



**AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS**

Report of Findings
**One Year Later:
How the Economic Downturn Continues to
Impact School Districts**

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Abstract

This study is the sixth in a series of studies conducted by the American Association of School Administrators on the impact of the economic downturn on schools. AASA launched the series in fall 2008 in response to state budget shortfalls, federal buy-outs and interventions, and a series of additional events characterizing a slowing, stagnant economy. As the economic situation worsened, AASA continued to monitor its impact on schools through a series of surveys of school administrators nationwide.

The previous studies in the AASA Economic Impact Study series (available at www.aasa.org/research.aspx) include:

- “Schools and the Stimulus: How America’s Public School Districts Are Using ARRA Funds”(released Aug. 25, 2009)
- “Looking Back, Looking Forward: How the Economic Downturn Continues to Impact School Districts” (released March 25, 2009)
- “AASA Impact of the Economic Downturn on School Jobs Snapshot Survey” (released Jan. 16, 2009)
- “AASA Opportunity for Federal Education Funding Survey” (released Dec. 15, 2008)
- “AASA Study of the Impact of the Economic Downturn on Schools” (released Nov. 12, 2008)

Collectively, the findings of the AASA economic impact studies demonstrate that school districts in every part of the country are subject to the realities of the economic downturn. The findings indicate that the financial crisis continues to threaten and impact the progress schools have obtained and the stability they have enjoyed in the past. The surveys also help illustrate how policy at the federal level, especially around the American Recovery and Reinvestment Act, plays out at the local level and helps lessen or reverse some of the financial constraints districts are dealing with.

This latest study, "One Year Later: How the Economic Downturn Continues to Impact School Districts," is based on a study of school administrators conducted in September and October 2009. Eight hundred seventy-five (875) school administrators from 49 states and the District of Columbia completed the survey. This survey asks many of the same questions included in the five previous surveys, in an effort to begin to collect and analyze long-term data.

Now one year after the initial AASA report on the impact of the economic downturn on school districts, there are yet to be concrete indicators of a rebound in the nation’s economy. Unfortunately, school districts' economic welfare appears to be a lagging indicator, even further behind the still less-than-stable remainder of the economy. The survey data supports a “diluted” impact for schools. Said another way, America’s schools were not insulated from the immediate economic downturn experienced in the fall of 2008 and the impacts continue to hamper district operation. Looking forward, the 2010-11 and 2011-12 school years will be challenging. Districts and school administrators will be answering tough questions about items, programs and personnel that can be cut, while trying to figure out what—if any—economic recovery is in store at the state and local level while also contemplating the anticipated end of the American Recovery and Reinvestment Act funds.

The data from AASA's latest survey indicate that stopgap efforts to avoid reductions in force were short-lived. Commonly understood to represent more than 80 percent of most school districts' budgets, personnel reductions were inevitable.

- The percentage of districts reducing staff-level (non-instructional) hiring more than tripled from 11 percent in 2008-09 to 39 percent in 2009-10. The percentage of districts considering hiring reductions for the 2010-11 school year (27 percent) is smaller than for 2009-10, but still more than double that of 2008-09.
- The percentage of districts furloughing personnel more than doubled, growing from 5 percent in 2008-09 to 11 percent in 2009-10. Projections are larger for next year, with 13 percent considering furloughs in 2010-11.
- The percentage of districts laying off personnel almost quadrupled between 2008-09 and 2009-10, growing from 8 percent to 31 percent. Thirty-one percent were considering layoffs for the 2010-11 school year.
- Two-thirds (66 percent) of respondents reported having to eliminate positions for the 2009-10 school year. An overwhelming 83 percent anticipate having to eliminate further positions in 2010-11.
- This survey's 875 respondents identified 13,422 positions slated for elimination in the 2009-10 school year, an average loss of 15 positions per respondent in the 2009-10 school year. They identified 9,641 potential personnel cuts in 2010-11, an average of 11 positions per respondent.

When asked how ARRA dollars impacted their state and local revenues, 83 percent reported that ARRA dollars did not represent a funding increase. More specifically, only 13 percent reported that the ARRA dollars represented any increase above state and local funding levels. The data seem to illustrate a "shell game" in which state budgets were cut only after it was known that ARRA included money for education.

- Twenty-eight percent of districts were facing state and local cuts that were only made deeper by the so-called "shell game." Six percent of districts reported a net gain in state and local revenues that were erased in light of ARRA funds, which were then used to backfill those cuts.

ARRA dollars are flowing to states and local school districts, and an overwhelming majority of districts have already received or anticipate receiving very soon their ARRA Title I (90 percent) and Individual with Disabilities Education Act (94 percent) dollars. Respondents reported a handful of other funding streams through which they have already received (or anticipate receiving) funds beyond those received through the three major education investments in ARRA (Title I, IDEA and State Fiscal Stabilization Funds). As would be expected, more school districts reported having received stimulus money than was reported in AASA's August 2009 survey.

More than one-third (35 percent) of respondents were unable to save any core teaching jobs as a result of ARRA monies, a trend that spread across other teaching positions: 36 percent of districts were unable to save any special education positions, compared to 37 percent for teaching aide/assistant positions, 45 percent for art/music/physical education teaching positions, and 50 percent for foreign language teaching jobs. This is a slight improvement from the August survey, where almost half of respondents (47 percent) were unable to save any core subject or special education teaching positions.

The inability to save jobs reaches far beyond teaching positions. More than half (59 percent) of districts reported being unable to save any of the central office or administrative positions slated for elimination in their district. Likewise, 58 percent were unable to save any maintenance, cafeteria or transportation staff positions, 58 percent were unable to save school librarian positions, and 57 percent were unable to save school nursing positions.

Echoing their interest in flexibility for the stimulus dollars in AASA's August 2009 survey, more than two-thirds (68 percent) of respondents expressed interest in being granted a waiver for maintenance of effort (MOE). Thirty-six percent of respondents reported that their state will allow LEAs to take advantage of MOE waivers. Half (50 percent) reported that their state has yet to decide if they will allow LEAs to take advantage of this flexibility.

AASA members have reported how difficult it can be to implement innovation and reform when funding levels are cut or flat-lined and the stimulus dollars are simply filling budget holes. When asked how their districts are using ARRA funds to bring about education innovation and reform, almost half (47 percent) reported *"This does not apply. The ARRA funds simply fill budget cuts and do not represent enough funding for new innovations/reform."* This is up from 31 percent in August.

The impacts of the economic downturn reach beyond a student's academic experience. In an environment that wants so much more from its schools, the economic realities facing schools have served to short circuit the research-based school improvement efforts underway, forcing budget cuts in areas that directly impact student learning and achievement.

- The percentage of districts increasing class size grew almost six-fold between 2008-09 and 2009-10, from 6 percent to 34 percent. An additional 27 percent are considering class size increases for 2010-11, down from 2009-10, but still more than four times the level of 2008-09.
- The percentage of districts eliminating field trips almost doubled, from 9 percent in 2008-09 to 16 percent in 2009-10, and is anticipated to grow even further (to 25 percent) in 2010-11.
- The percentage of districts deferring maintenance almost doubled from 13 percent in 2008-09 to 24 percent in 2009-10. A smaller amount (17 percent) are considering such action in 2010-11.
- The percentage of districts cutting bus transportation routes and availability doubled, from 10 percent in 2008-09 to 20 percent in 2009-10. Fifteen percent of districts considering similar cuts for 2010-11.

