

# Application for Initial Funding under the State Fiscal Stabilization Fund Program

**CFDA Numbers: 84.394 (Education Stabilization Fund) and  
84.397 (Government Services Fund)**



**U.S. Department of Education  
Washington, D.C. 20202**

**OMB Number: 1810-0690  
Expiration Date: 9/30/2009**

## **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0690. The time required to complete this information collection is estimated to average 17 hours per 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 estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

# APPLICATION INSTRUCTIONS

## GENERAL INSTRUCTIONS

To receive the initial 67 percent of the State's allocation under the State Fiscal Stabilization Fund (Stabilization) program, a Governor must submit to the Department an application that provides the following information:

- A completed application cover sheet. *(Part 1 of the Application)*
- Assurances that the State will commit to advancing education reform in four specific areas:
  - (1) Achieving equity in teacher distribution;
  - (2) Improving collection and use of data;
  - (3) Enhancing the quality of standards and assessments; and
  - (4) Supporting struggling schools. *(Part 2 of the Application)*
- Confirmation that the initial baseline data identified in Appendix B of the application is acceptable for purposes of demonstrating the State's current status in each of the four education reform areas for which the State provides assurances, or submission of alternative initial baseline data. *(Part 3 of the Application)*
- The following maintenance-of-effort (MOE) information:
  - (1) An assurance that the State will comply with the Stabilization program MOE requirements;
  - (2) If applicable, an assurance that the State meets or will meet the eligibility criterion for a waiver of those requirements; and
  - (3) MOE baseline data. *(Part 4 of the Application)*
- A description of how the State intends to use the funds allocated under:
  - (1) The Education Stabilization Fund – CFDA No. 84.394; and
  - (2) The Government Services Fund – CFDA No. 84.397. *(Part 5 of the Application)*
- Accountability, transparency, and reporting assurances. *(Part 6 of the Application)*
- Other assurances and certifications. *(Part 7 of the Application)*

## APPENDICES TO THE APPLICATION

- Appendix A – State Allocation Data
- Appendix B – Instructions for Part 3: Initial Baseline Data for Education Reform Assurances
- Appendix C – Instructions for Part 4: Maintenance of Effort
- Appendix D – Instructions for Part 5: State Uses of Funds
- Appendix E – Application Checklist and Submission Information


**STATE FISCAL STABILIZATION FUND APPLICATION**


**PART 1: APPLICATION COVER SHEET**

(CFDA Nos. 84.394 and 84.397)


<p>Legal Name of Applicant (Office of the Governor): <b>Kerri L. Briggs</b></p>	<p>Applicant's Mailing Address: <b>441 4<sup>th</sup> St, NW Suite 350 N Washington, D.C. 20001</b></p>
<p>State Contact for the Education Stabilization Fund (CFDA No. 84.394)</p> <p>Name: <b>Dr. Kerri L. Briggs</b></p> <p>Position and Office: <b>Acting State Superintendent, Office of the State Superintendent of Education</b></p> <p>Contact's Mailing Address: <b>441 4<sup>th</sup> St, NW Suite 350 N Washington, D.C. 20001</b></p> <p>Telephone: <b>202-724-7874</b> Fax: <b>202-727-2019</b> E-mail address: <b>kerri.briggs@dc.gov</b></p>	<p>State Contact for the Government Services Fund (CFDA No. 84.397) <i>(Enter "same" if the same individual will serve as the contact for both the Education Stabilization Fund and the Government Services Fund.)</i> Name: <b>Same</b></p> <p>Position and Office:</p> <p>Contact's Mailing Address:</p> <p>Telephone: Fax: E-mail address:</p>

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

<p>Governor or Authorized Representative of the Governor (Printed Name): <b>Adrian M. Fenty</b></p>	<p>Telephone: <b>202. 727. 6300</b></p>
<p>Signature of Governor or Authorized Representative of the Governor: </p>	<p>Date: <b>5/21/09</b></p>

