

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

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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)

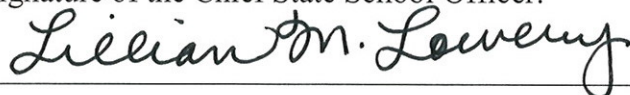
Legal Name of Applicant (Office of the Governor): Jack A. Markell	Applicant's Mailing Address: Carvel State Office Building 820 N. French St. 12 th Floor Wilmington, DE 19801
State Contact for the Education Stabilization Fund (CFDA No. 84.394) Name: Matthew Denn Position and Office: Lieutenant Governor Contact's Mailing Address: Carvel State Office Building 820 N. French St. 11 th Floor Wilmington, DE 19801 Telephone: (302) 577-8787 Fax: (302) 577-2762 E-mail address: matthew.denn@state.de.us	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: Same Position and Office: Contact's Mailing Address: Telephone: Fax: E-mail address:

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

Governor or Authorized Representative of the Governor (Printed Name): Jack A. Markell	Telephone: (302) 577-3210
Signature of Governor or Authorized Representative of the Governor: 	Date: 6/18/09

Recommended Statement of Support from the Chief State School Officer *(Optional)*:


The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.

Chief State School Officer (Printed Name): Lillian Lowery, Ed.D.	Telephone: (302)735-4000
Signature of the Chief State School Officer: 	Date: 6/18/09

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):	
Jack A. Markell	
Signature: 	Date: 5/18/09

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*):

Achieving Equity in Teacher Distribution Assurance.

Improving Collection and Use of Data Assurance.

Improving Standards Assurance.

Supporting Struggling Schools Assurance.

Governor or Authorized Representative of the Governor (Printed Name):

Jack A. Markell

Signature:

Jack A. Markell

Date:

6/18/09

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):	
Jack A. Markell	
Signature: <i>Jack Markell</i>	Date: <i>6/18/09</i>

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.

Governor or Authorized Representative of the Governor (Printed Name):	
DO NOT SIGN	
Signature:	Date:

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	\$ 893,358,400
FY 2009*	\$ 1,073,466,700
FY 2010*	\$ 1,026,599,100
FY 2011*	\$ 1,044,720,100

(* 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	\$ 211,805,800
FY 2009*	\$ 230,968,900
FY 2010*	\$ 213,417,100
FY 2011*	\$ 213,817,100

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

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 | \$ 1,028,285,200 |
| (b) Level of State support for public IHEs in FY 2008 | \$ 230,109,700 |
| (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 | \$ 1,073,466,700 |
| (d) Level of State support for public IHEs in FY 2009 | \$ 230,968,900 |
| (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 | \$ 1,026,599,100 |
| (f) Level of State support for public IHEs in FY 2010 | \$ 213,417,100 |

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

* See Appendix D Worksheets for further guidance on how such increases affect a State’s “use of funds” calculations.

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.

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.

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 \$ 0
- (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 \$ 0

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	\$ 46,867,600
(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	\$ 17,551,800
(e) Amount of funds, if any, remaining after restoring State support for elementary, secondary, and postsecondary education in FY 2009 and FY 2010	\$ 45,900,667

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.

**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

Category	Estimated Percentage of Funds to Be Used
Public Safety	
Elementary and secondary education (excluding modernization, renovation, or repair of public school facilities)	
Public IHEs (excluding modernization, renovation, or repair of IHEs)	
Modernization, renovation, or repair of public school facilities	
Modernization, renovation, or repair of IHEs	
Medicaid	30%
Public assistance	
Transportation	
Other (please describe) Property tax relief for Senior Citizens	70%
Undetermined	
TOTAL	100%

**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. 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):	
Jack A. Markell	
Signature: <i>Jack Markell</i>	Date: <i>5/18/09</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):	
Jack A. Markell	
Signature: <i>Jack Markell</i>	Date: <i>6/18/09</i>

**Appendices to the
Application for Initial Funding under the
State Fiscal Stabilization Fund Program**

APPENDIX A
STATE ALLOCATION DATA

NOTE: The amounts provided in the chart below represent the amount of each State's total State Fiscal Stabilization Fund allocation, with a breakdown of the total amounts available to each State under the Education Stabilization Fund (CFDA No. 84.394) and the Government Services Fund (CFDA No. 84.397). The Department will award sixty-seven percent of these amounts to States in the initial phase of the application process.

FY 2009 State Fiscal Stabilization Fund

	FY 2009 State Fiscal <u>Total Stabilization Allocation</u>	Education Stabilization 81.8%	Government Services 18.2%
Alabama	729,041,407	596,355,871	132,685,536
Alaska	113,744,697	93,043,162	20,701,535
Arizona	1,016,955,172	831,869,331	185,085,841
Arkansas	443,830,097	363,053,019	80,777,078
California	5,960,267,431	4,875,498,758	1,084,768,673
Colorado	760,242,539	621,878,397	138,364,142
Connecticut	541,872,683	443,251,855	98,620,828
Delaware	134,865,607	110,320,067	24,545,540
District of Columbia	89,377,071	73,110,444	16,266,627
Florida	2,700,292,474	2,208,839,244	491,453,230
Georgia	1,541,319,187	1,260,799,095	280,520,092
Hawaii	192,178,168	157,201,741	34,976,427
Idaho	246,576,628	201,699,682	44,876,946
Illinois	2,055,171,987	1,681,130,685	374,041,302
Indiana	1,006,920,810	823,661,223	183,259,587
Iowa	472,339,542	386,373,745	85,965,797
Kansas	449,172,167	367,422,833	81,749,334
Kentucky	651,341,789	532,797,583	118,544,206
Louisiana	708,548,266	579,592,482	128,955,784
Maine	193,460,061	158,250,330	35,209,731
Maryland	879,800,714	719,676,984	160,123,730
Massachusetts	994,258,205	813,303,212	180,954,993
Michigan	1,592,138,132	1,302,368,992	289,769,140
Minnesota	816,489,174	667,888,144	148,601,030
Mississippi	479,300,666	392,067,945	87,232,721
Missouri	920,748,576	753,172,335	167,576,241
Montana	148,689,792	121,628,250	27,061,542
Nebraska	286,009,690	233,955,926	52,053,764
Nevada	396,582,797	324,404,728	72,178,069
New Hampshire	200,787,230	164,243,954	36,543,276
New Jersey	1,330,483,831	1,088,335,774	242,148,057
New Mexico	318,381,906	260,436,399	57,945,507
New York	3,017,796,810	2,468,557,791	549,239,019
North Carolina	1,420,454,235	1,161,931,564	258,522,671
North Dakota	104,699,679	85,644,337	19,055,342
Ohio	1,789,376,483	1,463,709,963	325,666,520
Oklahoma	578,020,433	472,820,714	105,199,719
Oregon	570,246,373	466,461,533	103,784,840
Pennsylvania	1,905,620,952	1,558,797,939	346,823,013

Rhode Island	164,929,269	134,912,142	30,017,127
South Carolina	694,060,272	567,741,302	126,318,970
South Dakota	127,497,174	104,292,688	23,204,486
Tennessee	947,597,843	775,135,036	172,462,807
Texas	3,973,437,816	3,250,272,133	723,165,683
Utah	479,928,876	392,581,821	87,347,055
Vermont	94,315,490	77,150,071	17,165,419
Virginia	1,202,770,052	983,865,903	218,904,149
Washington	1,002,380,010	819,946,848	182,433,162
West Virginia	266,468,179	217,970,970	48,497,209
Wisconsin	876,940,096	717,336,999	159,603,097
Wyoming	82,665,277	67,620,197	15,045,080
Puerto Rico	647,606,185	529,741,859	117,864,326
TOTAL TO STATE GRANTS	48,318,000,000	39,524,124,000	8,793,876,000
Average award	929,192,308	760,079,308	169,113,000
Outlying Areas (maximum)	268,000,000	219,224,000	48,776,000
Freely Associated States	0		
Indian set-aside	0		
Other	5,014,000,000		
Total	53,600,000,000	39,743,348,000	8,842,652,000

APPENDIX B

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

Background

Section 14005(b)(2) of the ARRA requires States to submit baseline data demonstrating their current status in the following areas:

1. Achieving equity in teacher distribution;
2. Improving the collection and use of data;
3. Regarding standards and assessments –
 - 3.1 Enhancing the quality of academic assessments
 - 3.2 Including children with disabilities and limited English proficient students; and
 - 3.3 Improving State academic content and student achievement standards; and
4. Supporting struggling schools.

The Department currently has data demonstrating a State's status in each of the assurance areas referenced above. A description of the data is provided below.

The data described below are the most current available data on the States' status for two of these areas – enhancing the quality of academic assessments and inclusion of children with disabilities and limited English proficient students in State assessments. Thus, the Department is not inviting States to submit additional information with respect to paragraphs 1 and 2 of the Standards and Assessment Assurances provided in Part 2 of the application. If the Department changes a State's status for its assessment system, the Department will use the updated status as the State's initial baseline in these two areas.

For four of these areas – achieving equity in teacher distribution; improving collection and use of data; improving State academic content and student achievement standards; and supporting struggling schools – a State may confirm in Part 3 of its application the use of the data described below as its initial baseline for these areas, or provide other data that more accurately reflect its current status in these areas.

In the near future, the Department intends to publish in the Federal Register for public comment a notice describing the additional baseline data that the Department proposes to require States to submit as part of the phase two application.

For Part 3 of the application, the State will confirm that the Department may use the available data described below as the State's baseline data for achieving equity in teacher distribution; improving the collection and use of data; improving State academic content and student achievement standards; and supporting struggling schools; or submit as an attachment to its application other data that more accurately reflect its status.

Initial Baseline Data

1. Achieving Equity in Teacher Distribution

A State must provide baseline data that demonstrate its current status regarding “tak[ing] actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the 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.”

Available Data for the Initial Baseline

As part of the annual Consolidated State Performance Report (CSPR), each State provides data on the number and percentage of core academic courses that are taught by highly qualified teachers in high- and low-poverty schools. (See <http://www.ed.gov/admins/lead/account/consolidated/sy06-07part1/index.html>.) The Department will use data from the most recent CSPR to establish a State’s initial baseline for achieving equity in teacher distribution.

2. Improving Collection and Use of Data

A State must provide baseline data that demonstrate its current status regarding “establish[ing] 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).”

Available Data for the Initial Baseline

In September 2008, the Data Quality Campaign and the National Center for Education Achievement conducted a survey that assessed the status of State educational data systems. (See <http://www.dataqualitycampaign.org>.) The survey identified ten essential elements of a longitudinal data system. Five of the elements are aligned with the five statutory elements in the America COMPETES Act for “Preschool through grade 12 and postsecondary education” (20 U.S.C. 9871(e)(2)(D)(i)), and the remaining five elements are aligned with the five statutory elements for “Preschool through grade 12 education.” (20 U.S.C. 9871(e)(2)(D)(ii)) The Department will use the results of the survey to establish a State’s initial baseline for improving the collection and use of data.

3. Standards and Assessments

3-1. Standards and Assessments: Enhancing the Quality of Academic Assessments

A State must provide baseline data that demonstrate its current status regarding “enhanc[ing] 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)).”

Available Data for the Initial Baseline

In January and February 2009, the Department sent letters to States that contained detailed information on specific components of their assessments and accountability systems. (See <http://www.ed.gov/admins/lead/account/cornerstones/index.html>.) The State-specific attachments to those letters and the State assessment approval status as reflected in the State Information Chart at <http://www.ed.gov/policy/elsec/guid/stateletters/ssc.xls> identify each State’s current baseline for the status of its assessments. As noted above, if the Department changes a State’s status for its assessment system, the Department will consider the updated status as the State’s initial baseline in this area.

3-2. Standards and Assessments: Inclusion of Children with Disabilities and Limited English Proficient Students

A State must provide baseline data that demonstrate its current status regarding “comply[ing] 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 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.”

Available Data for the Initial Baseline

The Department will use the information in the State-specific letters referenced above (see <http://www.ed.gov/admins/lead/account/cornerstones/index.html>) and the State Information Chart at <http://www.ed.gov/policy/elsec/guid/stateletters/ssc.xls> as the State’s current status related to the inclusion of children with disabilities and limited English proficient students in State assessments, the validity and reliability of the assessments for such children, and the provision of accommodations. If the Department changes a State’s status for its assessment system, the Department will consider the updated status as the State’s initial baseline in this area.

3-3. Standards and Assessments: Improving State Academic Content and Student Achievement Standards

A State must provide baseline data that demonstrate its current status regarding “taking 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.”

Available Data for the Initial Baseline

The Department will use Achieve’s 2009 report on “*Closing the Expectations Gap*” to establish this initial baseline. (See <http://www.achievc.org/closingthccxpcctationsgap2009>.) The report, based on a survey of States, provides information on State efforts to align their standards, graduation requirements, assessments, and accountability system with college and career expectations.

4. Supporting Struggling Schools

A State must provide baseline data that demonstrate its current status regarding “ensur[ing] compliance [by LEAs] with the requirements of sections 1116(b)(7)(C)(iv) and 1116(b)(8)(B) of the ESEA with respect to schools identified [for corrective action and restructuring].”

Available Data for the Initial Baseline

The Department currently has preliminary data in the CSPR on the number and names of schools in corrective action and restructuring for the 2008-09 school year (based on assessments in 2007-2008). (See <http://www.ed.gov/programs/statestabilization/applicant.html>.) As part of its application, a State may provide updated information on the numbers and names of schools in corrective action or restructuring, but is not required to do so.

APPENDIX C

INSTRUCTIONS FOR PART 4: MAINTENANCE OF EFFORT (MOE)

Background

Section 14005(d)(1) of the ARRA contains maintenance-of-effort (MOE) requirements that apply to the levels of State support for elementary and secondary education, as well as to the levels of State support for public institutions of higher education. The requirements are as follows:

Elementary and Secondary Education

In each of fiscal years (FYs) 2009, 2010, and 2011, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

Public Institutions of Higher Education

In each of FYs 2009, 2010, and 2011, the State will maintain State support for public institutions of higher education (not including support for capital projects or for research and development or tuition and fees paid by students) at least at the level of such support in FY 2006.

Section 14012 of the ARRA authorizes the Secretary of Education to waive or modify these requirements if the following statutory criterion is met:

MOE Waiver Criterion

A State is eligible for a waiver of the elementary and secondary education MOE requirement or the higher education MOE requirement for a given fiscal year if the Secretary determines that the State will not provide for elementary, secondary, and public higher education, for the fiscal year under consideration, a smaller percentage of the total revenues available to the State than the percentage provided for such purpose in the preceding fiscal year.

The term “total revenues available to the State” as stated in the criterion means either (a) projected or actual total State revenues for education and other purposes for the relevant years *or* (b) projected or actual total State appropriations for education and other purposes for those years. The MOE waiver criterion applies to both waivers of the elementary and secondary education MOE requirements and the higher education MOE requirements.

Sections 14005(d)(1) and (b)(2) of the ARRA require each State to provide an assurance that it will comply with the MOE requirements and baseline data that demonstrates the State’s current status regarding maintenance of effort.

Special instructions for completing Part 4: Maintenance of Effort

Part 4 of the application is divided into three sections – Section A: Maintenance-of-Effort Assurances; Section B: Maintenance-of-Effort Waiver Assurance; and Section C: Maintenance-of-Effort Baseline Data.

- **Each State must complete Section A of Part 4.** In this section, the Governor or his/her authorized representative assures that the State will comply with the Stabilization program MOE requirements.
- A State must submit the additional MOE *waiver assurance* in Section B of Part 4 **only if** the State anticipates that it will be unable to meet the MOE requirements for one or more of the relevant fiscal years.
- **Each State must complete Section C of Part 4.** Here the State provides baseline MOE data.

The Department recognizes that, at this time, States do not have all of the data they need to make final MOE determinations, especially for future years. Thus, as part of the Stabilization program application, the Department is requiring only the submission of the MOE assurances (Part 4, Section A), the MOE waiver assurance (if applicable) (Part 4, Section B), and baseline MOE data (Part 4, Section C).

In the near future, the Department will provide States with additional MOE guidance and a streamlined MOE waiver application form.