Author's Note: This survey gathered preliminary data on the impact of the economic downturn for the 2010-11 school year. Please keep in mind that these numbers are subject to change as districts move forward with their budget processes. They will be answering tough questions about items, programs and personnel that can be cut, while trying to figure out what — if any — economic recovery is in store at the state and local level while also contemplating the anticipated end of the American Recovery and Reinvestment Act funds.

Report of Findings

Section 1: The Economic Downturn and School Employment

Now one year after the initial AASA report on the impact of the economic downturn on school districts, there remains to be seen any concrete signs of a rebound in the nation's economy. School districts' economic welfare appears to be a lagging indicator as compared to the mild recovery being experienced by the remainder of the economy. Unfortunately, school districts' economic welfare appears to be a lagging indicator, even further behind the still less-than-stable remainder of the economy. The survey data supports a "diluted" impact for schools. AASA's November 2008 and March 2009 survey data indicate that the onset of the recession, while somewhat buffered, was felt immediately by school districts and their relief from the downturn has yet to reach the same stabilized levels reported in some sectors of the economy. Said another way, American schools were not insulated from the immediate economic downturn experienced in the fall of 2008 and the impacts continue to hamper district operation.

While school systems have not been immune to the economic downturn, the initial impact was somewhat buffered, given that districts were operating under school budgets provided in steadier financial times. That is, when the economic downturn hit in 2008, schools were operating on an already-passed budget. While they made some changes and cuts to the 2008-09 school-year budgets, it was the 2009-10 school-year budgets that were more illustrative of the impact of the economic downturn on schools. Unfortunately, the budget-lag that buffered them from feeling the full brunt of the downturn will most likely still be there as the economy recovers. It is very likely that while some portions of the economy appear to have stabilized somewhat, school districts are further removed from their own budgets stabilizing, and will continue to operate on leaner budgets passed while the economy had still not recovered.

The delay in recovery may be partially explained by the nature of the fiscal operation of nearly half of all of the reporting school districts. Compared to a year ago, when 27 percent of the respondents reported their districts to be fiscally dependent, this survey found 44 percent of the respondents to depend on another government to approve their budget. This may somewhat explain the delay for school districts feeling the impact of the recovery, although more than half of those responding were fiscally independent and largely not subject to the actions of another government.

Findings:

- Seventy-six percent of districts described their current (September/October 2009) economic situation as inadequately funded, compared to 23 percent reporting adequate funding and 1 percent reporting a surplus (Q1), holding steady from the February survey findings (75 percent reported inadequate, 23 percent adequate, 2 percent surplus).
- Eighteen percent of districts reported a net increase in state/local revenues from 2008-09 to 2009-10, compared to 30 percent reporting a net decrease, and 17 percent reporting level funding. (Q12)

- Forty-four percent of respondents were in fiscally dependent districts. That is, their fiscal operation was subject to approval by another local government. More than half (55 percent) were fiscally independent. (Q2)

Beyond the limited impact provided by a delayed budget timeline mentioned above, most school districts operate with precious little reserve to buffer them from an economic downturn, resulting in an almost immediate call-to-action when the downturn occurs. In previous surveys, AASA has documented the measures districts take to cope with revenue shortfalls. This study documents the continued erosion of fiscal resources managed by school districts. While incremental in their effort to minimize the loss of effectiveness, the compounded effect of these cutbacks cannot be overemphasized.

Personnel-Related Budget Cuts

The data below indicate that districts' stopgap efforts to avoid reductions in force were short-lived. Commonly understood to represent more than 80 percent of most school districts' budgets, personnel reductions were inevitable. While efforts to institute a temporary solution through furloughing personnel suggests a method for retaining the district's valuable investment in the development of a highly trained workforce, they also represent a level of uncertainty or loss of confidence that can result in permanent loss of some of those employees. Those employers who experience an earlier recovery than school districts can often benefit from the availability of this trained workforce seeking stability in employment. The regrettable consequence of the loss of a trained workforce for America's schools has both monetary and time-related unanticipated costs associated with the training an equally-qualified workforce replacement once districts start feeling relief from the lagging economy. These costs are significant and directly impact the accomplishment of the learning mission of the district.

Findings:

- Survey respondents reported a variety of personnel-related budget cuts:
 - The percentage of districts freezing outside professional service contracts more than quadrupled between 2008-09 and 2009-10: Five percent reported freezing outside contracts in 2008-09, compared to 22 percent in 2009-10. Almost one-quarter (24 percent) are considering the action for 2010-11, an almost five-fold increase from 2008-09. (Q3)
 - The percentage of districts reducing non-teaching professional support personnel almost quadrupled between 2008-09 and 2009-10: Ten percent reported non-teaching staff reductions in 2008-09, compared to 39 percent in 2009-10. The percentage of districts considering this action for 2010-11 (27 percent) is lower than 2009-10, but still almost three times above that of 2008-09. (Q3)
 - The percentage of districts reducing outside staff development consultants almost quadrupled between 2008-09 and 2009-10, growing from 9 percent to 34 percent. A smaller number of districts are considering this action for 2010-11, though at rates (23 percent) still more than twice that of 2008-09. (Q3)
 - The percentage of districts reducing staff-level (non-instructional) hiring more than tripled from 11 percent in 2008-09 to 39 percent in 2009-10. The 2010-11 levels (27 percent) are below that of 2009-10, but still more than double that of 2008-09. (Q3)

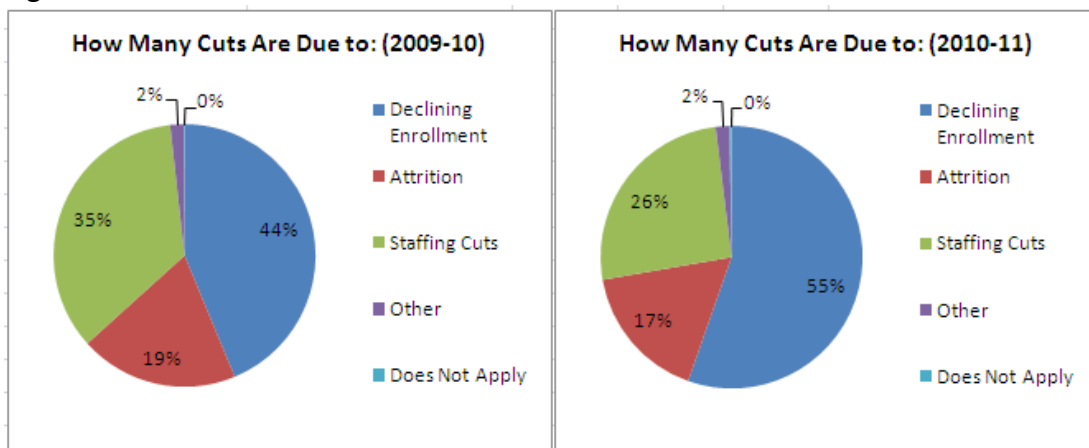
- The percentage of districts furloughing personnel more than doubled, growing from 5 percent in 2008-09 to 11 percent in 2009-10. That number is expected to grow even further, with 13 percent considering furloughs in 2010-11. (Q3)

The responses to this survey indicate that the loss of staff has not been limited to furloughs and has, in fact, translated in layoffs. This compounds the challenge facing superintendents in returning their district to previous levels of operation.

