of jobs created and retained on projects and activities managed by their funding recipients in their aggregate number and their narrative description. This information will be provided for each project and activity funded by the Recovery Act. The clarification that recipients must report jobs estimates for all sub-awarded funds is an update from previous guidance.

For example, consider a prime recipient that receives a \$10 million grant from a Federal agency for a specific project or activity. Assume the prime recipient hires five FTE to administer the program at a total cost of \$1 million, and distributes nine \$1 million grants to sub-recipients. In this case, the prime recipient will report the direct job creation of 5 FTE, and would also provide an estimate of the total employment impact of the nine \$1 million grants (using the same FTE methodology discussed in 5.3).

Prime recipients are required to generate estimates of job impact by directly collecting specific data from sub-recipients and vendors <sup>1</sup> on the total FTE resulting from a sub-award. To the maximum extent practicable, information should be collected from all sub-recipients and vendors in order to generate the most comprehensive and complete job impact numbers available.

Source: *ARRA 1512 Recipient Reporting - Guidance from Federal Government*, 6/22/09  
[http://www.whitehouse.gov/omb/assets/memoranda\\_fy2009/m09-21.pdf](http://www.whitehouse.gov/omb/assets/memoranda_fy2009/m09-21.pdf)

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<sup>1</sup> Job estimates regarding vendors of prime- or sub-recipients, should be limited to direct job impacts for the vendor and not include “indirect” or “induced” jobs (see Section 5.2), e.g., hiring/retaining employees for infrastructure projects.