Determining the level of State support for elementary and secondary education

A State determines its level of State support for elementary and secondary education for a given fiscal year in a manner that is consistent with its governing statutes and regulations. One example of how a State may choose to quantify its level of support for elementary and secondary education is to use the data that is included as “Revenue from State Sources” in the National Public Education Finance Survey (NPEFS). (See <http://nces.ed.gov/ccd/pdf/NPEFSmanual2004.pdf>.) This is a survey of States that is conducted annually by the National Center for Education Statistics. NPEFS identifies four types of State support for LEAs:

- Unrestricted Grants-in-Aid: State grants to local education agencies (LEAs) that can be used, without restriction, for any legal purpose desired by the LEA;
- Restricted Grants-in-Aid: State grants to an LEA that must be used for a "categorical" or specific purpose;
- Revenue in Lieu of Taxes: Commitments or payments made out of general revenues by a State to an LEA in lieu of taxes that the State would have had to pay had its property or other tax base been subject to taxation on the same basis as privately owned property. This revenue includes payments in lieu of taxes for privately owned property that is not subject to taxation on the same basis as other privately owned property because of action(s) taken by a State; and
- Revenue for, or on Behalf of, the LEA: State commitments or payments for the benefit of an LEA and contributions of equipment and supplies. Such revenue includes payments made for, or on behalf, of an LEA by a State to a pension fund for LEA employees.

In determining levels of State support for MOE purposes, a State may also use the amount of funds provided to LEAs through the State's primary funding formulae in a given year as the level of State support for elementary and secondary education for that year. Alternatively, a State may establish its own definition of State support for elementary and secondary education. In providing the MOE baseline data for the levels of State support for elementary and secondary education in Section C of Part 4, a State must identify and describe the data sources used in determining the levels of such support.

Finally, a State may establish that it is complying with the elementary and secondary education MOE requirements on either an aggregate basis or a per-student basis.

Determining the level of State support for public institutions of higher education

In Section C of Part 4, a State must also provide data on its level of State support for public institutions of higher education (IHEs) for specific fiscal years. These data may *not* include support for capital projects or for research and development or tuition and fees paid by students.

In addition, State funding for financial assistance to students attending public IHEs is not considered State support for these institutions. Rather, such funding is considered support for students to enable them to pay their educational expenses, even if the IHEs administer the funding. However, unrestricted State funding for public IHEs is considered State support for such institutions even if those institutions choose to use a portion of that funding for financial assistance to students.

One example of how a State may quantify State support for public IHEs is to use the definitions from the State Higher Education Executive Officers (SHEEO) State Higher Education Finance study, an annual data collection of all State and local revenue used to support higher education. (See <http://sheeo.org/finance/shef-home.htm>.) In that study, SHEEO identifies the following as State revenue sources for public IHEs:

- State tax appropriations set aside specifically to support public higher education;
- Funding under State auspices for appropriated non-tax support (e.g., tobacco settlement funds and lotteries) specifically set aside for public higher education; and
- Interest or earnings received from State-endowments pledged to public IHEs.

Alternatively, a State may establish its own definition of State support for public IHEs. In providing the MOE baseline data for the levels of State support for public IHEs in Section C of Part 4, a State must identify and describe the data sources used in determining the levels of such support.

APPENDIX D

INSTRUCTIONS FOR PART 5: STATE USES OF FUNDS

Background

Section 14005(b)(3) of the ARRA requires each State to describe how it intends to use its Stabilization allocation.¹ This part of the application collects information regarding a State's intended uses of funds awarded under the Stabilization program and is divided into two sections:

- **Section A: State Uses of the Education Stabilization Fund (CFDA No.84.394)**

These are the funds that the Department awards to States to restore State support elementary, secondary, and postsecondary education and, as applicable, early childhood education programs and services. These funds represent 81.8 percent of the State's total Stabilization Fund allocation.

- **Section B: State Uses of the Government Services Fund (CFDA No.84.397)**

These are the funds that the Department awards to States for public safety and other government services, which may include assistance for elementary and secondary education and public IHEs, and for modernization, renovation, or repair of public school facilities and IHE facilities, including modernization, renovation, and repairs that are consistent with a recognized green building rating system. These funds represent 18.2 percent of the State's total Stabilization Fund allocation.

Section 14002(a)(2)(A) of the ARRA requires States first to use Stabilization Funds to restore State support for elementary, secondary, and public higher education in each of FYs 2009, 2010, and 2011. The worksheets at the end of this appendix will assist States in determining the amount of Stabilization funds that they will use to calculate such levels of support. If any funds remain after restoring State support for elementary, secondary, and public higher education in FYs 2009, 2010, and 2011, the State must award those remaining funds to LEAs based on their proportionate share of funding under Title I, Part A of the ESEA. If there are insufficient funds to fully restore support in each of FYs 2009, 2010, and 2011, the shortfall provisions in section 14002(a)(2)(B) of the ARRA will apply.

In order to calculate the levels of State support for elementary and secondary education, States must determine which of their elementary and secondary education funding formulae are their *primary funding formulae* for elementary and secondary education. States must also determine their levels of State support for public higher education, excluding tuition and fees paid by students. As noted in the instructions in Appendix C, State funding for financial assistance to students attending public IHEs is not considered State support for these institutions. Rather, such funding is considered

¹ The ARRA also requires a State to indicate in its application whether it will use its Stabilization allocation to meet MOE requirements under the ESEA and IDEA and, in such cases, what amount will be used to meet those requirements. The Department recognizes that States would not have that data at this time and, therefore, is not requesting that information as part of the application. The Department notes that, upon approval of the Secretary, a State or LEA that receives Stabilization funds may treat any portion of those funds that is used for elementary, secondary, or postsecondary education as non-Federal funds for the purpose of *any* requirement to maintain fiscal effort, including part C of the IDEA, in a program administered by the Secretary. (See Section 14012(d) of the ARRA.) The Stabilization program guidance will further address this fiscal relief authority.

support for students to enable them to pay their educational expenses, even if the IHEs administer the funding. However, unrestricted State funding for public IHEs is considered State support for such institutions even if those institutions choose to use a portion of that funding for financial assistance to students.

The application (in Part 5, Section A, subsection 1) requires States to provide data on “Levels of State Support for Elementary, Secondary, and Postsecondary Education”. These data are the following:

- For FY 2008, the data must be the *actual* levels of State support for elementary and secondary education and for public IHEs.
- For FY 2009, the data may be (a) actual levels of State support for elementary and secondary education and for public IHEs; (b) projected levels of State support for elementary and secondary education and for public IHEs; or (c) prior-enacted levels of State support for elementary and secondary education and for public IHEs that were subsequently revised.
- For FY 2010, the data may be projected levels of State support for elementary and secondary education and for public IHEs. In addition, for FY 2010, the State must make adjustments for approved formula increases or State equity and adequacy adjustments that were enacted prior to October 1, 2008. (*See* Worksheet 2-B of Appendix D.)

The “projected levels” can be based on data such as the Governor’s budget request or preliminary budget or appropriations legislation. The “prior-enacted levels” are amounts that were previously enacted but revised later during the applicable fiscal year. If a State chooses to use “prior-enacted levels”, it must use such levels for both elementary and secondary education and for public IHEs.

We have provided the worksheets at the end of this Appendix to assist States in calculating the data required in Section A of Part 5 of the Application. A State is not required submit the completed worksheets as part of its application. The following principles apply to the calculations in these worksheets:

- A State must restore its level of State support to the greater of the FY 2008 or FY 2009 levels.
- For elementary and secondary education, a State must restore the amount of funds provided through the State’s primary elementary and secondary education formulae.
- Only LEAs are eligible for grants from the Education Stabilization Fund that are awarded through the State’s primary elementary and secondary education formulae.
- A State may determine the formula(e) that it considers to be the “primary” formula(e). A State may make changes to any formula. However, if a State chooses to make a change to a particular formula in a given year for purposes of calculating LEA allocations under the Stabilization program, it must use the revised formula to make allocations of State funds for that same fiscal year.
- A State must first use its Education Stabilization Fund allocation to restore fully the level of State support for elementary and secondary education in FY 2009 and the level of State support for public IHEs in FY 2009 before it may allocate any funds from the Education Fund to restore that support in FY 2010.

- A State must restore State support for *both* elementary and secondary education and public IHEs. It may not choose to restore support for only elementary and secondary education or for only postsecondary education.
- If a State has insufficient funds to restore fully, in a given fiscal year, the levels of State support for both elementary and secondary education and public IHEs, it must allocate funds from the Education Stabilization Fund to support elementary and secondary education and public IHEs in proportion to their relative shortfall in accordance with section 14002(a)(2)(B) of the ARRA.
- A State would repeat this process to calculate how to restore support in FY 2010 and FY 2011 to the extent it has remaining funds.
- If a State has funds remaining after fully restoring State support for elementary, secondary, and postsecondary education in each of fiscal years 2009, 2010, and 2011, it must allocate the remaining funds from the Education Stabilization Fund to LEAs based on their relative shares under Part A of Title I.

**WORKSHEETS FOR PART 5, SECTION A: STATE USES OF EDUCATION
STABILIZATION FUNDS - CALCULATING THE RESTORATION AMOUNTS
(CFDA No. 84.394)**

SPECIAL NOTES:

- **The calculations in the worksheets and the data provided in Section A of Part 5 of the application must be based on each State’s total Education Stabilization Fund allocation as reflected in Appendix A and not on the amount of the State’s initial Education Stabilization Fund award.**
- **The term “postsecondary education” means public higher education.**

WORKSHEET 1-A: Calculating the amount of a State’s total Education Fund allocation to be used to restore the level of State support for elementary, secondary, and postsecondary education in FY 2009

Line	Information	Amount
1.	Amount of the State’s total Education Stabilization Fund allocation.	\$110,320,067
2.	Either the actual amount of State funds that the State provided through its primary elementary and secondary education funding formulae in FY 2008, or a prior-enacted amount of State funds that the State provided or will provide through its primary elementary and secondary education funding formulae in FY 2009.	\$1,028,285,200
3.	Either the actual amount of State support for public institutions of higher education (IHEs) in FY 2008 or a prior-enacted amount of State support for public IHEs in FY 2009.	\$230,109,700
4.	Actual or projected amount of State funds that the State provided or will provide through its primary elementary and secondary education funding formulae in FY 2009.	\$1,073,466,700
5.	Actual or projected amount of State support for public IHEs in FY 2009.	\$230,968,900
6.	If the amount on Line 4 is greater than the amount on Line 2, enter 0; if the amount on Line 2 is greater than the amount on Line 4, enter the difference.	\$0
7.	If the amount on Line 5 is greater than the amount on Line 3, enter 0; if the amount on Line 3 is greater than the amount on Line 5, enter the difference.	\$0
8.	Enter the sum of the amounts on Line 6 and Line 7. This is the amount of funds needed to restore fully the levels of State support for elementary, secondary, and postsecondary education in FY 2009. If the amount on Line 8 is greater than the amount on Line 1, <i>see Worksheet 1-B for FY 2009 Shortfall calculation and do not complete lines 9, 10, 11, and 12.</i>	\$0
9.	If the amount on Line 1 is greater than the amount on Line 8, enter the amount from Line 6. This is the amount of funds from 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. <i>(Enter this amount in Part A of Section 5 of the Application.)</i>	\$0

10.	If the amount on Line 1 is greater than the amount on Line 8, enter the amount from Line 7. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for postsecondary education in FY 2009. <i>(Enter this amount in Part A of Section 5 of the Application.)</i>	\$0
11.	Enter the sum of the amounts on Line 9 and Line 10. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary, secondary, and postsecondary education in FY 2009.	\$0
12.	Enter amount obtained by subtracting the amount on Line 11 from the amount on Line 1. This is the amount of the State's total Education Stabilization Fund allocation remaining to restore State support for education in FY 2010. (This amount is carried over to Line 1 of Worksheet 2-A or Worksheet 2-B.)	\$110,320,067

**WORKSHEETS FOR PART 5, SECTION A: STATE USES OF EDUCATION
STABILIZATION FUNDS - CALCULATING THE RESTORATION AMOUNTS**

WORKSHEET 1-B: Shortfall Calculations for FY 2009

Line	Information	Amount
1.	Amount of the State's total Education Stabilization Fund allocation (Enter the amount on Line 1 of Worksheet 1-A).	\$110,320,067
2.	Total amount of shortfall in FY 2009 (Enter the amount on Line 8 of Worksheet 1-A).	\$0
3.	Amount of shortfall in State support for elementary and secondary education (Enter the amount on Line 6 of Worksheet 1-A).	\$0
4.	Amount of shortfall in State support for public IHEs (Enter the amount on Line 7 of Worksheet 1-A).	\$0
5.	Enter the amount obtained by dividing the amount on Line 3 by the amount on Line 2.	\$0
6.	Enter the amount obtained by dividing the amount on Line 4 by the amount on Line 2.	\$0
7.	Enter the amount obtained by multiplying the amount on Line 5 by the amount on Line 1. This is the amount of funds from 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. <i>(Enter this amount in Part A of Section 5 of the Application.)</i>	\$0
8.	Enter the amount obtained by multiplying the amount on Line 6 by the amount on Line 1. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for postsecondary education in FY 2009. <i>(Enter this amount in Part A of Section 5 of the Application.)</i>	\$0

**WORKSHEETS FOR PART 5, SECTION A: STATE USES OF EDUCATION
STABILIZATION FUNDS - CALCULATING THE RESTORATION AMOUNTS**

WORKSHEET 2-A: Calculating the amount of a State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary, secondary, and postsecondary education in FY 2010 if the State did not enact, prior to October 1, 2008, elementary and secondary education formula increases for FY 2010 or State equity and adequacy adjustments

Line	Information	Amount
1.	Amount of the State's total Education Stabilization Fund allocation remaining after restoring the level of State support for education in FY 2009 (Enter the amount on Line 12 of Worksheet 1-A).	\$110,320,067
2.	Enter the greater of (1) either the actual amount of State funds that the State provided through its primary elementary and secondary education funding formulae in FY 2008 or a prior-enacted amount of State funds that the State provided or will provide through its primary elementary and secondary education funding formulae in FY 2009 or (2) actual or projected amount of State funds that the State provided or will provide through its primary elementary and secondary education funding formulae in FY 2009. (i.e., Enter the greater of the amounts on Lines 2 and 4 of Worksheet 1-A).	\$ 1,073,466,700
3.	Enter the greater of (1) either the actual amount of State support for public institutions of higher education (IHEs) in FY 2008 or a prior-enacted amount of State support for public IHEs in FY 2009 or (2) actual or projected amount of State support for public IHEs in FY 2009 the amounts of State support for public institutions of higher education (IHEs) in FY 2008 and FY 2009. (i.e., Enter the greater of the amounts on Lines 3 and 5 of Worksheet 1-A).	\$ 230,968,900
4.	Projected amount that the State will provide through its primary elementary and secondary education funding formulae in FY 2010.	\$ 1,026,599,100
5.	Projected amount of State support for public IHEs in FY 2010.	\$ 213,417,100
6.	If the amount on Line 4 is greater than the amount on Line 2, enter 0; if the amount on Line 2 is greater than the amount on Line 4, enter the difference.	\$ 46,867,600
7.	If the amount on Line 5 is greater than the amount on Line 3, enter 0; if the amount on Line 3 is greater than the amount on Line 5, enter the difference.	\$ 17,551,800
8.	Enter the sum of the amounts on Line 6 and Line 7. This is the amount of funds needed to restore fully the levels of State support for elementary, secondary, and postsecondary education in FY 2010. If the amount on Line 8 is greater than the amount on Line 1, see Worksheet 2-C for Shortfall calculations and do not complete lines 9, 10, 11 and 12.	\$64,419,400
9.	If the amount on Line 1 is greater than the amount on Line 8, enter the amount from Line 6. This is the amount of funds from 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. <i>(Enter this amount in Part A of Section 5 of the Application.)</i>	\$ 46,867,600
10.	If the amount on Line 1 is greater than the amount on Line 8, enter the amount from Line 7. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for postsecondary education in FY 2010. <i>(Enter this amount in Part A of Section 5 of the Application.)</i>	\$ 17,551,800
11.	Enter the sum of the amounts on Line 9 and Line 10. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary, secondary, and postsecondary education in FY 2010.	\$64,419,400
12.	Enter the amount obtained by subtracting the amount on Line 11 from the amount on Line 1. This is the amount of the State's total Education Stabilization Fund allocation remaining to restore the levels of State support for education in FY 2011. (This amount is carried over to Line 1 of Worksheet 3-A or 3-B.)	\$45,900,667

