

U.S. DEPARTMENT OF EDUCATION

STUDY OF SCHOOL-LEVEL EXPENDITURES

Form A: Data Reporting Instructions for School-Level Expenditure Data for State Educational Agencies and Local Educational Agencies

August 28, 2009

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB number. The valid OMB control number of this information collection is 1875-____. The time required to complete this information collection is estimated to average 40 hours per district response and 741 hours per state response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimates(s) or suggestion for improving this form, please write to: U.S. Department of Education, Washington, 20202-4651.

If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Policy and Program Studies Service, Office of Planning, Evaluation, and Policy Development, U.S. Department of Education, 400 Maryland Avenue SW, Room 6W203, Washington, DC 20202-8240.

Requirement to Cooperate With This Data Collection

The statutory language for this data collection requirement is included in the section of the *American Recovery and Reinvestment Act of 2009* that authorizes the appropriation of an additional \$13 billion in Title I Part A funds, and reads as follows:

For an additional amount for “Education for the Disadvantaged” to carry out title I of the Elementary and Secondary Education Act of 1965 (“ESEA”), \$13,000,000,000: *Provided*, That \$5,000,000,000 shall be available for targeted grants under section 1125 of the ESEA: *Provided further*, That \$5,000,000,000 shall be available for education finance incentive grants under section 1125A of the ESEA: *Provided further*, That \$3,000,000,000 shall be for school improvement grants under section 1003(g) of the ESEA: *Provided further*, That each local educational agency receiving funds available under this paragraph shall be required to file with the State educational agency, no later than December 1, 2009, a school-by-school listing of per-pupil educational expenditures from State and local sources during the 2008–2009 academic year: *Provided further*, That each State educational agency shall report that information to the Secretary of Education by March 31, 2010.

As indicated above, the *ARRA* statute only requires districts that receive Title I, Part A *ARRA* funds (i.e., funds allocated under the Targeted Grants and Education Finance Incentive Grants formulas) to report school-level per-pupil expenditures. However, the Department is also requiring districts that receive Title I funds under the Basic Grant and Concentration Grant formulas to provide the same school-level expenditure data. Section 1501 of the *ESEA* authorizes the Department to conduct evaluations to “assess the implementation and effectiveness of programs under [Title I],” and states and school districts are required to cooperate with Department evaluations of the Title I program, as a condition of receiving Title I funding (see Section 9304(a)(4) and 9306(a)(4) of *ESEA*).

Because these data will be used to evaluate the effectiveness of the Title I comparability requirement under Section 1120A(c) in ensuring the equitable distribution of state and local resources at the school level, this data collection is covered under the requirement for mandatory participation in Department evaluations of Title I. Collecting data on the universe of Title I school districts will be useful because differential personnel expenditures may be more pronounced in lower-poverty Title I districts than the higher-poverty ones that receive *ARRA* funds. There are an estimated 12,012 districts that are expected to receive Title I, Part A *ARRA* funds; the additional number of districts that receive Title I funds but not Title I *ARRA* funds is estimated at 1,095 districts.

The Department has sought to minimize the burden of this mandated data collection on states and school districts in the following ways. First, we are defining “school-level expenditures” using expenditure classifications that are already used in existing National Center for Education Statistics (NCES) and U.S. Census Bureau fiscal data collections at the district level. Second, we are focusing on school-level expenditures related to instruction and support functions, and are not asking for school-level expenditure data for functions that are commonly accounted for at the district level such as facilities operations and maintenance, transportation, or food services. Third, we are asking respondents to exclude employee benefits, which may be supported and accounted for through multiple funding mechanisms. Finally, we are asking districts and states to only report those non-personnel expenditures that were tracked at the school-level in district and state data systems for the 2008-09 school year.

Definition of School-Level Expenditures to Be Included in This Data Collection

LEAs and SEAs should report the following four categories of school-level expenditures from state and local funds:

- Personnel salaries at the school level for all school-level instructional and support staff, based on the Census Bureau's classification used in the F-33 survey of local government finances.
- Personnel salaries at the school level for instructional staff only.
- Personnel salaries at the school level for teachers only.
- Non-personnel expenditures at the school level (if available).