<p>Recommended Statement of Support from the Chief State School Officer (Optional): </p> <p>The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.</p>	
<p>Chief State School Officer (Printed Name): <b>Kerri L. Briggs</b></p>	<p>Telephone:</p>




Signature of the Chief State School Officer: 	Date: 5/14/09
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Form Approved OMB Number: 1810-0690; Expiration Date: 9/30/2009

## PART 2: EDUCATION REFORM ASSURANCES

The Governor or his/her authorized representative assures the following:

- (1) The State will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311(b)(8)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. (*Achieving Equity in Teacher Distribution Assurance*)
- (2) The State will establish a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871(e)(2)(D)). (*Improving Collection and Use of Data Assurance*)
- (3) The State will –
  - (3.1) Enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311(b)(3)) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a(a)); (*Improving Assessments Assurance*)
  - (3.2) Comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311(b)) and section 612(a)(16) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1412(a)(16)) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; (*Inclusion Assurance*) and
  - (3.3) Take steps to improve State academic content standards and student academic achievement standards consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act. (*Improving Standards Assurance*)
- (4) The State will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA with respect to schools identified under these sections. (*Supporting Struggling Schools Assurance*)

Governor or Authorized Representative of the Governor (Printed Name):	
	
Signature: Adrian M. Fenty	Date: 5/21/09

**PART 3: INITIAL BASELINE DATA FOR EDUCATION REFORM ASSURANCES**

**SPECIAL NOTES:**

- In completing this portion of the application, please refer to Appendix B – Instructions for Part 3: Initial Baseline Data for Education Reform Assurances.
- The data described in Appendix B for two of the education reform assurances in Part 2 of the application – the Improving Assessments Assurance and the Improving Standards Assurance – are the most current available baseline data for these areas. Thus, the Department is not inviting States to submit additional information with respect to these two assurances.
- The Governor or his/her authorized representative should confirm whether the initial baseline data sources described in Appendix B for the four assurances referenced below – Achieving Equity in Teacher Distribution; Improving Collection and Use of Data; Improving State Academic Content and Student Achievement Standards; and Supporting Struggling Schools – reflect the State's current status with respect to these assurances. A State that confirms the use of these initial baseline data sources does not have to submit additional baseline data with this application. If a State elects not to use the identified data sources for one or more of these four assurances, it must submit other initial baseline data for that assurance.

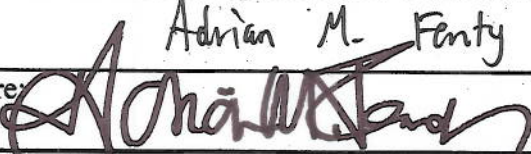
The Governor or his/her authorized representative confirms that the data sources that are currently available to the Department and described in Appendix B are a reasonable reflection of the current status of the State with respect to the following education reform assurances that he/she provided in Part 2 of the Application (*check only those assurances for which the State accepts the data described in Appendix B*):

please see addendum #1 Achieving Equity in Teacher Distribution Assurance.

please see addendum #1 Improving Collection and Use of Data Assurance.

please see addendum #1 Improving Standards Assurance.

X  Supporting Struggling Schools Assurance.

Governor or Authorized Representative of the Governor (Printed Name): Adrian M. Fenty	
Signature: 	Date: 5/21/09



**PART 4, SECTION A: MAINTENANCE-OF-EFFORT (MOE) ASSURANCE**

**SPECIAL NOTES:**

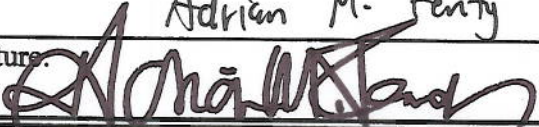
- In completing Part 4 of the application, please refer to Appendix C – Instructions for Part 4: Maintenance of Effort.
- The Governor or his/her authorized representative should check only those MOE requirements that he or she anticipates the State will meet. If the Governor or his/her authorized representative anticipates that the State will be unable to meet one or more of the requirements, he or she must sign the additional waiver assurance in Part 4, Section B.
- For the purpose of determining MOE, State support for public institutions of higher education (IHEs) must not include support for capital projects or for research and development or tuition and fees paid by students.