Findings:

- The percentage of districts laying off personnel almost quadrupled between 2008-09 and 2009-10, growing from 8 percent to 31 percent, and holds steady with 31 percent considering layoffs for the 2010-11 school year.
- When asked, two-thirds (66 percent) of respondents reported having to eliminate positions for the 2009-10 school year. (Q6) An overwhelming 83 percent anticipate having to eliminate further positions in 2010-11. (Q7)
- Among survey respondents, the average district has 504 staffing positions (including administrative, teaching and support staff positions). (Q8)
- This survey’s 875 respondents identified 13,422 positions slated for elimination in the 2009-10 school year, an average loss of 15 positions per respondent in the 2009-10 school year. They identified 9,641 potential cuts in 2010-11, an average of 11 positions per respondent. (Q9, Q10)
- Declining enrollment continues to be the No. 1 reason for staff cuts, at 44 percent in 2009-10 and 55 percent in 2010-11, followed by staffing cuts and attrition. (Q9, Q10) See *Figure 1*.

Figure 1



- School districts are cutting all types of jobs, from instructional teaching positions and librarians to nurses and support staff. (Q11) A total of 366 survey respondents cut core subject classroom teachers in 2009-10 and 316 anticipated taking the same action in 2010-11. More than 100 (117) districts cut special-education teachers in 2009-10, and 79 anticipated doing so in 2010-11. The table below illustrates how virtually every position in the schools is feeling the squeeze: See *Table 1, next page*.

<i>Table 1 – Personnel Cuts</i>	2009-10	2010-11
Core subject classroom teachers	366	316
Art/music/phys education teachers	146	176
Foreign language teachers	76	68
Special education teachers	117	79
Teacher aides/assistants	410	359
School secretaries	151	118
School librarians	111	75
School nurses	54	44
Maintenance/cafeteria/transportation staff	296	233
Central office/administration	279	176
Other	136	118

Looking at these numbers, some might call for more cuts to non-instructional positions, including central-office and administration, in an effort to save teaching jobs. Keep in mind that the overall intent of the stimulus is to save jobs and stimulate the economy, and that any district would be negatively impacted if all job cuts came from only one line of personnel. As the professional organization representing school administrators, AASA would be remiss if this report did not point out that, on average, central-office and administration represents only seven to eight percent of a school or district's overall employment. As such, the data reported above seem to indicate that central-office and administrative positions are being cut at a much higher rate than other personnel positions.

Operations-Related Cost Savings

The inelastic nature of school district budgets, combined with difficult financial times, make the decision-making role for school superintendents an unenviable role, at best. As superintendents and boards scramble to implement sound solutions under difficult conditions, some stopgap measures have been implemented. While they are not new, the extent to which they are being employed is significant and demonstrates the ability of school districts to employ solutions that can prove effective in the short run.

Findings:

- More than one-fifth (21 percent) of districts reported eliminating non-essential travel for 2008-09. This grew to 41 percent in 2009-10, and an additional 19 percent are considering it for 2010-11. (Q4) This is an interesting point to ponder. It is very likely that the districts that cut non-essential travel in 2008-09 never budgeted for it in 2009-10, meaning it was not available to cut. What does this mean? These numbers likely represent cumulative growth, such that the actual percentage of districts that have eliminated non-essential travel is closer to 60 percent in 2009-10, when you add the 2008-09 and 2009-10 responses.
- Continuing to illustrate their commitment to bring resources to their district in the most cost- and resource-effective manner, school districts reported a growing participation in bulk-purchasing groups or co-ops. More than one-third (34 percent) joined in 2008-09, 29 percent in 2009-10 and an additional 11 percent were considering it for 2010-11. (Q4)

Section 2: American Recovery and Reinvestment Act and the Economic Downturn

Funds from the American Recovery and Reinvestment Act of 2009 include roughly \$100 billion for America's public schools, the largest one-time infusion of funds into schools in history. ARRA is providing welcome, yet temporary, relief. The replacement of state-operating revenue with ARRA funds only delays the inevitable and provides a temporary solution to a lingering problem: unstable or inadequate state and local budgets. Balancing state budgets using ARRA funds is not a solution, and the sobering realities reported below present a challenge that can be neither overstated nor ignored.

ARRA Impact on State/Local Revenues

When asked how ARRA dollars impacted their state and local revenues, 83 percent reported that ARRA dollars did not represent a funding increase. More specifically, only 13 percent reported that the ARRA dollars represented any increase above state and local funding levels. The data bulleted below illustrates a "shell game." That is, while states do their best to protect education funding in hard economic times, a fair number of respondents reported that their state budgets were cut only after it was known that ARRA included money for education. A funding priority is not a true priority when it changes with the circumstances. Twenty-eight percent of districts were facing state and local cuts that were only made deeper by the so-called "shell game." More alarmingly, six percent of districts reported net gains in state and local revenues that were erased in light of ARRA funds, which were then used to backfill those cuts.

Findings:

- When asked how ARRA dollars impacted changes in state/local revenues: (Q13)
 - More than one-third (39 percent) of districts reported *"My district had a net loss before ARRA. ARRA dollars filled some, but not all, of the budget holes."*
 - More than one-quarter (28 percent) reported *"My district had a net loss before ARRA. In light of ARRA, state leaders reassessed the budget situation and further cut state revenues. ARRA dollars were used to offset these cuts."*
 - Ten percent reported *"My district had a net loss before ARRA. ARRA filled all of the budget holes and state and local revenues held steady as a result."*
 - Nine percent of districts reported *"My district had neither a net loss nor a net gain before ARRA, and the ARRA dollars were all in addition to state and local revenues."*
 - Four percent of districts reported *"My district had a net gain before ARRA, and the ARRA dollars further increased the net gain."*
 - Six percent of districts reported *"My district had a net gain before ARRA. In light of ARRA, state leaders reassessed the budget situation, cutting our state revenues and using ARRA dollars to offset the cuts."*

Flow of ARRA Dollars to Schools

Even when schools were dismissed for summer vacation, ARRA dollars were flowing to states and local school districts. An overwhelming majority of districts responding to the survey had already received or anticipated receiving very soon their ARRA Title I and Individual with Disabilities Education Act dollars. Respondents reported a handful of other funding streams through which they had already received (or

anticipated receiving) funds beyond those received through the three major education investments in ARRA (Title I, IDEA and State Fiscal Stabilization Funds). As would be expected, more school districts report having received stimulus money in September and October 2009 than in AASA's August 2009 survey.