**WORKSHEETS FOR PART 5, SECTION A: STATE USES OF EDUCATION
STABILIZATION FUNDS - CALCULATING THE RESTORATION AMOUNTS**

WORKSHEET 2-B: Calculating the amount of a State's Education Stabilization Fund allocation to be used to restore the level of State support for elementary, secondary, and postsecondary education in FY 2010 if, prior to October 1, 2008, the State enacted State elementary and secondary education formula increases for FY 2010 or State equity and adequacy adjustments

Line	Information	Amount
1.	Amount of the State's Education Stabilization Fund allocation remaining after restoring the level of State support for education in FY 2009 (Enter amount on Line 12 of Worksheet 1-A).	N/A
2.	Either the actual amount of State funds that the State provided through its primary elementary and secondary education funding formulae in FY 2008 or a prior-enacted amount of State funds that the State provided or will provide through its primary elementary and secondary education funding formulae in FY 2009 (Enter the amount on line 2 of Worksheet 1-A).	
3.	Actual or projected amount that the State provided or will provide through its primary elementary and secondary education funding formulae in FY 2009 (Enter the amount on Line 4 of Worksheet 1-A).	
4.	Enacted amount (including formulae increases and equity and adequacy adjustments enacted prior to October 1, 2008) that the State would provide through its primary elementary and secondary education funding formulae in FY 2010.	
5.	Projected amount that the State will provide through its primary elementary and secondary education funding formulae in FY 2010.	
6.	Enter the greater of the amounts on Lines 2, 3, or 4.	
7.	If the amount on Line 5 is greater than the amount on Line 6, enter 0; if the amount on Line 6 is greater than the amount on Line 5, enter the difference.	
8.	Enter the greater of (1) either the actual amount of State support for public institutions of higher education (IHEs) in FY 2008 or a prior-enacted amount of State support for public IHEs in FY 2009 or (2) actual or projected amount of State support for public IHEs in FY 2009 (i.e., Enter the greater of the amounts on Lines 3 and 5 of Worksheet 1-A).	
9.	Projected amount of State support for public IHEs in FY 2010.	
10.	If the amount on Line 9 is greater than the amount on Line 8, enter 0; if the amount on Line 8 is greater than the amount on Line 9, enter the difference.	
11.	Enter the sum of the amounts on Line 7 and Line 10. This is the amount of funds needed to restore fully the levels of State support for elementary, secondary, and postsecondary education in FY 2010. If the amount on Line 11 is greater than the amount on than Line 1, <i>see Worksheet 2-D for Shortfall calculations and do not complete Lines 12, 13 and 14.</i>	
12.	If the amount on Line 1 is greater than the amount on Line 11, enter the amount from Line 7. This is the amount of funds from 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. <i>(Enter this amount in Part A of Section 5 of the Application.)</i>	
13.	If the amount on Line 1 is greater than the amount on Line 11, enter the amount from Line 10. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for postsecondary education in FY 2010. <i>(Enter this amount in Part A of Section 5 of the Application.)</i>	
14.	Enter the sum of the amounts on Line 12 and Line 13. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary, secondary, and postsecondary education in FY 2010.	
15.	Enter the amount obtained by subtracting the amount on Line 14 from the amount on Line 1. This is the amount of the Stabilization funds remaining to	

Line	Information	Amount
	use to restore funds in FY 2011. This is the amount of the State's total Education Stabilization Fund allocation remaining to restore the levels of State support for education in FY 2011. (This amount is carried over to Line 1 of Worksheet 3-A or 3-B.)	

**WORKSHEETS FOR PART 5, SECTION A: STATE USES OF EDUCATION
STABILIZATION FUNDS - CALCULATING THE RESTORATION AMOUNTS**

WORKSHEET 2-C: Shortfall Calculations for FY 2010 in cases in which the State did not enact, prior to October 1, 2008, elementary and secondary education formula increases for FY 2010 or State equity and adequacy

Line	Information	Amount
1.	Amount of the State's total Education Stabilization Fund allocation remaining after restoring the level of State support for education in FY 2009 (Enter the amount on Line 1 of Worksheet 2-A).	N/A
2.	Total amount of shortfall in FY 2010 (Enter the amount on Line 8 of Worksheet 2-A).	
3.	Amount of shortfall in State support for elementary and secondary education (Enter the amount on Line 6 of Worksheet 2-A).	
4.	Amount of shortfall in State support for public IHEs (Enter the amount on Line 7 of Worksheet 2-A).	
5.	Enter the amount obtained by dividing the amount on Line 3 by the amount on Line 2.	
6.	Enter the amount obtained by dividing the amount on Line 4 by the amount on Line 2.	
7.	Enter the amount obtained by multiplying the amount on Line 5 by the amount on Line 1. This is the amount of funds from 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. <i>(Enter this amount in Part A of Section 5 of the Application.)</i>	
8.	Enter the amount obtained by multiplying the amount on Line 6 by the amount on Line 1. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for postsecondary education in FY 2010. <i>(Enter this amount in Part A of Section 5 of the Application.)</i>	

**WORKSHEETS FOR PART 5, SECTION A: STATE USES OF EDUCATION
STABILIZATION FUNDS - CALCULATING THE RESTORATION AMOUNTS**

WORKSHEET 2-D: Shortfall Calculations for FY 2010 in cases in which the State enacted, prior to October 1, 2008, elementary and secondary education formula increases for FY 2010 or State equity and adequacy adjustments

Line	Information	Amount
1.	Amount of the State's total Education Stabilization Fund allocation remaining after restoring the level of State support for education in FY 2009 (Enter the amount on Line 1 of Worksheet 2-B).	N/A
2.	Total amount of shortfall in FY 2010 (Enter the amount on Line 11 of Worksheet 2 B).	
3.	Amount of shortfall in State support for elementary and secondary education (Enter the amount on Line 7 of Worksheet 2-B).	
4.	Amount of shortfall in State support for public IHEs (Enter the amount on Line 10 of Worksheet 2-B).	
5.	Enter the amount obtained by dividing the amount on Line 3 by the amount on Line 2.	
6.	Enter the amount obtained by dividing the amount on Line 4 by the amount on Line 2.	
7.	Enter the amount obtained by multiplying the amount on Line 5 by the amount on Line 1. This is the amount of funds from 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. <i>(Enter this amount in Part A of Section 5 of the Application.)</i>	
8.	Enter the amount obtained by multiplying the amount on Line 6 by the amount on Line 1. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for postsecondary education in FY 2010. <i>(Enter this amount in Part A of Section 5 of the Application.)</i>	

**WORKSHEETS FOR PART 5, SECTION A: STATE USES OF EDUCATION
STABILIZATION FUNDS - CALCULATING THE RESTORATION AMOUNTS**

WORKSHEET 3-A: Calculating the amount of a State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary, secondary, and postsecondary education in FY 2011 if the State did not enact, prior to October 1, 2008, elementary and secondary education formula increases for FY 2011 or State equity and adequacy adjustments

Line	Information	Amount
1.	Amount of the State's total Education Stabilization Fund allocation remaining after restoring the level of State support for education in FY 2009 and FY 2010 (If level of FY 2010 support was based on Worksheet 2-A, enter the amount on Line 12 of Worksheet 2-A; if level of FY 2010 support was based on Worksheet 2-B, enter the amount on Line 15 of Worksheet 2-B).	\$ 45,900,667
2.	Enter the greater of (1) either the actual amount of State funds that the State provided through its primary elementary and secondary education funding formulae in FY 2008 or a prior-enacted amount of State funds that the State provided or will provide through its primary elementary and secondary education funding formulae in FY 2009 or (2) actual or projected amount of State funds that the State provided or will provide through its primary elementary and secondary education funding formulae in FY 2009. (i.e., Enter the greater of the amounts on Lines 2 and 4 of Worksheet 1-A).	\$ 1,073,466,700
3.	Enter the greater of (1) either the actual amount of State support for public institutions of higher education (IHEs) in FY 2008 or a prior-enacted amount of State support for public IHEs in FY 2009 or (2) actual or projected amount of State support for public IHEs in FY 2009 the amounts of State support for public institutions of higher education (IHEs) in FY 2008 and FY 2009. (i.e., Enter the greater of the amounts on Lines 3 and 5 of Worksheet 1-A).	\$ 230,968,900
4.	Projected amount that the State will provide through its primary elementary and secondary education funding formulae in FY 2011.	\$ 1,044,720,100
5.	Projected enacted amount of State support for public IHEs in FY 2011.	\$ 213,817,100
6.	If the amount on Line 4 is greater than the amount on Line 2, enter 0; if the amount on Line 2 is greater than the amount on Line 4, enter the difference.	\$ 28,746,600
7.	If the amount on Line 5 is greater than the amount on Line 3, enter 0; if the amount on Line 3 is greater than the amount on Line 5, enter the difference.	\$ 17,151,800
8.	Enter the sum of the amounts on Line 6 and Line 7. This is the amount of funds needed to restore fully the levels of State support for elementary, secondary, and postsecondary education in FY 2011. If the amount on Line 8 is greater than the amount on Line 1, <i>see Worksheet 3-C for Shortfall calculations and do not complete lines 9, 10, 11 and 12.</i>	\$ 45,898,400
9.	If the amount on Line 1 is greater than the amount on Line 8, enter the amount from Line 6. This is the amount of funds from 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 2011.	\$ 28,746,600
10.	If the amount on Line 1 is greater than the amount on Line 8, enter the amount from Line 7. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for postsecondary education in FY 2011.	\$ 17,151,800

11.	Enter the sum of the amounts on Line 9 and Line 10. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary, secondary, and postsecondary education in FY 2011.	\$ 45,898,400
12.	Enter the amount obtained by subtracting the amount on Line 11 from the amount on Line 1. This is the amount of the State's total Education Fund allocation that will be used to award subgrants to LEAs based on their proportionate shares of funding under Part A of Title I.	\$ 2,267

**WORKSHEETS FOR PART 5, SECTION A: STATE USES OF EDUCATION
STABILIZATION FUNDS - CALCULATING THE RESTORATION AMOUNTS**

WORKSHEET 3-B: Calculating the amount of a State’s Education Stabilization Fund allocation to be used to restore the level of State support for elementary, secondary, and postsecondary education in FY 2011 if, prior to October 1, 2008, the State enacted State elementary and secondary education formula increases for FY 2011 or State equity and adequacy adjustments

Line	Information	Amount
1.	Amount of the State’s total Education Stabilization Fund allocation remaining after restoring the level of State support for education in FY 2009 and FY 2010 (If level of FY 2010 support was based on Worksheet 2-A, enter the amount on Line 12 of Worksheet 2-A; if level of FY 2010 support was based on Worksheet 2-B, enter the amount on Line 15 of Worksheet 2-B).	N/A
2.	Either the actual amount of State funds that the State provided through its primary elementary and secondary education funding formulae in FY 2008 or a prior-enacted amount of State funds that the State provided or will provide through its primary elementary and secondary education funding formulae in FY 2009 (Enter the amount on line 2 of Worksheet 1-A).	
3.	Actual or projected amount that the State provided or will provide through its primary elementary and secondary education funding formulae in FY 2009 (Enter the amount on Line 4 of Worksheet 1-A).	
4.	Enacted amount (including formulae increases and equity and adequacy adjustments enacted prior to October 1, 2008) that the State would provide through its primary elementary and secondary education funding formulae in FY 2011.	
5.	Projected amount that the State will provide through its primary elementary and secondary education funding formulae in FY 2011.	
6.	Enter the greater of the amounts on Lines 2, 3, or 4.	
7.	If the amount on Line 5 is greater than the amount on Line 6, enter 0; if the amount on Line 6 is greater than the amount on Line 5, enter the difference.	
8.	Enter the greater of (1) either the actual amount of State support for public institutions of higher education (IHEs) in FY 2008 or a prior-enacted amount of State support for public IHEs in FY 2009 or (2) actual or projected amount of State support for public IHEs in FY 2009 (i.e., Enter the greater of the amounts on Lines 3 and 5 of Worksheet 1-A).	
9.	Projected amount of State support for public IHEs in FY 2011.	
10.	If the amount on Line 9 is greater than the amount on Line 8, enter 0; if the amount on Line 8 is greater than the amount on Line 9, enter the difference.	
11.	Enter the sum of the amounts on Line 7 and Line 10. This is the amount of funds needed to restore fully the levels of State support for elementary, secondary, and postsecondary education in FY 2011. If the amount on Line 11 is greater than the amount on than Line 1, <i>see Worksheet 3-D for Shortfall calculations and do not complete Lines 12, 13 and 14.</i>	
12.	If the amount on Line 1 is greater than the amount on Line 11, enter the amount from Line 7. This is the amount of funds from 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 2011.	
13.	If the amount on Line 1 is greater than the amount on Line 11, enter the amount from Line 10. This is the amount of funds from the State’s total Education Stabilization Fund allocation to be used to restore the level of State support for postsecondary education in FY 2011.	
14.	Enter the sum of the amounts on Line 12 and Line 13. This is the amount of funds from the State’s total Education Stabilization Fund allocation to be used to restore the level of State support for elementary, secondary, and postsecondary education in FY 2011.	
15.	Enter the amount obtained by subtracting the amount on Line 14 from the	

Line	Information	Amount
	amount on Line 1. This is the amount of the State's total Education Fund allocation that is available for subgrants to LEAs based on their proportionate shares of funding under Part A of Title I.	

**WORKSHEETS FOR PART 5, SECTION A: STATE USES OF EDUCATION
STABILIZATION FUNDS - CALCULATING THE RESTORATION AMOUNTS**

WORKSHEET 3-C: Shortfall Calculations for FY 2011 in cases in which the State did not enact, prior to October 1, 2008, elementary and secondary education formula increases for FY 2011 or State equity and adequacy adjustments

Line	Information	Amount
1.	Amount of the State's total Education Stabilization Fund allocation remaining after restoring the level of State support for education in FY 2009 and FY 2010 (Enter the amount on Line 1 of Worksheet 3-A).	N/A
2.	Total amount of shortfall in FY 2011 (Enter the amount on Line 8 of Worksheet 3-A).	
3.	Amount of shortfall in State support for elementary and secondary education (Enter the amount on Line 6 of Worksheet 3-A).	
4.	Amount of shortfall in State support for public IHEs (Enter the amount on Line 7 of Worksheet 3-A).	
5.	Enter the amount obtained by dividing the amount on Line 3 by the amount on Line 2.	
6.	Enter the amount obtained by dividing the amount on Line 4 by the amount on Line 2.	
7.	Enter the amount obtained by multiplying the amount on Line 5 by the amount on Line 1. This is the amount of funds from 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 2011.	
8.	Enter the amount obtained by multiplying the amount on Line 6 by the amount on Line 1. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for postsecondary education in FY 2011.	

**WORKSHEETS FOR PART 5, SECTION A: STATE USES OF EDUCATION
STABILIZATION FUNDS - CALCULATING THE RESTORATION AMOUNTS**

**WORKSHEET 3-D: Shortfall Calculations for FY 2011 in cases in which the State enacted, prior to
October 1, 2008, elementary and secondary education formula increases for
FY 2011 or State equity and adequacy adjustments**

Line	Information	Amount
1.	Amount of the State's total Education Stabilization Fund allocation remaining after restoring the level of State support for education in FY 2009 and FY 2010 (Enter the amount on Line 1 of Worksheet 3-B).	N/A
2.	Total amount of shortfall in FY 2011 (Enter the amount on Line 11 of Worksheet 3-B).	
3.	Amount of shortfall in State support for elementary and secondary education (Enter the amount on Line 7 of Worksheet 3-B).	
4.	Amount of shortfall in State support for public IHEs (Enter the amount on Line 10 of Worksheet 3-B).	
5.	Enter the amount obtained by dividing the amount on Line 3 by the amount on Line 2.	
6.	Enter the amount obtained by dividing the amount on Line 4 by the amount on Line 2.	
7.	Enter the amount obtained by multiplying the amount on Line 5 by the amount on Line 1. This is the amount of funds from 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 2011.	
8.	Enter the amount obtained by multiplying the amount on Line 6 by the amount on Line 1. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for postsecondary education in FY 2011.	