The Governor or his/her authorized representative assures the following (*check appropriate assurances that apply*):

- In FY 2009, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.
- In FY 2010, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.
- In FY 2011, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.
- In FY 2009, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.
- In FY 2010, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.
- In FY 2011, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.

**--OR--**

To the best of his/her knowledge and based on the best available data, the State will be unable to meet any of the above-referenced maintenance-of-effort requirements.

Governor or Authorized Representative of the Governor (Printed Name):	
Adrian M. Fenty	
Signature:	Date:
	5/21/09

**PART 4, SECTION B: MAINTENANCE-OF-EFFORT WAIVER ASSURANCE**


**SPECIAL NOTES:**

- If a State anticipates that it will be unable to comply with one or more of the Stabilization program MOE requirements referenced in Part 4, Section A of the application, the State must provide the assurance below.
- States that anticipate meeting all of the Stabilization program MOE requirements should not complete the waiver assurance in this section of the application. See Appendix C – Instructions for Part 4: Maintenance of Effort. The criterion for a waiver of the MOE requirements is provided in Appendix C.
- The Department will be providing additional guidance to States regarding the process for applying for waivers of the Stabilization program MOE requirements.

The Governor or his/her authorized representative assures the following:

To the best of his/her knowledge and based on the best available data, the State meets or will meet the eligibility criterion for a MOE waiver for each of the Stabilization program MOE requirements that the Governor or his/her authorized representative anticipates the State will be unable to meet.

**NOT APPLICABLE**

Governor or Authorized Representative of the Governor (Printed Name):	
Adrian M. Fenty	
Signature: 	Date: 5/21/09



**PART 6: ACCOUNTABILITY, TRANSPARENCY, AND  
REPORTING ASSURANCES**

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Stabilization program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
  - the uses of funds within the State;
  - how the State distributed the funds it received;
  - the number of jobs that the Governor estimates were saved or created with the funds;
  - tax increases that the Governor estimates were averted because of the funds;
  - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and children with disabilities;
  - the tuition and fee increases for in-State students imposed by public IHEs and a description of any actions taken by the State to limit the increases;
  - the extent to which public IHEs maintained, increased, or decreased enrollment of in-State students, including those students eligible for Pell Grants or other need-based financial aid; and
  - a description of each modernization, renovation or repair project funded, including the amounts awarded and project costs. (ARRA Division A, Section 14008)
- The State will cooperate with any Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps. (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to [www.Recovery.gov](http://www.Recovery.gov). A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any Inspector General examination of records under the program. (ARRA Division A, Section 1515)

Governor or Authorized Representative of the Governor (Printed Name): <i>Adrian A. Fenty</i>	
Signature: <i>Adrian A. Fenty</i>	Date: <i>5/21/09</i>

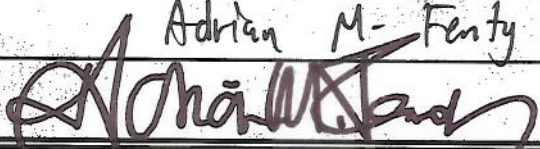


## PART 7: OTHER ASSURANCES AND CERTIFICATIONS

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (ARRA Division A, Section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 *et seq.*) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- The State and other entities will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 -- Governmentwide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name):	
Adrian M. Fenty	
Signature:	Date:
	5.21.09