Findings:

- Ninety percent of respondents reported receiving ARRA Title I monies, 94 percent reported receiving ARRA IDEA monies, 78 percent report receiving SFSF funds, and 12 percent reported receiving QZAB/Tax Credit Bonds. (Q14) This is an increase from the August survey, which reported 79 percent for ARRA Title I monies, 94 percent for ARRA IDEA monies, 63 percent for ARRA SFSF monies and 6 percent for QZABs/Tax Credit Bonds.
- In an interesting response, the percentage of districts that had received stimulus money from other stimulus funds did not grow as much as anticipated: 39 percent had received/anticipated receiving ARRA Title II Part D (Ed Tech) monies; 18 percent had received/anticipated receiving money through the McKinney-Vento Homeless Act; 16 percent had received/anticipated receiving ARRA School Improvement Funds; 8 percent had received/anticipated receiving Teacher Training Funds; 3 percent had received/anticipated receiving funds through the Teacher Incentive Fund; and 1 percent anticipated receiving funds through the State Development of Longitudinal Data. (Q15)
 - It was expected this number would be higher than the August 2009 survey results, given the additional time districts had to receive the monies or word that they would be receiving money. Given that the question asked if they had received or anticipated receiving the funds, the likely cause for the low percentages is that fewer districts anticipate receiving money from these additional ARRA funds.

ARRA Impact on Teaching Positions

More than one-third (35 percent) of respondents were unable to save any core teaching jobs as a result of ARRA monies, a trend that spread across other teaching positions: 36 percent of districts were unable to save any special education positions, compared to 37 percent for teaching aide/assistant positions, 45 percent for art/music/physical education teaching positions, and 50 percent for foreign language teaching jobs. This is up slightly from the August survey, where less than half of respondents (47 percent) reported being unable to save core subject teaching positions, equal to the amount unable to save special education teaching positions. This may be attributable to the stronger survey question used in this survey.

Unlike the August survey, which forced an all-or-nothing response to the "Did you save teaching positions with stimulus dollars?" this survey allowed respondents to indicate if they were able to save some, though not all, teaching positions slated for elimination and to what extent. As an example, 26 percent of districts were able to save ALL core subject teaching positions slated for elimination, 12 percent were able to save more than three-quarters of the core teaching jobs slated for elimination, 4 percent were able to save more than half but less than three-quarters of the jobs slated for elimination, 5 percent were able to save more than one-quarter but less than half of the jobs slated for elimination,

and 12 percent were able to save one-quarter or less of the jobs slated for elimination. (Q16) See Table 2, below.

Were you able to save...	No	Yes, Our District was Able to Save Jobs					No Answer
	No	All	≥75 percent	75 percent ≥ x ≥ 50 percent	50 percent ≥ x ≥ 25 percent	≤ 25 percent	
Core subject teaching jobs?	35 percent	26 percent	12 percent	4 percent	5 percent	12 percent	7 percent
Art/music/phys ed teaching jobs?	45 percent	25 percent	4 percent	2 percent	2 percent	5 percent	17 percent
Foreign language teaching jobs?	50 percent	23 percent	3 percent	1 percent	0 percent	2 percent	20 percent
Special education teaching jobs?	36 percent	32 percent	5 percent	3 percent	2 percent	8 percent	15 percent
Teaching aide/assistant positions?	37 percent	23 percent	10 percent	5 percent	5 percent	9 percent	12 percent

ARRA Impact on Non-Teaching Positions

The inability to save jobs reaches far beyond teaching positions. As schools and communities mobilize behind the idea of educating the total child — addressing the academic needs of students, as well as the social, physical, and mental needs — the data below shows how much harder that work can be as districts are cutting, and unable to save, the additional support staff who play crucial roles in running schools and providing support services. Similar to the question above, this survey captured a more accurate snapshot of what — if any — jobs school districts were able to save with stimulus monies. More than half (59 percent) of districts reported being unable to save any central-office or administrative positions; 58 percent were unable to save any maintenance, cafeteria or transportation staff positions, 58 percent were unable to save school librarian positions, and 57 percent were unable to save school nursing positions. See Table 3.

Were you able to save...	No	Yes, Our District was Able to Save Jobs					No Answer
	No	All	≥75 percent	75 percent ≥ x ≥ 50 percent	50 percent ≥ x ≥ 25 percent	≤ 25 percent	
School librarian positions?	58 percent	21 percent	2 percent	1 percent	1 percent	1 percent	17 percent
School nursing positions?	57 percent	21 percent	1 percent	0 percent	0 percent	1 percent	19 percent
Main./Cafe/Trans. positions?	58 percent	17 percent	5 percent	1 percent	1 percent	3 percent	16 percent
Central office/admin. positions?	59 percent	17 percent	4 percent	0 percent	1 percent	3 percent	15 percent

Desire for Flexibility in ARRA

In the August 2009 survey, respondents reported that increased flexibility in the stimulus dollars would have made innovation and reform easier, especially when the influx of stimulus dollars still left many schools districts' budgets tight. Comments included: "Requiring districts to spend funds within the guidelines of Title I and IDEA severely restricted our flexibility and effectively prevented us from 'stimulating' the economy. We have money for federal programs. What we are missing is money for

regular education, smaller class sizes, adequate salaries to attract quality teachers and administrators, and general support for the basics of providing a school.”

This survey asked respondents about a specific provision of flexibility that may be available to states: maintenance of effort waivers. Maintenance of Effort (MOE) is a federal requirement that requires grant recipients (in this case, state and local education agencies) to maintain a certain level of state/local fiscal effort to remain eligible for full participation in federal grant funding. Put more succinctly, SEAs and LEAs need to “maintain financial support effort” at levels equal to the previous year in order to be eligible for future federal funds.

Echoing their sentiment in the August survey, more than two-thirds (68 percent) of respondents expressed interest in being granted a waiver for MOE. So far, 36 percent of respondents reported that their state will allow LEAs to take advantage of MOE waivers. Half (50 percent) reported that their state has yet to decide if they will allow LEAs to take advantage of this flexibility.

ARRA Impact on Innovation/Reform

Further echoing the August survey, AASA members have reported how difficult it can be to implement innovation and reform when funding levels are cut or flat-lined and the stimulus dollars are simply filling budget holes. When asked how their districts are using ARRA funds to bring about education innovation and reform (Q21):

- Almost half (47 percent) report *“This does not apply. The ARRA funds simply fill budget cuts and do not represent enough funding for new innovations/reform.”* This is up from 31 percent in August.
 - Twenty-six percent reported *“The ARRA funds represented a slight increase in funding levels, with much of the ARRA money simply filling budget cuts. Innovation/reform from the ARRA funds was limited,”* down from 36 percent in August.
 - Eleven percent reported *“Most of the ARRA funds represented an increased funding level; very little was needed to fill budget cuts. As such, we were able to implement innovations/reform,”* down from 16 percent in August.
 - Six percent reported *“The full amount of our district’s ARRA funds were an increase in funding. We had no budget holes and, as a result, were able to direct all of the ARRA funds toward innovation and reform,”* up from 5 percent in August.