APPENDIX E

APPLICATION CHECKLIST AND SUBMISSION INFORMATION

Please use the following checklist to confirm that your application is complete:

Part 1: Application Cover Sheet

- Is all of the requested information included on the Cover Sheet?
- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the Cover Sheet?
- SIGNATURE OPTIONAL** – Has the Chief State School Officer confirmed that the State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program?

Part 2: Education Reform Assurances

- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the Education Reform Assurances?

Part 3: Initial Baseline Data for Education Reform Assurances

- Has the State confirmed the Education Reform Assurances for which the State is accepting the identified data sources?

NOTE: The State must provide other initial baseline data for any assurance for which the State elects not to use the identified data sources.

- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the initial baseline data confirmation page?

Part 4, Section A: Maintenance-of-Effort (MOE) Assurance

- Has the State indicated which of the listed MOE requirements the Governor or his/her authorized representative anticipates that the State will meet?
- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the MOE Assurance?

Part 4, Section B: Maintenance-of-Effort Waiver Assurance

NOTE: This assurance must be signed if the Governor or his/her authorized representative anticipates that the State will be unable to meet one or more of the MOE requirements listed in Part 4, Section A.

- SIGNATURE REQUIRED** – Where applicable, has the Governor or his/her authorized representative signed the MOE Waiver Assurance?

Part 4, Section C: Maintenance-of-Effort Baseline Data

- ❑ Has the State provided data on the levels of State support for elementary and secondary education?
- ❑ Has the State provided data on the levels of State support for public institutions of higher education (IHEs)?
- ❑ Has the State identified and described the data sources used in determining the levels of State support for elementary and secondary education?
- ❑ Has the State identified and described the data sources used in determining the levels of State support for public IHEs?

Part 5, Section A: State Uses of the Education Stabilization Fund

- ❑ Has the State provided data on the levels of State support, through the State's primary elementary and secondary education formulae, for elementary and secondary education?
- ❑ Has the State provided data on the levels of State support for public IHEs?
- ❑ Has the State indicated whether or not, prior to October 1, 2008, the State approved formula increases or equity and adequacy adjustments?
- ❑ Has the State identified and described the primary elementary and secondary education funding formulae that were used in determining the levels of State support for elementary and secondary education?
- ❑ Has the State identified and described the specific data sources that were used in determining the levels of State support for public IHEs?
- ❑ Has the State provided data on the amount of the State's total Education Stabilization Fund allocation that will be used to restore State support for elementary and secondary education and public IHEs?
- ❑ Has the State described the process that it 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?

Part 5, Section B: State Uses of the Government Services Fund

- ❑ Has the State provided preliminary estimates of the percentage of the Government Services Fund that the State intends to use under the listed categories?

Part 6: Accountability, Transparency, and Reporting Assurances

- ❑ **SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the Accountability, Transparency, and Reporting Assurances?

Part 7: Other Assurances and Certifications

- **SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the Other Assurances and Certifications?

SUBMISSION INFORMATION

Please submit your application to the Department as follows:

1. E-mail an electronic version of your application in .PDF (Portable Document) format to Stabilizationfundapplication@ed.gov and
2. Mail the original and two copies of your application by express mail service through the U.S. Postal Service or through a commercial carrier to the following address:

Dr. Joseph C. Conaty
Director, Academic Improvement and Teacher Quality Programs
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, S.W., Room 3E314
Washington, D.C. 20202

Application for Initial Funding under the State Fiscal Stabilization Fund Program

Attachment for Part 4, Section C Question 3 (a) and (b). *Data sources used in determining the levels of State support for elementary and secondary education and for public Institutes of Higher Education.*

The primary data source used to determine the level of State support for both public education and higher education in FY 2006, FY 2008 and FY 2009 was the operating budget act for each corresponding fiscal year.

Fiscal Year 2006- House Bill 300 of the 143rd General Assembly

Fiscal Year 2008- House Bill 250 of the 144th General Assembly

Fiscal Year 2009- Senate Bill 300 of the 144th General Assembly

These bills can be viewed in full at the following website:

http://budget.delaware.gov/budget_archive.shtml

For Fiscal Year 2010, the Governor's Recommended Budget (House Bill 25 of the 145th General Assembly, which has not yet been acted on) as amended by subsequent budget proposals of the Governor was used. This bill and the subsequent proposals can be viewed at the following website: <http://budget.delaware.gov/fy2010/budget2010.shtml>

For Fiscal Year 2011, the proposed FY 2010 budget was used with projected, historical increases in entitlement funding added. The data sources for these historical increases are primarily internal working documents of the Office of Management and Budget.

The budget bills are passed by the General Assembly and signed by the Governor and include appropriations to all State agencies, including all local educational agencies (LEAs) and Delaware's three public Institutes of Higher Education (IHEs). These appropriations were reviewed to determine whether or not they were appropriate to include as State support under the guidance provided. As a result of this review, all appropriations of categorical funding in public education and financial assistance to students in higher education were excluded from the calculation of the level of State support. Attached are documents showing which appropriations were included in the calculation and which were excluded for each fiscal year.

Application for Initial Funding under the State Fiscal Stabilization Fund Program

Attachment for Part 5, Section A, Question 2. *Identify and describe each of the State's primary elementary and secondary education funding formulae that were used to determine the calculations for the levels of State support.*

Base Formula

The formula that provides basic support to public education is known as Division Funding which is allocated through the unit count system. This funding accounts for the majority of state support to LEAs and consists of three major components. LEAs in Delaware receive funds from these components based on the number of units they earn. Units are earned based on the number of students that are counted on September 30th of each year in a process called the unit count. The number of students that constitute a unit depends on grade level and disability classification of the students.

Division I funding represents the positions or employees that LEAs are entitled to receive funding for as a result of the unit count. Division I contains Formula Salaries, Cafeteria Funds and Other Employment Costs.

Division II funding is meant to support the fixed costs associated with classroom facilities and is split into two components- Energy and All Other Costs. LEAs receive a fixed allocation of funds- or unit value- for each unit earned through the unit count.

Division III funding, also known as Equalization, is intended to equalize the differences in the ability of the local school districts to raise revenue based on local property taxes or relative wealth. A formula is generated each year to determine the changes in the relative wealth among the districts. The data are reviewed by a standing committee that consists of State and District officials who then make recommendations on any changes to the allocation of the funds based on the changes in the data. Once the formula is finalized, the parameters of the allocation are included in the budget act and districts receive a fixed allocation of funds for each unit earned through the unit count.

The *General Contingency* appropriation is used to fund all of the growth in entitlement funding that is anticipated in the Division Funding appropriations. Each year, the General Contingency from the previous fiscal year is reallocated among the division funding lines based on the previous year's growth and a new estimate for growth is appropriated.

Additional Primary Funding Formulae

Delaware also has many primary funding formulae in addition to the Division Funding. The following list describes the funding formulae that were in effect during the fiscal years used to determine the State support for public education. Each formula represents a specific appropriation in the annual budget act and is listed in *italicized* text. Because all of these appropriations are intended to provide direct support to instruction or are critical to the basic functions of schools and they are allocated to the LEAs based on objective, non-competitive criteria, they are being considered primary funding formulae.

The *Guaranteed Unit Count* appropriation was intended to assist LEAs experiencing declining enrollment from losing all state funding associated with the lost units. These funds would be allocated to LEAs on a prorated basis for any LEA that did not earn as many units as it had in the previous fiscal year.

Delmar Tuition funds are used to support the education of students in the Delmar, DE district who attend school in Wicomico County, MD through a contractual arrangement because the Delaware district does not have an elementary school. These funds are sent to Wicomico County in lieu of being sent directly to the Delaware district for provision of services.

Charter School Tax Relief Funds are allocated to Charter schools that were in operation in 2000. The allocation is based on the Division III Equalization formula from Fiscal Year 2000 which is consistent with the Education Expense and Tax Relief Fund that is appropriated to school districts.

Skills, Knowledge & Responsibility Pay Supplements are used to fund salary stipends that education professionals receive for pursuing State-approved professional development activities. These funds are allocated through Division I to LEAs based on the educators who have successfully qualified to receive them.

Full Day Kindergarten Contingency funds are used to provide additional Division funding to LEAs that are providing full-day kindergarten services to all of their eligible and interested students.

Debt Service funds are allocated to the districts to support the cost of debt maintenance of State funded capital projects.

The portion of the *Professional Accountability and Instructional Advancement Fund* that is included as State support consists of funding that is allocated to LEAs for two purposes. These funds support the cost of a Reading specialist for every school district to assist in implementing best practices district-wide in reading instruction and provide a dollar allocation for each certified employee to receive professional development.

The *Academic Excellence Block Grant* provides one additional position to LEAs for every 250 students identified in the unit count. These positions or Academic Excellence units, are intended to fund positions such as nurses, counselors and psychologists that support the educational environment.

The *Student Success Block Grant* funds are intended to provide additional support for items such as extra instructional time for struggling students, discipline programming and other support services. The funds are allocated based on a set formula determined in FY09 that gives each LEA a fixed amount.

The *Exceptional Student Unit- Vocational* appropriation is used to provide Division I, II and III funding to vocational programming for students with disabilities. The funds are allocated based on the unit count.

Related Services for the Handicapped funds are allocated based on the number of students with disabilities identified during the unit count. These 'related services units' are intended to fund specialized services and positions necessary to provide services to these students.

The *Student Discipline Program* consists of several components. The funds included in the calculation for state support were appropriated to provide every school a grant to assist in managing discipline issues within the building. The amount received was determined by the grade configuration of the building.

Extra Time for Students funds were allocated to LEAs based on the proportion of Division I units earned. These funds were to be used to provide supplemental services and extra instructional time to students.

Limited English Proficient funds are appropriated to provide supplemental supports for students for whom English is a second language. The funds are allocated to the LEAs based on the proportion of limited English proficient students each LEA has.

Reading Resource Teachers are provided to every school with any configuration of kindergarten through fifth grade and are intended to provide additional assistance in implementing best practices in reading instruction. These are allocated in addition to the positions provided in the unit count.

Math Specialists are provided to every school containing grades seven and eight and are intended to provide additional assistance in implementing best practices in math instruction. These are allocated in addition to the positions provided in the unit count.

The funds included for *Driver's Education* in the calculation for state support are the operational funds allocated to the LEAs for each driver education unit they earn through the unit count. They can be used to support maintenance and operations costs associated with the Driver Education program.

Public School Transportation fund 100% of the cost of providing transportation to and from school. It is allocated to LEAs based on a formula that factors in such variables as distance of routes, fuel prices, depreciation of buses and employment costs.

The *Technology Block Grant* is appropriated to LEAs to support the technology needs in the schools. It is allocated through a formula that is based on the number of units earned in the unit count.

The *Education Expense and Tax Relief Fund* is appropriated within the budget for the Office of Management and Budget but the funds are transferred to the districts to help

offset local property tax increases and increase the support for educational services. The funds are allocated based on the Division III Equalization formula from Fiscal Year 2000.

Application for Initial Funding under the State Fiscal Stabilization Fund Program

Attachment for Part 5, Section A, Question 3. *Identify and describe the data sources that were used to determine the calculations for the levels of State support for public IHEs.*

The budget bills referenced in the attachment for Part 4 Section C Question 3 are the data source used to determine the levels of State support for public Institutes of Higher Education. All appropriations for scholarships or other financial assistance for students, research and capital projects were excluded from the calculations per the guidance.

Attachment for Part 5, Section A, Question 5. *Describe the process that the State will use to determine the amount of funding that individual public IHEs will receive from these funds.*

Because there is no formulaic basis to the funding for IHEs in Delaware, the State will determine the amount of funding restored to each IHE based on the level of reductions in State support each IHE has experienced. These reductions have been the result of recommendations of the Governor and actions by the General Assembly to implement them in the budget act.

Section 1 of House Bill 300 of the 143rd General Assembly for the Fiscal Year ending June 30, 2006
for determining the levels of State Support for elementary and secondary education

		\$ Line Item (in thousands)	
		Included	Not Included
(95-01-00) Department of Education			
	Personnel Costs		11,990.2
	Travel		35.8
	Contractual Services		696.8
	Supplies and Materials		36.6
	Capital Outlay		37.6
	State Board of Education		285.8
	Other Items:		
	Infrastructure Capacity		600.0
	Educator Accountability		1,220.0
	Family Involvement		35.0
	Pupil Accounting		573.5
	Education Compact of the States		45.7
	Private Business and Trade School		2.0
	Evaluation-Higher Education		1.0
	Teacher of the Year		57.0
	Odyssey of the Mind		50.0
	Computing Center		510.7
	Educator Certification and Development		160.8
	Professional Standards Board		182.6
	Student Mentoring		500.0
	Science in Motion		293.9
	School Profiles		100.0
	Delaware Student Testing Program		7,250.1
	Student Standards & Assessment		329.5
	DE Educator Recruitment Initiative		60.0
	Contingency - Background Checks		100.0
	Smithsonian Project		1,497.4
	Parents as Teachers		1,249.9
	TOTAL -- Department of Education	0.0	27,901.9

Section 1 of House Bill 300 of the 143rd General Assembly for the Fiscal Year ending June 30, 2006
for determining the levels of State Support for elementary and secondary education

		\$ Line Item (in thousands)	
		Included	Not Included
(95-02-00) School District Operations			
Division I Units (7,381)			
	Formula Salaries	395,763.3	
	Cafeteria Funds	9,094.8	
	Other Employment Costs	170,861.9	
Division II Units (8,201)			
	All Other Costs	21,167.6	
	Energy	16,011.5	
Division III			
	Equalization	68,300.3	
Other Items:			
	General Contingency	6,556.6	
	Guaranteed Unit Count	1,000.0	
	School Improvement Funds		1,600.0
	Other Items		511.8
	Delmar Tuition	532.8	
	Charter School Tax Relief Funds	184.1	
	Skills, Knowledge & Resp Pay Supplements	3,550.0	
	Full Day Kindergarten Contingency	3,000.0	
Debt Service			
	School Districts	44,674.6	
TOTAL -- School District Operations		740,697.5	2,111.8

Section 1 of House Bill 300 of the 143rd General Assembly for the Fiscal Year ending June 30, 2006
for determining the levels of State Support for elementary and secondary education

	\$ Line Item (in thousands)	
	Included	Not Included
(95-03-00) Block Grants and Pass Through Programs		
Education Block Grants		
Adult Education and Work Force Training Grant		8,660.5
Professional Accountability and Instructional Advancement Fund	3,869.0	4,581.5
Academic Excellence Block Grant	32,756.9	
K-12 Pass Throughs		
Delaware Nature Society		9.6
Children's Beach House		70.8
Read Aloud		257.7
Building Bridges		87.3
Summer School - Gifted & Talented		198.8
Center for Economic Education		273.7
Educational Resources		315.5
DE Institute for Arts in Education		132.4
Advanced Studies		94.3
Student Organization		245.0
Pregnant Students		279.8
Delaware Teacher Center		569.8
Reading Assist		300.0
On-Line Periodicals		750.0
Jobs for DE Graduates		921.3
Delaware Geographic Alliance		48.5
Creative Mentoring		260.0
Delaware History Day		4.8
Communities in Schools		194.0
Teacher in Space		123.8
Special Needs Programs		
Early Childhood Assistance		5,278.3
Children with Disabilities		3,046.3
Unique Alternatives		11,372.0
Exceptional Student Unit - Vocational	469.9	
Related Services for the Handicapped	2,635.6	
Adolescent Day Program		36.0
Sterck Summer Program		40.0
Tech-Prep 2 + 2		527.1
Student Discipline Program	7,699.8	8,545.9
Extra Time for Students	10,428.0	
Limited English Proficient	1,000.0	
Prison Education		2,819.7
Innovative After School Initiatives		200.0
Reading Resource Teachers	7,422.0	
First State School		314.5
Math Specialists	1,311.7	
Delaware Futures		20.0
Driver Training		
Driver's Education	438.5	1,180.2
TOTAL -- Block Grants and Pass Through Programs	68,031.4	51,759.1