## PART 4, SECTION C: MAINTENANCE-OF-EFFORT BASELINE DATA

### SPECIAL NOTES:

- A State has some flexibility in determining the “levels of State support” for MOE purposes. For example, for the purpose of the elementary and secondary education MOE requirements, a State may use the level of support that the State provides through its primary elementary and secondary funding formulae, or it may use other relevant data. *See Appendix C – Instructions for Part 4: Maintenance of Effort.*

- 1. Levels of State support for elementary and secondary education** (*the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis*):

**FY 2006**      **\$7,307.47 (per-student)**

**FY 2009\***      **\$8,770.00 (per-student)**

**FY 2010\***      **\$8,945.00 (per-student)**

**FY 2011\***      **Data not available**

(\* Provide data to the extent that data are currently available.)

- 2. Levels of State support for public institutions of higher education** (*enter amounts for each year*):

**FY 2006**      **\$61,266,493.00**

**FY 2009\***      **\$62,070,000.00**

**FY 2010\***      **\$62,070,000.00**

**FY 2011\***      **Data not available**

(\* Provide data to the extent that data are currently available.)

- 3. Additional Submission Requirements:** In an attachment to the application –
- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -  
**PLEASE SEE ADDENDUM #2**
  - (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.  
**PLEASE SEE ADDENDUM #2**

**PART 5, SECTION A: STATE USES OF THE EDUCATION STABILIZATION FUND**

SPECIAL NOTES:

- Section A of Part 5 requests data on the Education Stabilization Fund (CFDA No. 84.394). In completing this portion of the application, please refer to Appendix D – Instructions for Part 5: State Uses of Funds.
- At a later date, the Department will collect data on the levels of State support for elementary, secondary, and postsecondary education in FY 2011.
- These data may differ from the data in the levels of support for maintenance-of-effort purposes. *See* instructions in Appendix D.
- The term “postsecondary education” refers to public IHEs.

**1. Levels of State Support for Elementary, Secondary, and Postsecondary Education**

Provide the following data on the levels of State support for elementary, secondary, and postsecondary education:

(a) Level of State support for elementary and secondary education in FY 2008 provided through the State’s primary elementary and secondary education funding formulae	<b>\$849,502,051.00</b>
(b) Level of State support for public IHEs in FY 2008	<b>\$62,769,786.18</b>
(c) Level of State support for elementary and secondary education in FY 2009 provided through the State’s primary elementary and secondary education funding formulae	<b>\$831,627,051.00</b>
(d) Level of State support for public IHEs in FY 2009	<b>\$62,070,000.00</b>
(e) Level of State support for elementary and secondary education in FY 2010 provided through the State’s primary elementary and secondary education funding formulae	<b>\$894,108,962.00</b>
(f) Level of State support for public IHEs in FY 2010	<b>\$62,070,000.00</b>

**Additional Information:** Did the State, prior to October 1, 2008, approve formula increases to support elementary and secondary education in FY 2010 or 2011, or to phase in State equity and adequacy adjustments?\*

Yes                       No

**2. State’s Primary Education Funding Formulae**

**Additional Submission Requirement:** In an attachment to the application, identify and describe each of the State’s primary elementary and secondary education funding formulae that were used in determining the calculations provided above for the levels of State support for elementary and secondary education.

**PLEASE SEE ADDENDUM #2**

**3. Data on State Support for Postsecondary Education**

**Additional Submission Requirement:** In an attachment to the application, identify and describe the specific State data sources that were used in determining the calculations provided above for the levels of State support for public IHEs.

**PLEASE SEE ADDENDUM #2**

**4. Restoration Amounts**

Based on the Worksheets included in Appendix D, calculate and provide the amount of Education Stabilization funds that the State will use to restore the levels of State support for elementary, secondary, and postsecondary education in FYs 2009 and 2010. As explained in the Instructions in Appendix D, a State must determine the amount of funds needed to restore fully the levels of State support for elementary, secondary, and postsecondary education in FY 2009 before determining the amount of funds available to restore the levels of such support in FY 2010.