Section 3: Feeling the Impact on School Communities, Families and Learning

When it comes to measuring how the school community and learning are most immediately impacted by the economic downturn, one of the best indicators may be how many districts are being forced to raise class size. One of the most obvious trends to emerge from this series of surveys is that school administrators across the nation remain committed to providing the best educational opportunities they can with their available resources: they hire the best staff, recruit the best support staff, and provide the best instructional materials they can. The earliest survey (November 2008) showed that the first place school administrators looked to make budget cuts were those areas that do not directly impact student achievement: altering thermostats, eliminating non-essential travel and reducing consumable supplies. Unfortunately, there are a limited amount of cuts that can be made to any one area, and it was an inevitable reality that cuts would be coming to those areas and items that more directly impact student achievement, including increasing class size and cutting teaching staff.

Impact on Class Size, Programs and Materials

While the impact of class size on achievement is an issue of endless point-counterpoint discussion, it is undeniable that the increase in class size produced by the economic downturn will significantly impact the quality of interaction between teacher and student and subsequently negatively influence the attainment of students. The data paints a disturbing picture. Class-size is quantifiable, while the prolonged economic downturn experienced by school districts shows itself in more subtle and insidious ways. In an environment that wants so much more from its schools, the economic realities facing schools have served to short circuit the research-based school improvement efforts underway, forcing budget cuts in areas that directly impact student learning and achievement.

Findings:

- The percentage of districts increasing class size grew almost six-fold between 2008-09 and 2009-10, from 6 percent to 34 percent. An additional 27 percent are considering class-size increases for 2010-11, down from 2009-10, but still more than four times the level of 2008-09. (Q3)
- The percentage of districts eliminating/delaying instructional improvement initiatives more than quadrupled, from 5 percent in 2008-09 to 24 percent in 2009-10. The percentage of districts considering a similar cut for 2010-11 (19 percent) is lower than 2009-10 levels, but still almost four times that of 2008-09. (Q3)
- The percentage of districts reducing non-academic programs (after-school and Saturday enrichment programs) tripled from 6 percent in 2008-09 to 18 percent in 2009-10. An even higher percentage (21 percent) is considering reductions for the 2010-11 school year. (Q3)
- The percentage of school districts reducing academic programs (academic interventions and Saturday classes) tripled, from 5 percent in 2008-09 to 15 percent in 2009-10. Even more districts (19 percent) are considering this change for the 2010-11 school year (Q3).

While it is widely acknowledged that the pathway to full participation as a citizen is through the classroom, our data suggests that some districts have been driven to use methods not previously

implemented in an effort to control costs. While subtle reductions have resulted, more draconian measures have been instituted by an increasing number of school districts. The cumulative effect on the quality of the educational experience afforded to the student as a citizen amounts to far more than the additive amount for each reduction. The loss of these experiences and opportunities cannot be regained even when some semblance of an economic recovery occurs down the road.

Findings:

- The percentage of school districts strengthening identification/screening of non-resident students almost doubled, growing from 11 percent in 2008-09 to 185 in 2009-10. A smaller amount (7 percent) is considering this action for 2010-11. (Q3)
- The percentage of districts reducing elective courses not required for graduation more than tripled, from 4 percent in 2008-09 to 14 percent in 2009-10, and almost doubled again, to 25 percent considering this step for 2010-11. (Q3)
- The percentage of districts deferring textbook purchases almost tripled (from 9 percent to 26 percent) between 2008-09 and 2009-10. It is projected to fall slightly, to 18 percent of districts in 2010-11. (Q3)
- The percentage of districts reducing high-cost course offerings (occupational education classes) almost tripled, from 3 percent in 2008-09 to 8 percent in 2009-10. It is projected to more than double to 19 percent in 2010-11. (Q3)
- The percentage of districts reducing instructional materials grew from 8 percent in 2008-09 to 30 percent in 2009-10. It falls to 20 percent for 2010-11, though still more than double that of 2008-09 levels. (Q3)
- The percentage of districts eliminating field trips almost doubled, from 9 percent in 2008-09 to 16 percent in 2009-10, and is expected to grow even further (to 25 percent) in 2010-11. (Q3)
- The percentage of district reducing operations to a four-day school week (during the school year) remains very low, at 2 percent in 2008-09 and 1 percent in 2009-10. Eight percent are considering the change for the 2010-11 school year. (Q4)

Impact on School Facilities and Operations

A widely understood but seldom discussed issue by state policy makers, superintendents, boards and their communities is the deferral of maintenance, as well as infrastructure costs (including transportation), and programmatic decisions. These deferrals often begin as economic necessities but evolve into safety and adequacy issues. While some stimulus funding to schools has been provided to primarily increase employment, the state of the physical facilities of many schools has never been worse and promises to decline further. Poorly maintained school facilities invite difficult decision making that further promises to erode the quality of schooling.

Findings:

- The percentage of districts deferring maintenance almost doubled from 13 percent in 2008-09 to 24 percent in 2009-10. Fewer districts (17 percent) are considering such action in 2010-11. (Q4)
- The percentage of districts altering thermostats grew from 27 percent in 2008-09 to 36 percent in 2009-10, and is projected to fall next year, with only 11 percent considering the action for 2010-11.(Q4)

- The percentage of districts closing/consolidating schools doubled from 3 percent in 2008-09 to 6 percent in 2009-10. An additional 11 percent are considering similar action for the 2010-11 school year. (Q4)
- The percentage of districts delaying a capital debt (bond) program grew from 6 percent in 2008-09 to 9 percent in 2009-10. Roughly the same amount (8 percent) are considering the same action for 2010-11. (Q4)
- The percentage of districts reducing custodial services almost tripled from 8 percent in 2008-09 to 21 percent in 2009-10. Seventeen percent are considering the reduction for 2010-11. (Q4)
- The percentage of districts reducing operations to a four-day work week (during summer) is in decline, from 16 percent in 2008-09 to 9 percent in 2009-10. It is slightly higher (13 percent) for 2010-11. (Q4)
- As reported above, the percentage of district reducing operations to four-day school week (during the school year) remains very low, at 2 percent in 2008-09 and 1 percent in 2009-10. Eight percent are considering the change for the 2010-11 school year. (Q4)
- The percentage of districts cutting bus transportation routes and availability doubled from 10 percent in 2008-09 to 20 percent in 2009-10. Fewer districts (15 percent) are considering similar cuts for 2010-11. (Q4)
- The percentage of districts finding new transportation efficiencies rose from 11 percent in 2008-09 to 18 percent in 2009-10. Fewer districts (14 percent) are considering this option for 2010-11. (Q4)

A student's school experience reaches beyond the classroom walls, and the development of sound citizenship results from the total school experience. This, too, has been threatened by the economic downturn. From the availability of extracurricular activities, access to current technology in the classroom or providing adequate supplies and materials supporting the instructional program, there is little question that the lack of any of these resources — or a district's diminished capacity to provide these materials and programs — will negatively impact student achievement and the success of children, and further magnify the long term impact of the economic downturn.