Section 1 of House Bill 300 of the 143rd General Assembly for the Fiscal Year ending June 30, 2006
for determining the levels of State Support for elementary and secondary education

	\$ Line Item (in thousands)	
	Included	Not Included
(95-04-00) Pupil Transportation		
Public School Transportation	66,129.5	
Neighborhood Schools Transportation Savings		269.4
Non-Public School Transportation		
Reimbursement		3,000.0
TOTAL -- Pupil Transportation	66,129.5	3,269.4
(95-06-00) Delaware Advisory Council on Career and Vocational Education		
Personnel Costs		224.3
Travel		6.7
Contractual Services		66.6
Supplies and Materials		5.0
TOTAL -- Delaware Advisory Council on Career and Vocational Education	0.0	302.6
(95-07-00) Delaware Center for Educational Technology		
Personnel Costs		581.9
Operations		218.3
Technology Block Grant	1,000.0	
TOTAL -- Delaware Center for Educational Technology	1,000.0	800.2
(95-08-00) Delaware Higher Education Commission		
Personnel Costs		488.3
Travel		8.0
Contractual Services		311.8
Supplies and Materials		6.1
Scholarships and Grants		2,870.8
National Teacher Certification Loan Program		100.0
Michael C. Ferguson Awards		600.0
Legislative Essay Scholarships		60.0
TOTAL -- Delaware Higher Education Commission	0.0	4,445.0
TOTAL -- DEPARTMENT OF EDUCATION	875,858.4	90,590.0
(10-02-11) Contingencies and One Time Items		
Education Expense and Property Tax Relief Fund	17,500.0	
TOTAL -- Contingencies and One Time Items	17,500.0	-
Supplemental Appropriations for LEAs		
SB 24 School Energy Supplemental		5,000.0
SB 30 Christina School Recovery Loan		20,000.0
SB 39 Public Education Classroom Instruction Fund		41,000.0
TOTAL -- SUPPLEMENTAL APPROPRIATIONS FOR LEAs	0.0	66,000.0
GRAND TOTAL -- STATE SUPPORT FOR LEAs	893,358.4	

Section 1 of House Bill 250 of the 144th General Assembly for the Fiscal Year ending June 30, 2008
for determining the levels of State Support for elementary and secondary education

	\$ Line Item (in thousands)	
	Included	Not Included
(95-01-00) Department of Education		
Personnel Costs		15,504.2
Travel		48.1
Contractual Services		702.9
Supplies and Materials		41.7
Capital Outlay		37.6
State Board of Education		273.1
Other Items:		
Infrastructure Capacity		600.0
Educator Accountability		1,942.9
Family Involvement		35.0
Pupil Accounting		1,073.5
Education Compact of the States		45.7
Private Business and Trade School		2.0
P-20 Council		20.0
Evaluation-Higher Education		1.0
Teacher of the Year		58.6
Odyssey of the Mind		60.0
Computing Center		510.7
Educator Certification and Development		160.8
Professional Standards Board		196.7
Student Mentoring		600.0
School Profiles		100.0
Delaware Student Testing Program		7,550.1
Student Standards & Assessment		329.5
DE Educator Recruitment Initiative		60.0
Contingency - Background Checks		136.6
Physical Education/Physical Activity Pilot		200.0
Physical Fitness Assessment		20.0
Delaware Science Coalition		1,210.3
Parents as Teachers		1,317.0
TOTAL -- Department of Education	0.0	32,838.0

Section 1 of House Bill 250 of the 144th General Assembly for the Fiscal Year ending June 30, 2008
for determining the levels of State Support for elementary and secondary education

	\$ Line Item (in thousands)	
	Included	Not Included
(95-02-00) School District Operations		
Division I Units (7,827)		
Formula Salaries	444,757.4	
Cafeteria Funds	11,082.6	
Other Employment Costs	194,110.7	
Division II Units (8,934)		
All Other Costs	22,056.2	
Energy	24,265.9	
Division III		
Equalization	74,426.7	
Other Items:		
General Contingency	9,854.4	
Guaranteed Unit Count	1,000.0	
School Improvement Funds		1,600.0
Other Items		511.8
Delmar Tuition	1,157.8	
Charter School Tax Relief Funds	184.1	
Skills, Knowledge & Resp Pay Supplements	6,300.0	
Full-day Kindergarten Implementation	9,484.5	
Debt Service		
School Districts	51,484.5	
TOTAL -- School District Operations	850,164.8	2,111.8

Section I of House Bill 250 of the 144th General Assembly for the Fiscal Year ending June 30, 2008
for determining the levels of State Support for elementary and secondary education

	\$ Line Item (in thousands)	
	Included	Not Included
(95-03-00) Block Grants and Pass Through Programs		
Education Block Grants		
Adult Education and Work Force Training Grant		9,460.9
Professional Accountability and Instructional Advancement Fund	3,869.0	4,581.5
Academic Excellence Block Grant	37,886.3	
K-12 Pass Throughs		
Pregnant Students		279.8
Delaware Nature Society		15.0
Children's Beach House		70.8
Read Aloud		270.8
Building Bridges		87.3
Summer School- Gifted and Talented		198.8
Center for Economic Education		273.7
Educational Resources		336.8
DE Institute for Arts in Education		151.9
Advanced Studies		94.3
Student Organization		245.0
Delaware Teacher Center		582.1
Reading Assist		330.0
On-Line Periodicals		780.0
Jobs for Delaware Graduates		1,071.3
Delaware Geographic Alliance		48.5
Creative Mentoring		260.0
Delaware History Day Competition		4.8
Communities in Schools		240.0
Teacher in Space		132.2
Delaware Futures		32.0
Achievement Matters Campaign		150.0
Mary Campbell Center		180.0
Career Transition		80.0
Special Needs Programs		
Early Childhood Assistance		5,727.8
Children with Disabilities		3,193.2
Unique Alternatives		10,872.0
Exceptional Student Unit - Vocational	469.9	
Related Services for the Handicapped	2,897.3	
Adolescent Day Program		36.0
Sterck Summer Program		40.0
Tech-Prep 2 + 2		569.1
First State School		314.5
Prison Education		3,312.4
Innovative After School Initiatives		200.0
Student Discipline Program	8,213.9	9,558.3
Extra Time for Students	10,428.0	
Reading Resource Teachers	8,211.0	
Math Specialists	2,729.7	
Limited English Proficient	1,500.0	
Early Childhood Initiatives		300.0
Driver Training		
Driver's Education	450.0	1,374.0
TOTAL -- Block Grants and Pass Through Programs	76,655.1	55,454.8

Section 1 of House Bill 250 of the 144th General Assembly for the Fiscal Year ending June 30, 2008
for determining the levels of State Support for elementary and secondary education

	\$ Line Item (in thousands)	
	Included	Not Included
(95-04-00) Pupil Transportation		
Public School Transportation	82,611.3	
Neighborhood Schools Transportation Savings		269.4
Non-Public School Transportation Reimbursement		3,000.0
TOTAL -- Pupil Transportation	82,611.3	3,269.4
(95-06-00) Delaware Advisory Council on Career and Technical Education		
Personnel Costs		250.7
Travel		7.7
Contractual Services		69.2
Supplies and Materials		5.0
TOTAL -- Delaware Advisory Council on Career and Technical Education	0.0	332.6
(95-07-00) Delaware Center for Educational Technology		
Personnel Costs		650.5
Operations		394.8
Technology Block Grant	1,354.0	
TOTAL -- Delaware Center for Educational Technology	1,354.0	1,045.3
(95-08-00) Delaware Higher Education Commission		
Personnel Costs		548.3
Operations		326.0
Scholarships and Grants		3,080.8
National Teacher Certification Loan Program		100.0
Michael C. Ferguson Awards		600.0
Legislative Essay Scholarships		84.5
SEED Scholarship		2,385.0
TOTAL -- Delaware Higher Education Commission	0.0	7,124.6
TOTAL -- DEPARTMENT OF EDUCATION	1,010,785.2	102,176.5
(10-02-11) Contingencies and One Time Items		
Education Expense and Property Tax Relief Fund	17,500.0	
TOTAL -- Contingencies and One Time Items	17,500.0	-
GRAND TOTAL -- STATE SUPPORT FOR LEAs		
	1,028,285.2	

Section 1 of House Bill 300 of the 144th General Assembly for the Fiscal Year ending June 30, 2009
for determining the levels of State Support for elementary and secondary education

	S Line Item (in thousands)	
	Included	Not Included
(95-01-00) Department of Education		
Personnel Costs		16,248.9
Travel		48.1
Contractual Services		735.6
Supplies and Materials		41.7
Capital Outlay		37.6
State Board of Education		274.4
Other Items:		
Infrastructure Capacity		600.0
Educator Accountability		1,942.9
Pupil Accounting		1,073.5
Private Business and Trade School		2.0
P-20 Council		20.0
Evaluation-Higher Education		1.0
Teacher of the Year		58.6
Odyssey of the Mind		60.0
Computing Center		510.7
Educator Certification and Development		160.8
Professional Standards Board		197.7
School Profiles		100.0
Delaware Student Testing Program		5,050.1
Student Standards & Assessment		329.5
DE Educator Recruitment Initiative		60.0
Physical Education/Physical Activity Pilot		40.0
Physical Fitness Assessment		20.0
Delaware Science Coalition		1,210.3
Parents as Teachers		1,327.5
TOTAL -- Department of Education	0.0	30,150.9
 (95-02-00) School District Operations		
Division I Units (7,966)		
Formula Salaries	454,389.2	
Cafeteria Funds	11,747.6	
Other Employment Costs	197,306.3	
Division II Units (8,934)		
All Other Costs	28,681.8	
Energy	24,600.6	
Division III		
Equalization	77,301.1	
Other Items:		
General Contingency	9,863.9	
School Improvement Funds		1,540.0
Other Items		511.8
Delmar Tuition	1,157.8	
Charter School Tax Relief Funds	184.1	
Skills, Knowledge & Resp Pay Supplements	6,800.0	
Full-day Kindergarten Implementation	14,284.5	
Debt Service		
School Districts	79,788.7	
TOTAL -- School District Operations	906,105.6	2,051.8

Section 1 of House Bill 300 of the 144th General Assembly for the Fiscal Year ending June 30, 2009
for determining the levels of State Support for elementary and secondary education

	\$ Line Item (in thousands)	
	Included	Not Included
(95-03-00) Block Grants and Pass Through Programs		
Education Block Grants		
Adult Education and Work Force Training Grant		8,746.6
Professional Accountability and Instructional Advancement Fund	2,465.0	1,989.5
Academic Excellence Block Grant	38,180.1	
Student Success Block Grant	8,541.4	
K-12 Pass Throughs		
Pregnant Students		279.8
Delaware Nature Society		13.9
Children's Beach House		65.1
Read Aloud		249.1
Building Bridges		80.3
Summer School - Gifted & Talented		182.9
Center for Economic Education		251.8
Educational Resources		309.9
DE Institute for Arts in Education		139.7
Advanced Studies		86.8
Student Organization		225.4
Delaware Teacher Center		535.5
Reading Assist		303.6
On-Line Periodicals		717.6
Jobs for DE Graduates		985.6
Delaware Geographic Alliance		44.6
Creative Mentoring		239.2
Delaware History Day Competition		4.5
Communities in Schools		220.8
Teacher in Space		121.6
Delaware Futures		29.4
Achievement Matters Campaign		138.0
Mary Campbell Center		165.6
Career Transition		73.6
Special Needs Programs		
Early Childhood Assistance		5,727.8
Children with Disabilities		3,204.0
Unique Alternatives		10,872.0
Exceptional Student Unit - Vocational	469.9	
Related Services for the Handicapped	2,938.0	
Adolescent Day Program		36.0
Sterck Summer Program		40.0
Tech-Prep 2 + 2		571.8
First State School		314.5
Prison Education		3,531.1
Innovative After School Initiatives		200.0
Student Discipline Program		9,586.3
Reading Resource Teachers	8,430.3	
Math Specialists	2,804.6	
Limited English Proficient	1,625.0	
Early Childhood Initiatives		300.0
Driver Training		
Driver's Education	489.5	848.4
TOTAL -- Block Grants and Pass Through Programs	65,943.8	51,432.3

Section 1 of House Bill 300 of the 144th General Assembly for the Fiscal Year ending June 30, 2009
for determining the levels of State Support for elementary and secondary education

	S Line Item (in thousands)	
	Included	Not Included
(95-04-00) Pupil Transportation		
Public School Transportation	82,563.3	
Non-Public School Transportation Reimbursement		2,250.0
TOTAL -- Pupil Transportation	82,563.3	2,250.0
(95-06-00) Delaware Advisory Council on Career and Technical Education		
Personnel Costs		253.6
Travel		7.7
Contractual Services		70.9
Supplies and Materials		3.3
TOTAL -- Delaware Advisory Council on Career and Technical Education	0.0	335.5
(95-07-00) Delaware Center for Educational Technology		
Personnel Costs		658.0
Operations		394.8
Technology Block Grant	1,354.0	
TOTAL -- Delaware Center for Educational Technology	1,354.0	1,052.8
(95-08-00) Delaware Higher Education Commission		
Personnel Costs		554.6
Operations		326.0
Scholarships and Grants		3,080.8
Michael C. Ferguson Awards		300.0
SEED Scholarship		3,074.0
TOTAL -- Delaware Higher Education Commission	0.0	7,335.4
TOTAL -- DEPARTMENT OF EDUCATION	1,055,966.7	94,608.7
(10-02-11) Contingencies and One Time Items		
Education Expense and Property Tax Relief Fund	17,500.0	
TOTAL -- Contingencies and One Time Items	17,500.0	-
GRAND TOTAL -- STATE SUPPORT FOR LEAs	1,073,466.7	

Section 1 of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010
as amended by subsequent budget proposals for determining the levels of State Support
for elementary and secondary education

	S Line Item (in thousands)	
	Included	Not Included
(95-01-00) Department of Education		
Personnel Costs		16,351.9
Travel		48.1
Contractual Services		745.9
Supplies and Materials		41.7
Capital Outlay		37.6
State Board of Education		233.2
Tobacco:		
Prevention/Education		
Other Items:		
Strategic Reduction/Investment Target		(2,037.4)
Infrastructure Capacity		600.0
Educator Accountability		1,942.9
Pupil Accounting		1,073.5
Private Business and Trade School		2.0
P-20 Council		20.0
Evaluation-Higher Education		1.0
Teacher of the Year		58.6
Computing Center		510.7
Educator Certification and Development		160.8
Professional Standards Board		168.2
School Profiles		100.0
Delaware Student Testing Program		5,050.1
Student Standards & Assessment		329.5
Physical Fitness Assessment		20.0
Delaware Science Coalition		1,210.3
Parents as Teachers		1,128.4
Discretionary Block Grant		4,406.8
TOTAL -- Department of Education	0.0	32,203.8
(95-02-00) School District Operations		
Division I Units (8,132)		
Formula Salaries	457,710.8	
Cafeteria Funds	13,533.8	
Other Employment Costs	201,664.1	
Division II Units (9,320)		
All Other Costs	29,043.1	
Energy	22,730.9	
Division III		
Equalization	78,088.6	
Other Items:		
Public Education Strategic Reduction/Investment Target		(53,432.4)
General Contingency	9,863.3	
School Improvement Funds		1,540.0
Other Items		511.8
Delmar Tuition	1,157.8	
Charter School Tax Relief Funds	184.1	
Skills, Knowledge & Resp Pay Supplements	6,800.0	
Full-day Kindergarten Implementation	15,430.8	
Debt Service		
School Districts	79,788.7	
TOTAL -- School District Operations	915,996.0	(51,380.6)

Section 1 of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010
as amended by subsequent budget proposals for determining the levels of State Support
for elementary and secondary education