Table 1 shows the Census Bureau's classification of four types of school-level personnel that are involved in instructional and support functions, based on the F-33 survey of local government finances (see Table 2 for more detail):

**Table A-1
Types of School-Level Personnel Involved in Instruction and Support Functions**

Instruction	Includes teachers and instructional aides.
Support services – pupils	Includes guidance counselors, nurses, attendance officers, speech pathologists, and other staff who provide support services for students.
Support services – instructional staff	Includes salaries for staff involved in curriculum development, staff training, operating the library, media and computer centers.
Support services – school administration	Includes principals and other staff involved in school administration.

Additional instructions for reporting salary expenditures. LEAs and SEAs should include all types of salary expenditures, including not only base salaries but also incentive pay, bonuses, and supplemental stipends for mentoring or other additional roles. However, do not include expenditures on employee benefits or expenditures made from federal program funds. In addition, it is preferable to also exclude expenditures for special education.

Additional instructions for reporting non-personnel expenditures. LEAs and SEAs are asked to include the following types of expenditures, if this information is available at the school-level:

- Professional development for teachers and other staff
- Instructional materials and supplies
- Computers, software, and other technology
- Contracted services such as distance learning services
- Library books and media center learning materials

Table 3 provides specifications for the datafiles that SEAs are expected to submit in response to this requirement. SEAs should also complete the checklist in Table 4 to indicate the characteristics of the expenditure data that they are submitting.

Rationale for the Department's Approach for Meeting the ARRA Requirement to Collect Data on School-Level Expenditures

The Department of Education recognizes that reporting school-level expenditure data may be a challenging task for many states and school districts, because state and district financial data systems that were in place for the 2008-09 school year may not have tracked expenditures for individual schools. However, we also know that school districts typically have personnel data systems that can identify which staff are assigned to each school, and at a minimum they should be able to extract and report salary data for school-level staff; indeed, many states already collect and compile such school-level personnel expenditure data. Data on personnel salaries do not provide a complete picture of school-level resources, but they would capture the majority of expenditures that occur at the school level. In addition, some districts and states have more comprehensive data systems in place that can track and report non-personnel expenditures as well.

Rationale for specific components of this data collection:

- **Salaries for all school-level instructional and support staff.** This is expected to capture the majority of school-level expenditures for instructional and support functions.
- **Salaries for instructional staff only and for teachers only.** Teachers and other instructional staff are particularly important to the educational opportunities provided to students, and the study will examine the distribution of these resources separately, in addition to examining the distribution of total reported school-level expenditures.
- **Non-personnel expenditures at the school level (if available).** Non-personnel expenditures are an important component of total educational resources provided in a school. Collecting these data will permit a more complete examination of the distribution of school-level expenditures where this is supported by existing data systems.
- **Inclusion of all types of salary expenditures, including not only base salaries but also incentive pay, bonuses, and supplemental stipends for mentoring or other additional roles.** Supplemental pay can be an important component of total staff compensation and should be included in an examination of school-level expenditures.
- **Exclusion of expenditures from federal programs.** The *ARRA* requirement is to report only expenditures from state and local funding sources, because federal programs are intended to supplement an equitably-distributed base of state and local resources.
- **Exclusion of special education expenditures.** Because special education expenditures will vary in relation to the numbers and types of students with disabilities in a particular school, excluding these expenditures would provide a more meaningful picture of the equitable distribution of school-level funds.
- **Exclusion of employee benefits.** State and district practices for supporting and accounting for employee benefits vary widely. Excluding employee benefits will reduce the burden of this data collection for states and districts and also reduce potential problems with the comparability of the data.