Findings:

- The percentage of districts reducing extracurricular activities tripled, from 6 percent in 2008-09 to 18 percent in 2009-10. It continues to grow, with 22 percent considering cuts for the 2010-11 school year. (Q4)
- The percentage of districts deferring technology purchases grew from 9 percent in 2008-09 to 24 percent in 2009-10. It falls slightly, to 21 percent in 2010-11. (Q4)
- The percentage of districts reducing consumable supplies more than doubled, from 15 percent in 2008-09 to 40 percent in 2009-10. Nineteen percent are considering the reduction in 2010-11. (Q4)

Necessitated by few alternatives, a relatively smaller number of superintendents have had to retreat from one of the best documented research-based techniques for improving instruction and collaboration between instructional leaders: common planning time. Most would agree that the loss of this business-like aspect of school operation will negatively impact learning. Put more succinctly, the

percentage of districts reducing collaborative planning time within the school day continues to grow, from 5 percent in 2008-09, to 9 percent in 2009-10 and 11 percent in 2010-11. (Q4)

The impact of budget cuts at school is not felt by students alone. For many communities across the nation, schools are a major employer and a reliable source of revenue. Cost-saving measures have a direct impact on the community, as well. When schools curtail spending through measures such as reducing payroll, conserving energy use, reducing fuel consumption, deferring maintenance and delaying purchases, the local community is the first to share the effects.

Findings:

When administrators were asked how their districts' current economic situation has affected schools' ability to address certain indicators, the results were as follows (*responders were asked to rate the indicators as "not at all," "somewhat," or "a great deal"*):

- Maintain employment levels (administrative workforce): 74 percent responded somewhat/a great deal, down slightly from 75 percent in the January 2009 survey.
- Maintain employment levels (teacher workforce): 78 percent responded somewhat/a great deal, up slightly from 77 percent in January 2009.
- Maintain employment levels (support staff workforce): 83 percent responded somewhat/a great deal, holding steady with January 2009 responses.
- Provide professional development for administrators: 77 percent responded somewhat/a great deal, down slightly from 79 percent in January 2009.
- Provide professional development for teachers: 71 percent responded somewhat/a great deal, down slightly from 75 percent in January 2009.
- Recruit/retain qualified staff: 56 percent responded somewhat/a great deal down from 66 percent in January 2009.

Impact on Student Achievement/Learning

The continued economic downturn increasingly threatens gains in student achievement, progress in narrowing the achievement gap and the capacity of schools to deliver essential services.

Findings: Administrators reported that the economic downturn has negatively affected their schools' capacity to:

- Improve student achievement: 66 percent responded somewhat/a great deal, down from 75 percent in January 2009.
- Close achievement gaps: 67 percent responded somewhat/a great deal, down from 75 percent in January 2009.
- Maintain focus on student learning/instructional improvement: 62 percent responded somewhat/a great deal, down from 75 percent in January 2009.
- Address the learning needs of all students: 61 percent responded somewhat/a great deal, down from 73 percent in January 2009.
- Meet/exceed state/federal performance assessment levels: 66 percent responded somewhat/a great deal, down from 77 percent in January 2009.

When considered in total, the economic downturn has exacted a heavy toll on communities, families, and learning. Recouping that loss may mean both replacing tangible items — a relatively easy task — and rebuilding capacity, a task that is difficult at best.

Section 4: Demographics and Methodology Employed

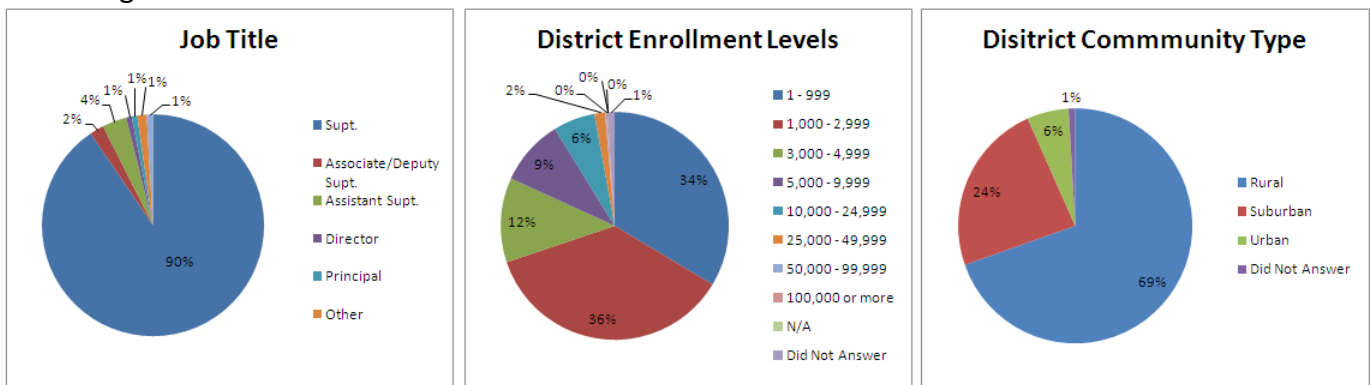
Methodology

The sample surveyed reflects the membership of the American Association of School Administrators and should not be inferred to represent all public school superintendents. Those responding to the survey came from all but one state (Hawaii) and the District of Columbia. While no claim is made that the data reflects a representative sample, the demography reported by those responding to the survey does mirror the distribution of student enrollment in school districts nationwide and reflects the proportion of the number of school districts in their respective state. No state is disproportionately over represented, nor does the data suggest favoritism to any one region of the country. No claim is made that the same individuals responded to each of the survey efforts although the population surveyed was with very few exceptions drawn from the same AASA membership listing. The November 2008 study drew 830 responses, the March 2009 study drew 856 responses, and reflected below, the October 2009 study received 875 responses. All surveys were distributed electronically using traditional survey software with analysis limited to measures of central tendency. When the number of responses from a particular state totaled 24, the state association was given access to the data for their state.

Demographics

- A strong majority (91 percent) of respondents were superintendents. Four percent were assistant superintendents, two percent were associate/deputy superintendents, and less than one percent were directors or principals. (Q22) *See Figure 2.*
- Eighty-two percent of respondents worked in districts with fewer than 5,000 students, and 34 percent were in districts with fewer than 1,000 students. *See Figure 2.*
 - Nine percent worked in districts with enrollment levels between 5,000 and 9,999; 6 percent were in districts with enrollment levels between 10,000 and 24,999; 1 percent were in districts with enrollment levels between 25,000 and 49,999; and less than one-half of one percent were in districts with enrollments greater than 50,000. (Q23)

Figure 2



- More than two-thirds (70 percent) of respondents were in rural school districts, compared to 24 percent in suburban districts, and 6 percent in urban districts. (Q24) *See Figure 2.*
- The table below lists the number of responses received from each state. (Q25) Those states with more than 24 responses will receive a state-level analysis of the impact of the economic downturn on their schools. Those states are Alabama, Arizona, Arkansas, Illinois, Indiana, Maine, Michigan, Missouri, Montana, New York, Oklahoma and Oregon. *See Table 4.*

Table 4

State	Count	State	Count	State	Count	State	Count	State	Count
AL	48	HI	0	MA	12	NM	1	SD	8
AK	6	ID	3	MI	50	NY	128	TN	5
AZ	32	IL	28	MN	12	NC	5	TX	8
AR	45	IN	42	MS	2	ND	8	UT	10
CA	8	IA	20	MO	24	OH	9	VT	3
CO	4	KS	9	MT	35	OK	74	VA	10
CT	6	KY	13	NE	11	OR	38	WA	13
DE	2	LA	15	NV	5	PA	11	WV	4
FL	1	ME	36	NH	2	RI	1	WI	18
GA	14	MD	3	NJ	10	SC	3	WY	12
								DC	1

- When asked about participation in earlier AASA economic impact surveys: (Q26)
 - 20 percent completed the August 2009 survey.
 - 17 percent completed the March 2009 survey.
 - 17 percent completed the January 2009 survey.
 - 11 percent took the December 2008 survey.
 - 14 percent completed the November 2008 survey.