	S Line Item (in thousands)	
	Included	Not Included
(95-03-00) Block Grants and Pass Through Programs		
Education Block Grants		
Adult Education and Work Force Training Grant		8,747.6
Professional Accountability and Instructional Advancement Fund	2,465.0	1,989.5
Academic Excellence Block Grant	38,180.1	
Student Success Block Grant	8,541.4	
K-12 Pass Throughs		
Pregnant Students		279.8
Special Needs Programs		
Early Childhood Assistance		5,727.8
Children with Disabilities		2,454.0
Unique Alternatives		10,872.0
Exceptional Student Unit - Vocational	469.9	
Related Services for the Handicapped	2,938.0	
Adolescent Day Program		36.0
Sterck Summer Program		40.0
Tech-Prep 2 + 2		486.0
First State School		314.5
Prison Education		3,531.3
Student Discipline Program		9,586.3
Reading Resource Teachers	8,430.3	
Math Specialists	2,804.6	
Limited English Proficient	1,625.0	
Early Childhood Initiatives		300.0
Driver Training		
Driver's Education	489.5	873.1
TOTAL -- Block Grants and Pass Through Programs	65,943.8	45,237.9
(95-04-00) Pupil Transportation		
Public School Transportation	86,795.9	
Non-Public School Transportation Reimbursement		1,912.5
TOTAL -- Pupil Transportation	86,795.9	1,912.5
(95-06-00) Delaware Advisory Council on Career and Technical Education		
Personnel Costs		254.7
Travel		7.7
Contractual Services		63.8
Supplies and Materials		3.3
TOTAL -- Delaware Advisory Council on Career and Technical Education	0.0	329.5

Section 1 of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010
as amended by subsequent budget proposals for determining the levels of State Support
for elementary and secondary education

	S Line Item (in thousands)	
	Included	Not Included
(95-07-00) Delaware Center for Educational Technology		
Personnel Costs		660.7
Operations		296.8
Technology Block Grant	1,354.0	
TOTAL -- Delaware Center for Educational Technology	1,354.0	957.5
(95-08-00) Delaware Higher Education Commission		
Personnel Costs		556.9
Operations		301.1
Scholarships and Grants		3,080.8
Michael C. Ferguson Awards		300.0
SEED Scholarship		3,074.0
TOTAL -- Delaware Higher Education Commission	0.0	7,312.8
TOTAL -- DEPARTMENT OF EDUCATION	1,070,089.7	36,573.4
(10-02-11) Contingencies and One Time Items		
Education Expense and Property Tax Relief Fund	17,500.0	
Education Step Increases	8,300.0	
TOTAL -- Contingencies and One Time Items	25,800.0	-
Governor Markell's Reduction in LEA State Support		
Educator Accountability		(600.0)
Delaware Science Coalition		(200.0)
Formula Salaries - PD days from 6 to 3	(7,689.0)	
Student Success Block Grant	(645.0)	
Unique Alternatives		(1,000.0)
Reading Resource Teachers	(8,430.3)	
Math Specialists	(2,840.6)	
Public School Transportation - 10% contract reductions	(3,235.8)	
Public School Transportation - Unique Hazards	(500.0)	
Technology Block Grant	(1,354.0)	
Debt Service	11,771.8	
Fleet Contingency - Driver's Education	(8.1)	
Education Salary Step Increases	(8,300.0)	
8% Salary Reduction	(48,059.6)	
TOTAL -- GOV MARKELL'S REDUCTION IN LEA SUPPORT	(69,290.6)	
GRAND TOTAL -- STATE SUPPORT FOR LEAs	1,026,599.1	

Section 1 of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010 as amended by subsequent budget proposals for FY10 with increases in entitlement funding for determining the levels of State Support for elementary and secondary education

	\$ Line Item (in thousands)	
	Included	Not Included
(95-01-00) Department of Education		
Personnel Costs		16,351.9
Travel		48.1
Contractual Services		745.9
Supplies and Materials		41.7
Capital Outlay		37.6
State Board of Education		233.2
Tobacco:		
Prevention/Education		
Other Items:		
Strategic Reduction/Investment Target		(2,037.4)
Infrastructure Capacity		600.0
Educator Accountability		1,942.9
Pupil Accounting		1,073.5
Private Business and Trade School		2.0
P-20 Council		20.0
Evaluation-Higher Education		1.0
Teacher of the Year		58.6
Computing Center		510.7
Educator Certification and Development		160.8
Professional Standards Board		168.2
School Profiles		100.0
Delaware Student Testing Program		5,050.1
Student Standards & Assessment		329.5
Physical Fitness Assessment		20.0
Delaware Science Coalition		1,210.3
Parents as Teachers		1,128.4
Discretionary Block Grant		4,406.8
TOTAL -- Department of Education	0.0	32,203.8
(95-02-00) School District Operations		
Division I Units (8,132)		
Formula Salaries	457,710.8	
Cafeteria Funds	13,533.8	
Other Employment Costs	201,664.1	
Division II Units (9,320)		
All Other Costs	29,043.1	
Energy	22,730.9	
Division III		
Equalization	78,088.6	
Other Items:		
Public Education Strategic Reduction/Investment Target		(53,432.4)
General Contingency	9,863.3	
School Improvement Funds		1,540.0
Other Items		511.8
Delmar Tuition	1,157.8	
Charter School Tax Relief Funds	184.1	
Skills, Knowledge & Resp Pay Supplements	6,800.0	
Full-day Kindergarten Implementation	15,430.8	
Debt Service		
School Districts	79,788.7	
TOTAL -- School District Operations	915,996.0	(51,380.6)

Section 1 of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010 as amended by subsequent budget proposals for FY10 with increases in entitlement funding for determining the levels of State Support for elementary and secondary education

	\$ Line Item (in thousands)	
	Included	Not Included
(95-03-00) Block Grants and Pass Through Programs		
Education Block Grants		
Adult Education and Work Force Training Grant		8,747.6
Professional Accountability and Instructional Advancement Fund	2,465.0	1,989.5
Academic Excellence Block Grant	38,180.1	
Student Success Block Grant	8,541.4	
K-12 Pass Throughs		
Pregnant Students		279.8
Special Needs Programs		
Early Childhood Assistance		5,727.8
Children with Disabilities		2,454.0
Unique Alternatives		10,872.0
Exceptional Student Unit - Vocational	469.9	
Related Services for the Handicapped	2,938.0	
Adolescent Day Program		36.0
Sterck Summer Program		40.0
Tech-Prep 2 + 2		486.0
First State School		314.5
Prison Education		3,531.3
Student Discipline Program		9,586.3
Reading Resource Teachers	8,430.3	
Math Specialists	2,804.6	
Limited English Proficient		1,625.0
Early Childhood Initiatives		300.0
Driver Training		
Driver's Education	489.5	873.1
TOTAL -- Block Grants and Pass Through Programs	64,318.8	46,862.9
(95-04-00) Pupil Transportation		
Public School Transportation	86,795.9	
Non-Public School Transportation Reimbursement		1,912.5
TOTAL -- Pupil Transportation	86,795.9	1,912.5
(95-06-00) Delaware Advisory Council on Career and Technical Education		
Personnel Costs		254.7
Travel		7.7
Contractual Services		63.8
Supplies and Materials		3.3
TOTAL -- Delaware Advisory Council on Career and Technical Education	0.0	329.5

Section 1 of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010 as amended by subsequent budget proposals for FY10 with increases in entitlement funding for determining the levels of State Support for elementary and secondary education

	S Line Item (in thousands)	
	Included	Not Included
(95-07-00) Delaware Center for Educational Technology		
Personnel Costs		660.7
Operations		296.8
Technology Block Grant		1,354.0
TOTAL -- Delaware Center for Educational Technology	0.0	2,311.5
(95-08-00) Delaware Higher Education Commission		
Personnel Costs		556.9
Operations		301.1
Scholarships and Grants		3,080.8
Michael C. Ferguson Awards		300.0
SEED Scholarship		3,074.0
TOTAL -- Delaware Higher Education Commission	0.0	7,312.8
TOTAL -- DEPARTMENT OF EDUCATION	1,067,110.7	39,552.4
(10-02-11) Contingencies and One Time Items		
Education Expense and Property Tax Relief Fund	17,500.0	
Education Step Increases	8,300.0	
TOTAL -- Contingencies and One Time Items	25,800.0	-
Governor Markell's Reduction in LEA State Support		
Educator Accountability		(600.0)
Delaware Science Coalition		(200.0)
Formula Salaries - PD days from 6 to 3	(7,689.0)	
Student Success Block Grant	(645.0)	
Unique Alternatives		(1,000.0)
Reading Resource Teachers	(8,430.3)	
Math Specialists	(2,840.6)	
Public School Transportation - 10% contract reductions	(3,235.8)	
Public School Transportation - Unique Hazards	(500.0)	
Debt Service	11,771.8	
Fleet Contingency - Driver's Education	(8.1)	
Technology Block Grant	(1,354.0)	
Education Salary Step Increases	(8,300.0)	
8% Salary Reduction	(48,059.6)	
TOTAL -- GOV MARKELL'S REDUCTION IN LEA SUPPORT	(69,290.6)	
Estimated Formula Increases for LEAs		
Educator Salary Steps	8,300.0	
Unit Growth (est 125 units)	9,800.0	
Pupil Transportation	3,000.0	
TOTAL - ESTIMATED FORMULA INCREASES FOR LEAs	21,100.0	
GRAND TOTAL -- STATE SUPPORT FOR LEAs	1,044,720.1	

Section 1 of House Bill 300 of the 143rd General Assembly for the Fiscal Year ending June 30, 2006
for determining the levels of State Support for Institutes of Higher Education

		\$ Line Item (in thousands)	
		Included	Not Included
(90-01-00) University of Delaware			
(90-01-01) University of Delaware			
Operations	92,809.9		
Scholarships			8,700.5
Agricultural Programs	4,318.2		
Other Programs	9,349.5		400.0
The College School	87.7		
Debt Service	4,093.1		
TOTAL -- University of Delaware	110,658.4		9,100.5
(90-01-02) Delaware Geological Survey			
Operations			1,404.2
River Master Program			83.0
TOTAL -- Delaware Geological Survey	0.0		1,487.2
TOTAL -- University of Delaware	110,658.4		10,587.7
(90-03-00) Delaware State University			
(90-03-01) Operations			
Operations	27,857.2		
Administrative Computing	125.0		
Work Study			211.7
Faculty Development	57.0		
Mishoe Scholarships			50.0
Cooperative Extension	154.3		
Cooperative Research			238.6
Title VI Compliance	220.0		
Academic Incentive			50.0
General Scholarships			506.0
Athletic Grant	133.1		
Aid to Needy Students			992.8
Energy	1,509.3		
Debt Service	4,609.4		
TOTAL -- Operations	34,665.3		2,049.1
TOTAL -- Delaware State University	34,665.3		2,049.1

Section 1 of House Bill 300 of the 143rd General Assembly for the Fiscal Year ending June 30, 2006
for determining the levels of State Support for Institutes of Higher Education

	\$ Line Item (in thousands)	
	Included	Not Included
(90-04-00) Delaware Technical and Community College		
(90-04-01) Office of the President		
Personnel Costs	7,003.5	
Contractual Services	83.1	
Energy	25.5	
Occupational Teacher Program	36.8	
Academic Incentive		50.0
Associate in Arts Program - Operations	284.9	
Associate in Arts Program - Academic	1,562.6	
Debt Service	409.1	
TOTAL -- Office of the President	9,405.5	50.0
(90-04-02) Owens Campus		
Personnel Costs	14,227.8	
Energy	332.6	
Grants		48.2
Aid to Needy Students		204.8
Work Study		31.2
Debt Service	1,535.6	
Day Care Training	16.8	
Para-educator Technology Program	62.3	
TOTAL -- Owens Campus	16,175.1	284.2
(90-04-04) Wilmington Campus		
Personnel Costs	11,192.0	
Energy	368.9	
Aid to Needy Students		159.8
Grants		32.5
Work Study		40.1
Debt Service	1,197.3	
Dental Program	78.8	
Day Care Training	17.2	
TOTAL -- Wilmington Campus	12,854.2	232.4
(90-04-05) Stanton Campus		
Personnel Costs	13,919.7	
Energy	165.4	
Aid to Needy Students		144.8
Grants		27.5
Work Study		41.1
Debt Service	417.6	
TOTAL -- Stanton Campus	14,502.7	213.4
(90-04-06) Terry Campus		
Personnel Costs	8,725.5	
Contractual Services	206.7	
Energy	366.0	
Aid to Needy Students		178.3
Work Study		21.7
Grants		21.0

**Section 1 of House Bill 300 of the 143rd General Assembly for the Fiscal Year ending June 30, 2006
for determining the levels of State Support for Institutes of Higher Education**

		\$ Line Item (in thousands)	
		Included	Not Included
Day Care Training		6.0	
TOTAL -- Terry Campus		9,304.2	221.0
TOTAL -- Delaware Technical and Community College		62,241.7	1,001.0

Section 1 of House Bill 300 of the 143rd General Assembly for the Fiscal Year ending June 30, 2006
for determining the levels of State Support for Institutes of Higher Education

\$ Line Item (in thousands)

Included	Not Included
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(90-07-01) Delaware Institute of Veterinary
Medical Education
Tuition Assistance
TOTAL -- Delaware Institute of Veterinary
Medical Education

	204.6
0.0	204.6

TOTAL -- HIGHER EDUCATION

207,565.4	13,842.4
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(10-02-11) Contingencies and One Time Items

2 Year Nursing Expansion
4 Year Nursing Expansion
TOTAL -- Contingencies and One Time Items

1,750.0	
500.0	
2,250.0	-

(35-05-20) Public Health - Tobacco Funds

New Nurse Development -
TOTAL -- Public Health - Tobacco Funds

1,990.4	
1,990.4	-

GRAND TOTAL - STATE SUPPORT FOR IHES

211,805.8

Section 1 of House Bill 250 of the 144th General Assembly for the Fiscal Year ending June 30, 2008
for determining the levels of State Support for Institutes of Higher Education

	S Line Item (in thousands)	
	Included	Not Included
(90-01-00) University of Delaware		
(90-01-01) University of Delaware		
Operations	99,668.4	
Scholarships		9,715.3
Agricultural Programs	4,931.9	
Other Programs	12,358.9	400.0
The College School	91.8	
Debt Service	2,075.4	
TOTAL -- University of Delaware	119,126.4	10,115.3
(90-01-02) Delaware Geological Survey		
Operations		1,648.2
River Master Program		93.7
TOTAL -- Delaware Geological Survey	0.0	1,741.9
TOTAL -- University of Delaware	119,126.4	11,857.2
(90-03-00) Delaware State University		
(90-03-01) Operations		
Operations	29,471.1	
Administrative Computing	125.0	
Work Study		211.7
Faculty Development	57.0	
Mishoe Scholarships		50.0
Cooperative Extension	254.3	
Cooperative Research		338.6
Title VI Compliance	220.0	
Academic Incentive		50.0
General Scholarships		786.0
Athletic Grant	133.1	
Aid to Needy Students		2,057.4
Energy	2,195.9	
Debt Service	3,408.9	
TOTAL -- Operations	35,865.3	3,493.7
TOTAL -- Delaware State University	35,865.3	3,493.7

Section 1 of House Bill 250 of the 144th General Assembly for the Fiscal Year ending June 30, 2008
for determining the levels of State Support for Institutes of Higher Education

	\$ Line Item (in thousands)	
	Included	Not Included
(90-04-00) Delaware Technical and Community College		
(90-04-01) Office of the President		
Personnel Costs	7,301.0	
Contractual Services	83.1	
Energy	42.2	
Aid to Needy Students		39.3
Occupational Teacher Program	36.8	
Academic Incentive		50.0
Associate in Arts Program - Operations	299.3	
Associate in Arts Program - Academic	1,657.8	
Debt Service	369.6	
TOTAL -- Office of the President	9,789.8	89.3
(90-04-02) Owens Campus		
Personnel Costs	16,334.3	
Energy	504.6	
Grants		48.2
Aid to Needy Students		244.8
Work Study		31.2
Debt Service	973.8	
Day Care Training	16.8	
Para-educator Technology Program	62.3	
TOTAL -- Owens Campus	17,891.8	324.2
(90-04-04) Wilmington Campus		
Personnel Costs	12,825.1	
Energy	559.6	
Aid to Needy Students		199.8
Grants		32.5
Work Study		40.1
Debt Service	1,085.0	
Dental Program	78.8	
Day Care Training	17.2	
TOTAL -- Wilmington Campus	14565.7	272.4
(90-04-05) Stanton Campus		
Personnel Costs	15,861.0	
Energy	253.5	
Aid to Needy Students		184.8
Grants		27.5
Work Study		41.1
TOTAL -- Stanton Campus	16,114.5	253.4
(90-04-06 -		
Personnel Costs	10,373.5	
Contractual Services	206.7	
Energy	485.3	
Aid to Needy Students		218.3
Work Study		21.7
Grants		21.0
Day Care Training	6.0	