**SPECIAL NOTES:**

- At a later date, the Department will collect data on the amount of funds, if any, that remain available to (1) restore the levels of State support for elementary, secondary, and postsecondary education in FY 2011, and (2) award subgrants to local educational agencies (LEAs) based on their proportionate shares of funding under Part A of Title I of the ESEA.
- The calculations for these data must be based on the State’s total Education Stabilization Fund allocation as reflected in Appendix A and not on the State’s initial Education Stabilization Fund award.
- Although the State must follow the Instructions in Appendix D, in order to determine the amount of funds that LEAs and IHEs will receive under the program (i.e., the “restoration amounts”), the Governor has discretion in determining when to release these funds to LEAs and IHEs.

- (a) Amount of the State’s total Education Stabilization Fund allocation to be used to restore the level of State support for elementary and secondary education in FY 2009 **\$17,875,000.00**
- (b) Amount of the State’s total Education Stabilization Fund allocation to be used to restore the level of State support for public IHEs in FY 2009 **\$699,786.00**



**Restoration Amounts (continued)**

(c) Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary and secondary education in FY 2010	<b>\$0.00</b>
(d) Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for public IHEs in FY 2010	<b>\$699,786.00</b>
(e) Amount of funds, if any, remaining after restoring State support for elementary, secondary, and postsecondary education in FY 2009 and FY 2010	<b>\$53,835,872</b>

**5. Process for Awarding Funds to Public IHEs**

**Additional Submission Requirement:** In an attachment to the application, describe the process that the State will use to determine the amount of funding that individual public IHEs will receive from the funds that the State sets aside to restore the levels of State support for these institutions.

**PLEASE SEE ADDENDUM #2**

**PART 5, SECTION B: STATE USES OF THE  
GOVERNMENT SERVICES FUND**

SPECIAL NOTES:

- Section B of Part 5 requests data on the Government Services Fund (CFDA No. 84.397).
- In this section, provide preliminary estimates of the percentage of the Government Services Fund that the State intends to spend under various broad categories (to the extent such estimates are available). The total percentages in the chart should equal 100 percent.
- To the extent such estimates are available, the estimated percentages must be based on the State’s total Government Services Fund allocation and not on the State’s initial Government Services Fund award.

**Uses of the Government Services Fund**

<b>Category</b>	<b>Estimated Percentage of Funds to Be Used</b>
Public Safety	
Elementary and secondary education (excluding modernization, renovation, or repair of public school facilities)	20%
Public IHEs (excluding modernization, renovation, or repair of IHEs)	
Modernization, renovation, or repair of public school facilities	
Modernization, renovation, or repair of IHEs	
Medicaid	
Public assistance	
Transportation	
Other: Housing Assistance	40%
Undetermined	40%
<b>TOTAL</b>	<b>100%</b>

**Explanation:**

In FY 2009, funds will be allocated among LEAs to avoid budget cuts in education. In FY 2010, funds will be used to continue the District’s successful Home Purchase Assistance Program, which assists low- and moderate-income first-time residents with down payment and closing costs on the purchase of their first home. The District has not determined the specific use of the remaining funds, though they will be used to avert additional program cuts in FY 2011.

*Addendum #1: Application for Initial Funding: The State Fiscal Stabilization Fund  
The Office of the State Superintendent of Education of the District of Columbia  
May 22, 2009*

**PART 3: INITIAL BASELINE DATA FOR EDUCATION REFORM ASSURANCES**

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**Assurance #1: Achieving Equity in Teacher Distribution**

The District of Columbia’s Consolidated State Performance Report (CSPR) contains data on the number and percentage of core academic courses that are taught by highly qualified teachers (HQTs) in high- and low-poverty schools. The Department is currently using data from the District of Columbia’s CSPR from school year 2006-2007 to establish the District’s initial baseline for achieving equity in teacher distribution. However, the District’s CSPR submitted in March 2009 contains corrected data through school year 2007-2008, which more accurately and favorably reflects the distribution of HQTs in high- and low-poverty schools in the District of Columbia.