Section 5: Conclusion

As AASA has studied the impact of the economic downturn on schools over the past year, a number of policy threats and implications have become apparent. While the institution of public schooling has demonstrated a capacity to sustain many threats, the scope and number of challenges presented by recent developments are unprecedented and threaten to overwhelm even the resilient public school system. Many of the challenges were identified in earlier surveys and continue to be obstacles to America's public schools. Several of those challenges are detailed below:

- AASA members continue to address the economic downturn with a sense of pragmatism. The persistence of the downturn has shifted the response from tightening budgets and implementing moderate changes to implementing increasingly significant changes, including a marked increase in cuts to areas that more directly impact student achievement.
- Education represents a large share of states' general fund budgets. With state deficits expected to total more than \$350 billion over the next two years, it will be very difficult for states to avoid damaging cuts to education, cuts that will likely deepen as the recession continues. While the \$100 billion included for education in the American Recovery and Reinvestment Act will help states backfill some of their budget cuts, it is unlikely that it will be enough to allow states and schools to completely reinstate the resources and capacities they cut in the early stages of the recession.
- The increasing budget cuts threaten the capacity of schools to deliver essential services and threaten the gains schools have made in student achievement and narrowing the achievement gap. Schools and students faced the stark reality of fewer academic instructors, support staff and student services staff as they returned to school for the 2009-10 school year.

One of the engines to economic recovery is schooling. A strong system of schools fuels the workforce development and economic diversity essential to a recovering economy. Reducing investment in schools when capacity is needed to sustain recovery only prolongs the economic downturn. Therefore, it is critical that Congress and the U.S. Department of Education work to ensure schools have the resources they need to fuel economic recovery and growth, along with the flexibility to make the dollars go as far as possible.

Disruption of schools by an economic downturn serves to further disable families facing the same economic challenges. Families in distress rely on schools to add stability to their plight at home, whether they are dealing with loss of work, foreclosures or escalating prices. Schools offer the haven needed to help families to return some normalcy to their children's lives.

With full economic recovery still yet to cross the horizon, education leaders and policymakers at the state and local levels are well aware of the common lag that exists between a rebound at the federal level and a rebound at the state and local levels. Put more succinctly, state and local leaders recognize that their local situation may continue to worsen, even after the federal economy begins to improve. This awareness will continue to factor into their budget and policy decisions.

There is an unmistakable "one-two punch" school districts are bracing themselves for as they budget for the 2010-11 school year. Not only is that when the ARRA funds are expected to end, it is also the likely low point for state and local budgets. Districts will be answering tough questions about items, programs and personnel that can be cut, while trying to figure out what—if any—economic recovery is in store at the state and local levels, while also contemplating the anticipated end of the American Recovery and Reinvestment Act funds.

A majority of the stimulus dollars for America's schools will be distributed by the end of the 2009 calendar year. The stimulus funds will continue to be spent and invested through the end of the 2010-11 school year. As the remaining money is distributed and accountabilities finalized, there will be additional regulations and guidance that will impact not only how and when the money is received, but how schools will be able to spend it. AASA will continue to monitor ARRA and advocate for the greatest flexibility possible, so that school administrators across the country can maximize ARRA's investment in America's public schools.

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A full list of AASA's research and white papers is available online: <http://www.aasa.org/research.aspx>

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APPENDIX A

One Year Later: How the Economic Downturn Continues to Impact Public Schools

Q1 How would you describe your district's current economic situation?	
Inadequately funded	<input type="checkbox"/>
Adequately funded	<input type="checkbox"/>
Surplus	<input type="checkbox"/>
Q2 Is your district financially dependent or independent?	
Fiscally dependent (fiscal operation subject to approval by other local government)	<input type="checkbox"/>
Fiscally independent (fiscal operation not subject to approval by other local government)	<input type="checkbox"/>

Q3/Q4: Feeling the Impact: Which of the following actions has your district considered in the budgets for the 2008-09, 2009-10, and 2010-11 school years as a result of the economic downturn?

PERSONNEL RELATED	Implemented for 2008-09 School Year	Implemented for 2009-10 School Year	Considered, Delayed Implementation for 2009-10 School Year	Considered Rejected for 2009-10 School Year	Considering for 2010-11 School Year	Never Considered
Personnel: Furloughing of personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel: Laying-off personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel: Freezing outside professional service contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel: Reducing non-teaching professional support personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel: Reducing outside staff development consultants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel: Reducing staff-level (non-instructional) hiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUILDINGS AND FACILITIES RELATED						
Facilities: Deferring maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities: Altering thermostats for less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

heating and cooling in buildings						
Facilities: Closing/consolidating schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities: Delaying a capital debt (bond) program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities: Outsourcing custodial/maintenance work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities: Reducing custodial services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CURRICULUM RELATED						
Curriculum: Increasing class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum: Eliminating/delaying instructional improvement initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum: Reducing nonacademic programs (such as after-school and Saturday enrichment programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum: Reducing academic programs (such as academic interventions and Saturday classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthening identification/screening of non-resident students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum: Reducing elective courses not required for graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum: Deferring textbook purchases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum: Reducing high cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

course offerings (e.g., occupational education classes)						
Curriculum: Reducing instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum: Eliminating field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OPERATIONS RELATED						
Operations: Reducing operations to four-day work week (during summer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operations: Reducing operations to four-day school week (during school year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operations: Eliminating summer school programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operations: Cutting bus transportation routes and availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operations: Finding new transportation efficiencies (i.e., tiered pickups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operations: Reducing Extra- curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operations: Deferring technology purchases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operations: Reducing consumable supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operations: Eliminating non- essential travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operations: Joining bulk purchasing groups or co-ops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operations:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reducing collaborative planning time w/in school day						
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Q5: Impact on School Community, Families, and Learning: To what extent has your district’s current economic situation affected your schools’ capacity to:

	Not at All	Somewhat	A Great Deal
Maintain employment levels (administrative workforce)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain employment levels (teacher workforce)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain employment levels (support staff workforce)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide professional development for administrators?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide professional development for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruit/retain qualified staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve student achievement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Close achievement gaps?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain focus on student learning/instructional improvement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address the learning needs of all students, including disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meet or exceed state and federal performance assessment levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Economic Downturn and School Employment