Section 1 of House Bill 250 of the 144th General Assembly for the Fiscal Year ending June 30, 2008
 for determining the levels of State Support for Institutes of Higher Education

		\$ Line Item (in thousands)	
		Included	Not Included
	Debt Service	447.0	
	TOTAL -- Terry Campus	11,518.5	261.0
	TOTAL -- Delaware Technical and Community College	69,880.3	1,200.3

Section 1 of House Bill 250 of the 144th General Assembly for the Fiscal Year ending June 30, 2008
for determining the levels of State Support for Institutes of Higher Education

	\$ Line Item (in thousands)	
	Included	Not Included
(90-07-01) Delaware Institute of Veterinary Medical Education		
Tuition Assistance		291.2
TOTAL -- Delaware Institute of Veterinary Medical Education	0.0	291.2
 TOTAL -- HIGHER EDUCATION	224,872.0	16,842.4
 (10-02-11) Contingencies and One Time Items		
2 Year Nursing Expansion - DTCC	2,747.3	
4 Year Nursing Expansion - UD	500.0	
TOTAL -- Contingencies and One Time Items	3,247.3	-
 (35-05-20) Public Health - Tobacco Funds		
New Nurse Development - DTCC	1,990.4	
TOTAL -- Public Health - Tobacco Funds	1,990.4	-
 GRAND TOTAL - STATE SUPPORT FOR IHEs	230,109.7	

Section 1 of House Bill 300 of the 144th General Assembly for the Fiscal Year ending June 30, 2009
for determining the levels of State Support for Institutes of Higher Education

	\$ Line Item (in thousands)	
	Included	Not Included
(90-01-00) University of Delaware		
(90-01-01) University of Delaware		
Operations	99,245.7	
Scholarships		9,715.3
Agricultural Programs	4,931.9	
Other Programs	12,358.9	400.0
The College School	91.8	
Debt Service	3,207.8	
TOTAL -- University of Delaware	119,836.1	10,115.3
(90-01-02) Delaware Geological Survey		
Operations		1,672.1
River Master Program		94.0
TOTAL -- Delaware Geological Survey	0.0	1,766.1
TOTAL -- University of Delaware	119,836.1	11,881.4
(90-03-00) Delaware State University		
(90-03-01) Operations		
Operations	29,360.8	
Administrative Computing	125.0	
Work Study		211.7
Faculty Development	57.0	
Mishoe Scholarships		50.0
Cooperative Extension	254.3	
Cooperative Research		338.6
Title VI Compliance	220.0	
Academic Incentive		50.0
General Scholarships		786.0
Athletic Grant	133.1	
Aid to Needy Students		2,057.4
Energy	2,195.9	
Debt Service	3,540.6	
TOTAL -- Operations	35,886.7	3,493.7
TOTAL -- Delaware State University	35,886.7	3,493.7

Section 1 of House Bill 300 of the 144th General Assembly for the Fiscal Year ending June 30, 2009
for determining the levels of State Support for Institutes of Higher Education

	\$ Line Item (in thousands)	
	Included	Not Included
(90-04-00) Delaware Technical and Community College		
(90-04-01) Office of the President		
Personnel Costs	6,978.6	
Contractual Services	83.1	
Energy	42.2	
Aid to Needy Students		39.3
Occupational Teacher Program	36.8	
Academic Incentive		50.0
Associate in Arts Program - Operations	299.3	
Associate in Arts Program - Academic	1,657.8	
Debt Service	355.2	
TOTAL -- Office of the President	9,453.0	89.3
(90-04-02) Owens Campus		
Personnel Costs	16,624.7	
Energy	504.6	
Grants		48.2
Aid to Needy Students		244.8
Work Study		31.2
Debt Service	707.4	
Day Care Training	16.8	
Para-educator Technology Program	123.5	
TOTAL -- Owens Campus	17,977.0	324.2
(90-04-04) Wilmington Campus		
Personnel Costs	12,860.8	
Energy	559.6	
Aid to Needy Students		199.8
Grants		32.5
Work Study		40.1
Debt Service	929.7	
Dental Program	78.8	
Day Care Training	17.2	
TOTAL -- Wilmington Campus	14446.1	272.4
(90-04-05) Stanton Campus		
Personnel Costs	15,659.6	
Energy	253.5	
Aid to Needy Students		184.8
Grants		27.5
Work Study		41.1
TOTAL -- Stanton Campus	15,913.1	253.4
(90-04-06) Terry Campus		
Personnel Costs	10,287.2	
Contractual Services	206.7	
Energy	485.3	
Aid to Needy Students		218.3
Work Study		21.7
Grants		21.0
Day Care Training	6.0	

Section 1 of House Bill 300 of the 144th General Assembly for the Fiscal Year ending June 30, 2009
 for determining the levels of State Support for Institutes of Higher Education

	\$ Line Item (in thousands)	
	Included	Not Included
Debt Service	387.7	
TOTAL -- Terry Campus	11,372.9	261.0
TOTAL -- Delaware Technical and Community College	69,162.1	1,200.3

Section 1 of House Bill 300 of the 144th General Assembly for the Fiscal Year ending June 30, 2009
 for determining the levels of State Support for Institutes of Higher Education

	\$ Line Item (in thousands)		
	Included	Not Included	
(90-07-01) Delaware Institute of Veterinary Medical Education			
Tuition Assistance		371.2	
TOTAL -- Delaware Institute of Veterinary Medical Education	0.0	371.2	
 TOTAL -- HIGHER EDUCATION	224,884.9	16,946.6	241,831.5
 (10-02-11) Contingencies and One Time Items			
2 Year Nursing Expansion - DTCC	3,247.3		
4 Year Nursing Expansion - UD	500.0		
TOTAL -- Contingencies and One Time Items	3,747.3	-	
 (35-05-20) Public Health - Tobacco Funds			
New Nurse Development - DTCC	2,189.8		
DSU Nursing Program	146.9		
TOTAL -- Public Health - Tobacco Funds	2,336.7	-	
 GRAND TOTAL - STATE SUPPORT FOR IHEs	230,968.9		

**Section 1 of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010
as amended by subsequent budget proposals for determining the levels of State Support
for Institutes of Higher Education**

	\$ Line Item (in thousands)	
	Included	Not Included
(90-01-00) University of Delaware		
(90-01-01) University of Delaware		
Operations	95,443.4	
Scholarships		9,715.3
Agricultural Programs	4,931.9	
Other Programs	12,358.9	400.0
The College School	91.8	
Debt Service	3,207.8	
TOTAL -- University of Delaware	116,033.8	10,115.3
(90-01-02) Delaware Geological Survey		
Operations		1,647.1
River Master Program		94.0
TOTAL -- Delaware Geological Survey	0.0	1,741.1
TOTAL -- University of Delaware	116,033.8	11,856.4
(90-03-00) Delaware State University		
(90-03-01) Operations		
Operations	28,285.6	
Administrative Computing	125.0	
Work Study		211.7
Faculty Development	57.0	
Mishoe Scholarships		50.0
Cooperative Extension	254.3	
Cooperative Research		338.6
Title VI Compliance	220.0	
Academic Incentive		50.0
General Scholarships		786.0
Athletic Grant	133.1	
Aid to Needy Students		2,057.4
Energy	2,195.9	
Debt Service	3,540.6	
TOTAL -- Operations	34,811.5	3,493.7
TOTAL -- Delaware State University	34,811.5	3,493.7

**Section 1 of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010
as amended by subsequent budget proposals for determining the levels of State Support
for Institutes of Higher Education**

\$ Line Item (in thousands)

**(90-04-00) Delaware Technical and
Community College**

(90-04-01) Office of the President

Personnel Costs	5,508.0	
Energy	4.1	
Aid to Needy Students		39.3
Occupational Teacher Program	36.8	
Academic Incentive		50.0
Associate in Arts Program - Operations	299.3	
Associate in Arts Program - Academic	1,657.8	
Debt Service	355.2	
TOTAL -- Office of the President	7,861.2	89.3

(90-04-02) Owens Campus

Personnel Costs	17,212.6	
Energy	36.3	
Grants		48.2
Aid to Needy Students		244.8
Work Study		31.2
Day Care Training	16.8	
Para-educator Technology Program	123.5	
Debt Service	707.4	
TOTAL -- Owens Campus	18,096.6	324.2

(90-04-04) Wilmington Campus

Personnel Costs	13,301.2	
Energy	40.4	
Aid to Needy Students		199.8
Grants		32.5
Work Study		40.1
Dental Program	78.8	
Day Care Training	17.3	
Debt Service	929.7	
TOTAL -- Wilmington Campus	14367.4	272.4

(90-04-05) Stanton Campus

Personnel Costs	15,950.6	
Energy	18.8	
Aid to Needy Students		184.8
Grants		27.5
Work Study		41.1
TOTAL -- Stanton Campus	15,969.4	253.4

(90-04-06) Terry Campus

Personnel Costs	10,599.2	
Energy	35.0	
Aid to Needy Students		218.3
Work Study		21.7
Grants		21.0
Day Care Training	6.0	

**Section 1 of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010
as amended by subsequent budget proposals for determining the levels of State Support
for Institutes of Higher Education**

	\$ Line Item (in thousands)	
Debt Service	387.7	
TOTAL -- Terry Campus	11,027.9	261.0
TOTAL -- Delaware Technical and Community College	67,322.5	1,200.3

Section 1 of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010
as amended by subsequent budget proposals for determining the levels of State Support
for Institutes of Higher Education

\$ Line Item (in thousands)

(90-07-01) Delaware Institute of Veterinary Medical Education		
Tuition Assistance		314.6
TOTAL -- Delaware Institute of Veterinary Medical Education	0.0	314.6
 TOTAL -- HIGHER EDUCATION	218,167.8	16,865.0
 (10-02-11) Contingencies and One Time Items		
DTCC Salary Step Increases	400.0	
2 Year Nursing Expansion - DTCC	3,247.3	
4 Year Nursing Expansion - UD	500.0	
TOTAL - - Contingencies and One Time Items	3,747.3	-
 (35-05-20) Public Health - Tobacco Funds		
New Nurse Development - DTCC	2,189.8	
DSU Nursing Program	146.9	
TOTAL - - Public Health - Tobacco Funds	2,336.7	-
 Governor Markell's Reduction in IHE State Support		
Adjustments to Governor Minner's Budget	4,017.0	
Elimination of Funding for DTCC Steps	(400.0)	
Debt Service	(1,188.5)	
8% Salary Reduction	(13,263.2)	
TOTAL - - GOV MARKELL'S REDUCTION IN IHE SUPPORT	(10,834.7)	
 GRAND TOTAL - STATE SUPPORT FOR IHEs	213,417.1	

Section I of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010 as amended by subsequent budget proposals for FY10 with increases in entitlement funding for determining the levels of State Support for Institutes of Higher Education

	\$ Line Item (in thousands)	
	Included	Not Included
(90-01-00) University of Delaware		
(90-01-01) University of Delaware		
Operations	95,443.4	
Scholarships		9,715.3
Agricultural Programs	4,931.9	
Other Programs	12,358.9	400.0
The College School	91.8	
Debt Service	3,207.8	
TOTAL -- University of Delaware	116,033.8	10,115.3
(90-01-02) Delaware Geological Survey		
Operations		1,647.1
River Master Program		94.0
TOTAL -- Delaware Geological Survey	0.0	1,741.1
TOTAL -- University of Delaware	116,033.8	11,856.4
(90-03-00) Delaware State University		
(90-03-01) Operations		
Operations	28,285.6	
Administrative Computing	125.0	
Work Study		211.7
Faculty Development	57.0	
Mishoe Scholarships		50.0
Cooperative Extension	254.3	
Cooperative Research		338.6
Title VI Compliance	220.0	
Academic Incentive		50.0
General Scholarships		786.0
Athletic Grant	133.1	
Aid to Needy Students		2,057.4
Energy	2,195.9	
Debt Service	3,540.6	
TOTAL -- Operations	34,811.5	3,493.7
TOTAL -- Delaware State University	34,811.5	3,493.7

Section 1 of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010 as amended by subsequent budget proposals for FY10 with increases in entitlement funding for determining the levels of State Support for Institutes of Higher Education

	<u>\$ Line Item (in thousands)</u>	
(90-04-00) Delaware Technical and Community College		
(90-04-01) Office of the President		
Personnel Costs	5,508.0	
Energy	4.1	
Aid to Needy Students		39.3
Occupational Teacher Program	36.8	
Academic Incentive		50.0
Associate in Arts Program - Operations	299.3	
Associate in Arts Program - Academic	1,657.8	
Debt Service	355.2	
TOTAL -- Office of the President	7,861.2	89.3
(90-04-02) Owens Campus		
Personnel Costs	17,212.6	
Energy	36.3	
Grants		48.2
Aid to Needy Students		244.8
Work Study		31.2
Day Care Training	16.8	
Para-educator Technology Program	123.5	
Debt Service	707.4	
TOTAL -- Owens Campus	18,096.6	324.2
(90-04-04) Wilmington Campus		
Personnel Costs	13,301.2	
Energy	40.4	
Aid to Needy Students		199.8
Grants		32.5
Work Study		40.1
Dental Program	78.8	
Day Care Training	17.3	
Debt Service	929.7	
TOTAL -- Wilmington Campus	14,367.4	272.4
(90-04-05) Stanton Campus		
Personnel Costs	15,950.6	
Energy	18.8	
Aid to Needy Students		184.8
Grants		27.5
Work Study		41.1
TOTAL -- Stanton Campus	15,969.4	253.4
(90-04-06) Terry Campus		
Personnel Costs	10,599.2	
Energy	35.0	
Aid to Needy Students		218.3
Work Study		21.7
Grants		21.0
Day Care Training	6.0	
Debt Service	387.7	

Section 1 of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010 as amended by subsequent budget proposals for FY10 with increases in entitlement funding for determining the levels of State Support for Institutes of Higher Education

TOTAL -- Terry Campus

\$ Line Item (in thousands)	
11,027.9	261.0

TOTAL -- Delaware Technical and
Community College

67,322.5	1,200.3
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Section 1 of House Bill 25 of the 145th General Assembly (proposed) for the Fiscal Year ending June 30, 2010 as amended by subsequent budget proposals for FY10 with increases in entitlement funding for determining the levels of State Support for Institutes of Higher Education

	<u>\$ Line Item (in thousands)</u>	
(90-07-01) Delaware Institute of Veterinary Medical Education		
Tuition Assistance		314.6
TOTAL -- Delaware Institute of Veterinary Medical Education	0.0	314.6
 TOTAL -- HIGHER EDUCATION	218,167.8	16,865.0
 (10-02-11) Contingencies and One Time Items		
DTCC Salary Step Increases	400.0	
2 Year Nursing Expansion - DTCC	3,247.3	
4 Year Nursing Expansion - UD	500.0	
TOTAL -- Contingencies and One Time Items	3,747.3	-
 (35-05-20) Public Health - Tobacco Funds		
New Nurse Development - DTCC	2,189.8	
DSU Nursing Program	146.9	
TOTAL -- Public Health - Tobacco Funds	2,336.7	-
 Governor Markell's Reduction in IHE State Support		
Adjustments to Governor Minner's Budget	4,017.0	
Elimination of Funding for DTCC Steps	(400.0)	
Debt Service	(1,188.5)	
8% Salary Reduction	(13,263.2)	
TOTAL -- GOV MARKELL'S REDUCTION IN IHE SUPPORT	(10,834.7)	
 Estimated Formula Increases for IHAs		
Educator Salary Steps (1 year only)	400.0	
TOTAL - ESTIMATED FORMULA INCREASE	400.0	
 GRAND TOTAL - STATE SUPPORT FOR IHES	213,817.1	

**CONSOLIDATED STATE PERFORMANCE REPORT:
Parts I and II**

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001

For reporting on
School Year 2006-07

DELAWARE

NoChild 

PART I DUE FRIDAY, DECEMBER 28, 2007
PART II DUE FRIDAY, FEBRUARY 22, 2008

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

*Pages 36-39 attached
on Teacher Quality
Data for -
SFSE application Appendix B
page B-2 # 1
Achieving Equity in
Teacher Distribution*

INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001 (NCLB)* provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children*
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title I, Part F – *Comprehensive School Reform*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title II, Part D – *Enhancing Education through Technology*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title IV, Part B – *21st Century Community Learning Centers*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2006-07 consists of two information collections.