**Current USDE Baseline:** Data from the **2006-2007 CSPR** on Core Academic Classes Taught by Teachers who are Highly Qualified:

<b>School Type</b>	<b># Core Academic Classes Total</b>	<b># Core Academic Classes Taught by HQTs</b>	<b>Percentage Core Academic Classes Taught by HQTs</b>
<b>All Schools</b>	<b>12492</b>	<b>7067</b>	<b>56.6%</b>
<b>Elementary Level</b>			
High-Poverty Schools	848	645	76.1%
Low-Poverty Schools	686	472	68.8%
<b>All Elementary Schools</b>	<b>2374</b>	<b>1751</b>	<b>73.8%</b>
<b>Secondary Level</b>			
High-poverty schools	1141	635	55.7%
Low-poverty schools	4853	2773	57.1%
<b>All secondary schools</b>	<b>10118</b>	<b>5316</b>	<b>52.5%</b>

**Proposed Baseline:** More recent data from the **2007-2008 CSPR** on Core Academic Classes Taught by Teachers who are Highly Qualified:



*Addendum #1: Application for Initial Funding: The State Fiscal Stabilization Fund  
The Office of the State Superintendent of Education of the District of Columbia  
May 22, 2009*

School Type	# Core Academic Classes Total	# Core Academic Classes Taught by HQTs	Percentage Core Academic Classes Taught by HQTs
<b>All Schools</b>	<b>11947</b>	<b>7040</b>	<b>58.9%</b>
<b>Elementary Level</b>			
High-Poverty Schools	686	428	62.4%
Low-Poverty Schools	776	480	61.9%
<b>All Elementary Schools</b>	<b>3007</b>	<b>1843</b>	<b>61.3%</b>
<b>Secondary level</b>			
High-Poverty Schools	1219	796	65.3%
Low-Poverty Schools	3379	1836	54.3%
<b>All Secondary Schools</b>	<b>8940</b>	<b>5197</b>	<b>58.1%</b>

**Assurance #2: Improving Collection and Use of Data**

The Data Quality Campaign (DQC) distributes an annual survey to all 50 states and the District of Columbia to assess state progress toward the 10 essential elements of a longitudinal data system (see Table below). The DQC is an analysis of states' progress toward having the 10 elements, and the results are released in November of each year. The USDE references the results of the September 2008 DQC survey for the baseline status of state educational data systems. The DQC cites the District of Columbia for having met 5 of the 10 essential elements:

Essential Element	Yes	No
Statewide Student Identifier	x	
Student-Level Enrollment Data	x	
Student-Level Test Data		x
Information on Untested Students		x
Statewide Teacher Identifier with a Teacher-Student Match		x
Student-Level Course Completion (Transcript) Data	x	
Student-Level SAT, ACT, and Advanced Placement Exam Data	x	
Student-Level Graduation and Dropout Data	x	
Ability to Match Student-Level P-12 and Higher Education Data		x
A State Data Audit System		x

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Our internal review revealed that the 2008 DQC survey does not accurately represent the District’s progress on its Statewide Longitudinal Education Data (SLED) warehouse. We expect to achieve the following 5 out of 10 elements with our system by the end of summer 2009.