Q6: Has your district had to eliminate positions for the 2009-10 school year in your proposed budget?		
Q7: Do you anticipate eliminating positions for the 2010-11 school year?		
Q8a: How many staffing positions—administrative, teaching, and support—do you currently have in your district? (<i>enter whole number, without commas</i>)		
Q8b: How many positions were eliminated for the 2009-10 school year? (<i>enter whole number, without commas</i>)		
Q9/Q10: How many positions are being cut due to: (<i>enter whole number, without commas</i>)	2009-10	2010-11
Declining enrollment?		
Attrition?		
Staffing cuts?		
Other?		
Does not apply, no positions are being cut.		
Q11: What types of positions are being eliminated?	2009-10	2010-11
Core subject classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>
Art/music/phys ed teachers	<input type="checkbox"/>	<input type="checkbox"/>
Foreign language teachers	<input type="checkbox"/>	<input type="checkbox"/>
Special education teachers	<input type="checkbox"/>	<input type="checkbox"/>

Teacher aides/assistants	<input type="checkbox"/>	<input type="checkbox"/>
School secretaries	<input type="checkbox"/>	<input type="checkbox"/>
School librarians	<input type="checkbox"/>	<input type="checkbox"/>
School nurses	<input type="checkbox"/>	<input type="checkbox"/>
Maintenance/cafeteria/transportation staff	<input type="checkbox"/>	<input type="checkbox"/>
Central office/administration	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

American Recovery and Reinvestment Act (ARRA) and the Economic Downturn

Funds from the American Recovery and Reinvestment Act (ARRA) of 2009 include roughly \$100 billion for America's public schools, the largest one-time infusion of funds into schools in history.

Q12: Is your district experiencing a net (2008-09 school year to 2009-10 school year) change in your state and local revenues?	
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Q13: How have ARRA dollars impacted this net change?
My district had a net loss before ARRA. ARRA dollars filled some, but not all, of the budget holes.
My district had a net loss before ARRA. ARRA dollars filled all of the budget holes, and state and local revenues held steady as a result.
My district had a net loss before ARRA. In light of ARRA, state leaders reassessed the budget situation and further cut state revenues. ARRA dollars were used to offset these cuts.
My district had neither a net loss nor a net gain before ARRA, and the ARRA dollars were all in addition to state and local revenues.
My district had a net gain before ARRA, and the ARRA dollars further increased the net gain.
My district had a net gain before ARRA. In light of ARRA, state leaders reassessed the budget situation, cutting our state revenue and using ARRA dollars to offset the cuts.

TITLE I, IDEA, STATE FISCAL STABILIZATION FUNDS AND CONSTRUCTION BONDS

Q14: Has your district received (or anticipate receiving in the immediate future) ARRA Title I monies?	
Has your district received (or anticipate receiving in the immediate future) ARRA IDEA monies?	
Has your district received (or anticipate receiving in the immediate future) State Fiscal Stabilization dollars?	
Has your district received (or anticipate receiving)any Qualified Zone Academy Bonds or Tax Credit bonds?	

Q15: There are a variety of additional ARRA monies available to school districts outside of the four major funding areas we have focused on (Title I, IDEA, SFSF and QZAB). Please mark any additional streams of ARRA funding through which your district has received or will receive funding:	
School Improvement Grants	
Title II Part D: Education Technology	
State Development of Longitudinal Data	
Teacher Incentive Fund	
McKinney-Vento Homeless Act	
Teacher Training	

	Yes, all of them	Yes, 75 percent or more of proposed job cuts were saved	Yes, between 50 percent and 75 percent of job cuts were saved.	Yes, between 25 and 50 percent of job cuts were saved.	Yes, 25 percent or less of jobs were saved.	No
Q16: As a result of ARRA dollars, has your district been able to:						
Save core subject teaching jobs?						
Save art/music/phys ed teaching jobs?						
Save foreign language teaching jobs?						
Save special education teaching jobs?						
Save teaching aide/assistant positions?						
Q17: How many teaching positions was your district able to save, in total? (enter a number)						

	Yes, all of them	Yes, 75 percent or more of proposed job cuts were saved	Yes, between 50 percent and 75 percent of job cuts were saved.	Yes, between 25 and 50 percent of job cuts were saved.	Yes, 25 percent or less of jobs were saved.	No
Q18: As a result of ARRA dollars, has your district been able to:						
Save school librarian positions?						
Save school nursing positions?						
Save maintenance/cafeteria/transportation staff positions?						

Save central office/administrative positions?						
Q19: How many staff/personnel positions was your district able to save, in total? (enter a number)						

<p>Q20: Maintenance of Effort Waivers: For any state receiving prior approval from the Secretary, an LEA may treat State Fiscal Stabilization funds (through ARRA) used for elementary and secondary education as non-federal funds for the purpose of meeting maintenance of effort requirements. Given the current economic situation and the likelihood that a large number of LEAs may fail to maintain effort in SY 2008-09 and SY 2009-10, the Secretary invites any interested SEAs to apply for a waiver for maintenance of effort on behalf of its LEAs.</p>			
Is your state going to allow LEAs to take advantage of Maintenance of Effort Waivers?	Yes	No	No Decision as of Yet
Would you be interested in the Maintenance of Effort waivers?	Yes	No	

Q21: How is your district using ARRA funds to bring about education innovation/reform? Please make sure to give as much detail as possible in the 'other' box. This type of feedback is most helpful.	
This does not apply. The ARRA funds simply fill budget cuts and do not represent enough funding for new innovations/reform.	
The ARRA funds represented a slight increase in funding levels, with much of the ARRA money simply filling budget cuts. Innovation/reform from the ARRA funds was limited.	
Most of the ARRA funds represented an increased funding level; very little was needed to fill budget cuts. As such, we were able to implement innovations/reform.	
The full amount of our district's ARRA funds were an increase in funding. We had no budget holes and, as a result, were able to direct all of the ARRA funds toward innovation and reform.	

Q22: What is your current position?	
Superintendent	<input type="checkbox"/>
Associate/deputy superintendent	<input type="checkbox"/>
Assistant superintendent	<input type="checkbox"/>
Director	<input type="checkbox"/>
Principal	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>
Q23: How many students were enrolled in your district as of January 2009?	
1 - 999	<input type="checkbox"/>

1000 - 2999	<input type="checkbox"/>
3000 - 4999	<input type="checkbox"/>
5000 - 9999	<input type="checkbox"/>
10000 - 24999	<input type="checkbox"/>
25000 - 49999	<input type="checkbox"/>
50000 - 99999	<input type="checkbox"/>
100000 or more	<input type="checkbox"/>
Q24: My school district is best described as:	
Rural	<input type="checkbox"/>
Suburban	<input type="checkbox"/>
Urban	<input type="checkbox"/>
Q25: In which state is your school district located?	

Q26: Have you taken any of the AASA surveys related to the economic downturn over the past year? (mark all that apply)	
Schools and the Stimulus: How America's Public School Districts Are Using ARRA Funds (Aug. 2009)	<input type="checkbox"/>
Looking Back, Looking Forward: How the Economic Downturn Continues to Impact School Districts (Mar. 2009)	<input type="checkbox"/>
AASA Impact of the Economic Downturn on School Jobs Snapshot Survey (Jan. 2009)	<input type="checkbox"/>
AASA Opportunity for Federal Education Funding Survey (Dec. 2008)	<input type="checkbox"/>
AASA Study of the Impact of the Economic Downturn on Schools (Nov. 2008)	<input type="checkbox"/>