Description of Types of School-Level Expenditures Associated with Instruction and Instructional Support

**Table A-2
Expenditures Associated with Instruction Based on the
Census Bureau's F-33 Survey of Local Government Finances**

Function Code	Activity	Description	Personnel Expenditures	Description/Comments
1000	Instruction	Includes the activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom. Expenditures are for teachers who provide instruction to students in a classroom but may include personnel who teach in another location such as home or hospital or in other learning situations such as those involving co curricular activities.	Personnel costs associated with salaries only (Object series 100)	These are amounts paid to both permanent and temporary school district employees, including personnel substituting for those in permanent positions. This includes gross salaries for personal services rendered while on the payroll of the school district. Object series can be broken out further, for example, to distinguish between: <ul style="list-style-type: none"> • Teachers (Object series 101) and • Instructional Aides (Object series 102)
2100	Support services – pupils	These are activities designed to assess and improve the well being of students and to supplement the teaching process. This includes expenditures for guidance, health, attendance, and speech pathology services etc.	Same	
2200	Support services – instructional staff	These are activities associated with assisting the instructional staff with the content and process of providing learning experiences for students. This includes, for example, expenditures for staff involved in curriculum development, staff training, operating the library, media and computer centers.	Same	
2400	Support services- school administration	These activities relate to the overall administrative responsibility for a school.	Same	

Specifications for Data Submissions

Table A-3
Specifications for Data to Be Included in LEA and SEA Reports
on School-Level Expenditures in 2008-09

Field	Item	Comments
1	STATE NAME	
2	LEA ID	NCES ID code.
3	LEA NAME	
4	SCHOOL ID	NCES ID code.
5	SCHOOL NAME	Includes all schools in a Title I LEA— <i>i.e.</i> , Title I and non-Title I schools.
6	PERSONNEL SALARIES AT SCHOOL LEVEL – Total	This would include the salaries for all school-level staff associated with the functions shown in Appendix D, <i>i.e.</i> , teachers, paraprofessionals, principal, and other specialized staff who work at the school. The expenditures for a school would be the sum of the salaries for all such staff employed at the school; however, these expenditures should not include salaries paid from federal program funds or from special education funds.
6a	PERSONNEL SALARIES AT SCHOOL LEVEL – Instructional Staff Only	This is a subset of item 6 and should include salaries for instructional staff only.
6b	PERSONNEL SALARIES AT SCHOOL LEVEL – Teachers Only	This is a subset of item 6a and should include salaries for teachers only.
6c	NON-PERSONNEL EXPENDITURES AT SCHOOL LEVEL (if available)	This would include any non-personnel expenditures that the state or district accounts for at the school level. However, these expenditures should not include expenditures from federal program funds or from special education funds.
7	STUDENT ENROLLMENT	Enrollment data will be pre-populated from ED <i>Facts</i> if available and should be reported as of the date used by NCES to collect CCD data-- <i>i.e.</i> , October 1, 2008.
8	PERSONNEL SALARY EXPENDITURES PER STUDENT ENROLLED	Calculate Line 6 divided by Line 7. States are asked to perform this calculation as a check on the apparent accuracy of the reported data.

State Checklist

**Table A-4
State Checklist on Characteristics of School-Level Expenditure Data**

Personnel Expenditures		
• Excludes salaries paid through federal funds	Yes _____	No _____
• Excludes salaries for special education staff	Yes _____	No _____
• Excludes employee benefits	Yes _____	No _____
• Includes incentive pay and/or bonuses	Yes _____	No _____
• Includes supplemental pay for additional roles	Yes _____	No _____
Non-Personnel Expenditures		
• Excludes expenditures from federal funds	Yes _____	No _____
• Excludes expenditures for special education staff	Yes _____	No _____
• Includes expenditures for professional development	Yes _____	No _____
• Includes expenditures for instructional materials/supplies	Yes _____	No _____
• Includes expenditures for computers/software/technology	Yes _____	No _____
• Includes expenditures for contracted services	Yes _____	No _____
• Includes expenditures for library books/media center materials	Yes _____	No _____
• Includes expenditures for other non-personnel expenditures (please specify _____)	Yes _____	No _____