Essential Element	Yes	No
Statewide Student Identifier	x	
Student-Level Enrollment Data	x	
Student-Level Test Data	x	
Information on Untested Students	x	
Statewide Teacher Identifier with a Teacher-Student Match		x
Student-Level Course Completion (Transcript) Data		x
Student-Level SAT, ACT, and Advanced Placement Exam Data		x
Student-Level Graduation and Dropout Data		x
Ability to Match Student-Level P-12 and Higher Education Data		x
A State Data Audit System	x	

**Assurance #3: Improving Standards**

**3.1: Enhancing the Quality of Academic Assessments; and**

**3.2: Inclusion of Children with Disabilities and Limited English Proficient Students**

Please note that in response to a January 2009 letter from the Department detailing information on specific components of the state’s assessment and accountability system, the District has taken steps to move towards addressing those concerns. Specifically, in April 2009, the State resubmitted its science standards and assessment for Peer Review. The District is currently amending our web-based and print NCLB report cards based on guidance issued by the Department; and we are in the process of monitoring and ensuring the reduction of the read-aloud accommodations implemented as a part of the state assessment program. Additionally, we recently issued municipal regulations requiring all public high school students in the District of Columbia to take the high school biology assessment.

**3.3: Improving State Academic Content and Student Achievement Standards**

The Achieve report cites the following key results for the District of Columbia:

- The District of Columbia is in the process or planning to align high school standards with the expectations of college and the workplace;
- The District of Columbia will align high school graduation requirements with college- and career ready expectations by 2009; and
- The District of Columbia is in the process or planning the development of a P-20 longitudinal data system.

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The full report from Achieve can be accessed at <http://www.achieve.org/closingtheexpectationsgap2009>. A summary document containing an overview of the key survey results is attached. We have confirmed that this is the most current data/information for the District.

**PART 4, SECTION C: MAINTENANCE-OF-EFFORT BASELINE DATA**

**Additional Submission Requirements: In an attachment to the application**

- (a) **Identify and describe the data sources used in determining the levels of State support for elementary and secondary education:**

The data provided in this section represents the per student foundation amount provided to LEAs through the State's primary funding formula. The primary formula for funding distribution in the District is the Uniform per Student Funding Formula (UPSFF) which the District uses to determine local appropriations for elementary and secondary instruction at all LEAs (including DC Public Schools and DC Public Charter Schools). DC Official Code § 38-2903.

- (b) **Identify and describe the data sources used in determining levels of State support for IHEs:**

The data provided in this section represent the annual subsidy payment made to the University of the District of Columbia for the respective Fiscal Years. The UDC is the District's only eligible public IHE. The District does not use a formula for funding IHEs. Data represent annual appropriations through the University of the District of Columbia Subsidy. See Volume III, page D-57 of the Proposed FY 2010 Budget and Financial Plan; Volume II, page D-35 of the Proposed FY 2006 Budget and Financial Plan. Documents available at [budget.dc.gov](http://budget.dc.gov).

**PART 5, SECTION A: STATE USES OF THE EDUCATION STABILIZATION FUND**

2. **State's Primary Education Funding Formulae: Additional Submission Requirement: In an attachment to the application, identify and describe each of the State's primary elementary and secondary education funding formulae that were used in determining the calculations provided above for the levels of State support for elementary and secondary education.**

The data provided in this section represent the foundation level for the Uniform Per Student Funding Formula, which the District uses to determine local appropriations for elementary and secondary instruction at all LEAs (including DC Public Schools and DC Public Charter Schools). DC Official Code § 38-2903.

3. **Data on State Support for Postsecondary Education: Additional Submission Requirement: In an attachment to the application, identify and describe the specific State data sources that were used in determining the calculations provided above for the levels of State support for public IHEs.**



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The District does not use a formula for funding IHEs. Data represent annual appropriations through the University of the District of Columbia Subsidy. See Volume III, page D-57 of the Proposed FY 2010 Budget and Financial Plan; Volume II, page D-35 of the Proposed FY 2006 Budget and Financial Plan. Documents available at [budget.dc.gov](http://budget.dc.gov).

- 4. Process for Awarding Funds to Public IHEs: Additional Submission Requirement: In an attachment to the application, describe the process that the State will use to determine the amount of funding that individual public IHEs will receive from the funds that the State sets aside to restore the levels of State support for these institutions.**

UDC, the sole public IHE in the District of Columbia, will receive the entirety of the restoration funds.