1.5 TEACHER QUALITY

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of the *ESEA*.

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified (as the term is defined in section 9101(23) of the *ESEA*) and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in 1.5.3.

School Type	# of Core Academic Classes (Total)	# of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	# of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified
All schools	19745	17909	90.7	1836	9.3
Elementary level					
High-poverty schools	881	814	92.4	67	7.6
Low-poverty schools	797	773	97.0	24	3.0
All elementary schools	3280	3158	96.3	122	3.7
Secondary level					
High-poverty schools	2500	1953	78.1	547	21.9
Low-poverty schools	3945	3600	91.3	345	8.7
All secondary schools	16465	14751	89.6	1714	10.4
Comments:					

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction core academic subjects?

Data table includes classes taught by special education teachers who provide direct instruction core academic subjects.	Yes
---	-----

If the answer above is no, please explain:

--

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

Yes. Delaware counts elementary classes so that a full-day classroom equals one class.
--

Source – Manual entry by SEA into the online collection tool.

Note: The data collection requirement to submit data for core classes taught by teachers who are NOT highly qualified has been added for the SY 2006-07 CSPR.

FAQs about highly qualified teachers and core academic subjects:

- a. *What are the core academic subjects?* English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.
- b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]
- c. *How is a class defined?* A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].
- d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category?* States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. See Question A-14 in the August 3, 2006, Non-Regulatory Guidance for additional information. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.
- e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.
- f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher were Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State. The poverty quartile breaks are reported later in this section.
- h. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State. The poverty quartile breaks are reported later in this section.

1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified

In the table below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are not highly qualified, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided at each grade level are not sufficient to explain why core academic classes at a particular grade level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically for each grade level and must equal 100% at the elementary level and 100% at the secondary level.

Note: Use the numbers of core academic classes taught by teachers who are **NOT** highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

	Percentage
Elementary School Classes	
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	57.0
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	7.0
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	19.0
Other (please explain)	17.0
Total	100.0

Source – Manual entry by SEA into the online collection tool.

	Percentage
Secondary School Classes	
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	50.0
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	27.0
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	11.0
Other (please explain)	12.0
Total	100.0
Comments: The other reasons are: (1) the teacher qualified for the certificate matching the NCLB content area of the class but the certificate had not been issued; or (2) the teacher had the appropriate content area certificate for the class but did not have the specialty certificate required for the class (such as the special education certificate or the bilingual certificate); or (3) the teacher was highly qualified in the content area of the class but did not have the specialty certificate required for the class; or (4) the teacher did not have the certificate required for the content area of the class and did not have the specialty certificate required for the class.	

Source – Manual entry by SEA into the online collection tool.

1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	57.2	28.0
Poverty metric used	Free/reduced lunch participation	
Secondary schools	46.9	21.9
Poverty metric used	Free/reduced lunch participation	
Comments:		

Source – Manual entry by SEA into the online collection tool.

FAQs on poverty quartiles and metrics used to determine poverty

- a. *How are the poverty quartiles determined? Separately rank order elementary and secondary schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.*
- b. *Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose? States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.*

Data Quality Campaign - Using Data to Improve Student Achievement

Delaware (10 of 10 Essential Elements)

Although each state's education system is unique, 10 elements are essential in a longitudinal data system. DQC's annual report tracks individual states' progress towards implementing these elements but also the common challenges of creating such longitudinal systems. The DQC provides a forum for states to learn from each other as they continue to improve their systems, so DQC also catalogues lessons learned to facilitate cross-state sharing of benefits, challenges, and lessons learned.

- ◊ Statewide Student Identifier
- ◊ Student-Level Enrollment Data
- ◊ Student-Level Test Data
- ◊ Information on Untested Students
- ◊ Statewide Teacher Identifier with a Teacher-Student Match
- ◊ Student-Level Course Completion (Transcript) Data
- ◊ Student-Level SAT, ACT, and Advanced Placement Exam Data
- ◊ Student-Level Graduation and Dropout Data
- ◊ Ability to Match Student-Level P-12 and Higher Education Data
- ◊ A State Data Audit System

Summary of Growth

Number of Elements Met

2005

2008

Elements met in this state

- ◊ 1. Statewide Student Identifier has been met.
- ◊ 2. Student-Level Enrollment Data has been met.
- ◊ 3. Student-Level Test Data has been met.
- ◊ 4. Information on Untested Students has been met.
- ◊ 5. Statewide Teacher Identifier with a Teacher-Student Match has been met.
- ◊ 6. Student-Level Course Completion (Transcript) Data has been met.
- ◊ 7. Student-Level SAT, ACT, and Advanced Placement Exam Data has been met.
- ◊ 8. Student-Level Graduation and Dropout Data has been met.
- ◊ 9. Ability to Match Student-Level P-12 and Higher Education Data has been met.
- ◊ 10. A State Data Audit System has been met.

State Contact

Robert Czeizinger
 Director
 Delaware Department of Education
 302-735-4140 phone
 robert.czeizinger@doe.de.gov

*Data for -
 SFSE Application Appendix B
 p. B-2 #2*

*Improving Collection and
 Use of Data*

- Data Quality Campaign
- Phone: 512.320.1816
- Fax: 512.320.1877
- Email: info@dataqualitycampaign.org



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

JAN 08 2009

The Honorable Valerie A. Woodruff
Secretary of Education
Department of Education
The Townsend Building
P.O. Box 1402
Dover, Delaware 19903-1402

Dear Secretary Woodruff:

As we approach our seventh year of implementing the accountability provisions of the Elementary and Secondary Education Act, I want to take a moment to thank you and your colleagues for all your hard work to help realize the goals of the No Child Left Behind Act of 2001 (NCLB), which has led to real and meaningful improvements in student achievement.

As Secretary Spellings is fond of saying, "what gets measured, gets done." With that in mind, I want to take this opportunity to update you on the status of some NCLB cornerstones with respect to Delaware. Detailed information on specific components of your state's assessment and accountability system is contained in an attachment to this letter.

- Assessment system: An assessment system that produces valid and reliable results is fundamental to an accountability system that holds schools and districts accountable for educating all students. Please accept my congratulations on Delaware's standards and assessment system meeting all statutory and regulatory provisions required for reading/language arts, mathematics, and science as of 2006-07.
Accountability components: The Department's new Title I regulations provide for greater scrutiny to states' accountability systems, including establishing a uniform and more accurate measure of calculating high school graduation rates that is comparable across states and requiring that states ensure that statistical measures maximize the inclusion of students and student subgroups in accountability determinations. Hence, the regulations also require that all states submit portions of their Accountability Workbook for peer review. In the attachment to this letter you will find information on Delaware's minimum group size, annual measurable objectives, confidence interval, full academic year definition, and graduation rate.
Departmental flexibilities: Over the past several years, the Secretary has offered several flexibilities to states, such as growth model and differentiated accountability pilots, assessing students with disabilities, and discretionary grant programs, such as the Teacher Incentive Fund, Enhanced Assessment Grants, and State Longitudinal Data System Grants. I'm pleased to note that Delaware is participating in several of these endeavors.
o Growth Model: The Department approved Delaware to use its growth model in making AYP determinations for the 2007-08 school year and on December 22, 2008 granted a four year extension for use of the growth model through 2011-12.
o In 2005, Delaware received an Enhanced Assessment Grant of \$1,263,909.

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202 www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Data for - SFSE Application Appendix p. B-3 # 3-1, # 3-2 3-1 Enhancing Assessments 3-2 Cherokee/Dib + LEP

In addition, for your information, I am enclosing a file that provides information across all states on the current assessment status, participation in flexibilities offered by the Department, AYP information, and discretionary grants. I wish you continued success in raising the achievement in Delaware. NCLB has focused our attention on closing achievement gaps and increasing the awareness of those students who have often been left behind: economically disadvantaged, limited English proficient, and students with disabilities. I have enjoyed the opportunity to work with you and all your colleagues across the country on such important issues.

Sincerely,



Kerri L. Briggs, Ph.D.

Enclosures

cc: Governor Ruth Ann Minner
Robin Taylor

Assessment System

Your assessment system met the requirements to be considered *Fully Approved*. This means that Delaware's assessment system includes assessments in grades 3-8 and high school in reading/language arts and mathematics and assessments in three grade spans (grades 3-5, 6-9, and 10-12) in science. For additional detail, please see the enclosed fact sheet.

Accountability System

- Minimum group size (the state-defined minimum number of students necessary to have valid and reliable AYP determinations): Delaware's minimum group size is 40. (The average across all states is approximately 30 students.)
- Annual measurable objectives (AMO) (the yearly target for the percentage of students required to be proficient or above for a school to make AYP):
 - 2008–09: Delaware's goal for this year is 73 percent of students scoring proficient in reading/language arts and 58 percent in mathematics.
 - AMO type: Delaware set its AMOs consistent with the statutory requirements, using a mixed method. This means that Delaware's AMOs first increased after three years, then two years, then annually beginning in 2010–2011 through 2013–2014 to reach 100 percent proficient.
- Confidence interval: Delaware uses a confidence interval of 98 percent.
- Full academic year definition (for purposes of determining whether a student's score must be included in AYP determinations): In Delaware, a student must be enrolled from September 30 to May 31 in order to be included in AYP determinations.
- Graduation rate:
 - Currently, Delaware is using a graduation rate that can be described as a longitudinal cohort rate, which means that North Carolina divides the number of students who graduated with a regular diploma by the number of 1st-time entering 9th graders four years previously, accounting for transfers in and out and deaths.
 - As required by the recently issued Title I regulations, states must report graduation rate data, in the aggregate and disaggregated by subgroup, using the four-year adjusted cohort graduation rate beginning with report cards providing assessment results for the 2010-11 school year.
 - The graduation rate target Delaware requires for the district or school to make AYP in 2008-09 is 82.5 percent or some improvement over the previous year. A school also qualifies if it maintains its rate from the previous year.
 - According to the National Governor's Association 2008 report *Implementing Graduation Counts: State Progress to Date, 2008*, Delaware had the capability to report the NGA Compact 4-year graduation rate in 2007.

State Information Chart

State	Assessment Approval Status (as of 1/08/09)				Flexibility			AYP Results				Grants			
	Reading and Mathematics	Science	Using an AA-MAAS or 2% Flex?	SES/Choice & DINI : 2007-2008	SES/Choice & DINI: 2008-09	Growth Model & Diff. Acct Pilots	2007-08 Timely AYP results?	Expected 2008-09 AYP Release Date	No. of Schools Identified for Impr. 2007-08	% of Schools making AYP 2006-07	Teacher Incentive Fund Grantees	IES Longitudinal Data Systems Grantees	EAG	GSEG Recipients	
Alabama	Approved		2% Flex, Developing AA MAAS		SES/Choice: Statewide			July 20-24 2009	63	83.7%				✓	
Alaska	Approved			SES/Choice: 4 districts; DINI: Anchorage	SES/Choice: Statewide; DINI: Anchorage	Growth		August 3-7 2009	106	65.9%	Chugach School District	\$3.5 million			
Arizona	Approved				Growth	Late	July 20-24 2009	270	72.3%	Amphitheater Unified School District #10	\$6.0 million		✓		
Arkansas	Approved			SES/Choice: Statewide	Growth; Diff. Acct.		August 3-7 2008	239	61.7%		\$3.3 million				
California	Approval Pending, Timeline Waiver		Administered AA-MAAS 2007-08				July 27-31 2009	2,204	66.6%	Mare Island Technology Academy, Lynwood Unified School District	\$3.3 million				
Colorado	Approved				Growth		August 17 - 21 2009	122	72.8%	School District No 1 for the City and County of Denver, Eagle County School District, Weld County School District, Harrison School District Two	\$4.2 million	\$1.7 million (2002)			
Connecticut	Approved						August 17- 21 2009	155	68.2%		\$1.5 million	\$0.75 million (2006)	✓		
Delaware	Approved	Approved		6 Districts		Growth	August 3 - 7 2009	9	70.5%			\$1.3 million (2005)			
DC	Approval Pending, MOA						August 10- 14 2009	142	24.6%	New Leaders, Inc	\$5.7 million	\$1.2 million (2007)	✓		
Florida	Approved		2% Flex, Developing AA MAAS	DINI: Hillsborough County	SES/Choice: Statewide; DINI: Hillsborough	Growth, Diff. Acct.		August 3-7 2009	1,001	33.6%	Hillsborough County Public Schools, School Board of Miami-Dade County, National Institute for Excellence in Teaching (Lake County, F.L.), School Board of Orange County	\$1.6 million			
Georgia	Approved		2% Flex, Developing AA MAAS		SES/Choice: Statewide	Diff. Acct.	Late	July 6-10 2009	186	82.2%			\$1.1 million (2005)	✓	



Achieve

Overview of Key Survey Results for Each State

- In place by 2009
- Anticipate in place by 2010
- In process or planning

State	ADP Network member	Align high school standards with the expectations of college and the workplace	Align high school graduation requirements with college- and career-ready expectations	Develop college- and career-ready assessment systems	Develop P-20 longitudinal data systems	Develop accountability and reporting systems that promote college and career readiness	Number of policies in place	
							2006	2009
AL		●	●		●			
AK					●			
AZ		●	●	●	●			
AR		●	●	●				
CA		●		●	●			
CO		●		●	●			
CT		●	●	●	●			
DE		●	●		●			
DC		●	●		●		<i>n/a</i>	
FL		●	●	●	●			
GA		●	●	●	●			
HI		●	●	●	●			
ID		●			●			
IL		●		●	●			
IN		●	●	●	●			
IA					●			
KS		●			●			
KY		●	●	●	●			
LA		●	●	●	●			
ME		●		●	●			
MD		●	●	●	●			
MA		●		●	●			
MI		●	●	●	●			
MN		●	●	●	●			
MS		●	●	●	●			
MO		●			●			
MT					●			
NE		●			●			
NV		●			●			
NH		●		●	●			
NJ		●	●	●	●			
NM		●	●	●	●			
NY		●	●	●	●			
NC		●	●	●	●			
ND					●			
OH		●	●	●	●			
OK		●	●	●	●			
OR		●		●	●			
PA		●		●	●			
RI		●	●	●	●			
SC		●			●			
SD		●	●		●			
TN		●	●	●	●			
TX		●	●	●	●			
UT		●	●		●			
VT					●			
VA		●			●			
WA		●	●	●	●			
WV		●		●	●			
WI		●	●	●	●			
WY					●			
Totals		● 23 ● 22	● 21 ● 8	● 10 ● 23	● 12 ● 38			

See page 20 for details.

V. Develop Accountability and Reporting Systems That Promote College and Career Readiness

ACCOUNTABILITY SYSTEMS focus the efforts of teachers, students, parents, administrators and policymakers to ensure that students and schools meet established goals. The goals for the state high school accountability systems in place today are based largely on student achievement results from standardized tests that typically measure 8th and 9th grade content and do not fully reflect the demands of college and careers. Such systems send the wrong messages and conceal fundamental flaws in our high schools. It is important for states to anchor their K–12 accountability systems to the goal of graduating students on time, ready to succeed in college and careers.

Policymakers must fundamentally reformulate the indicators they use to measure progress and the incentives they provide schools to improve. Without a coordinated framework that sets the right expectations and sends the right signals, students, educators and school systems will not have consistent targets to aim for — making it difficult for states to target resources and supports to the neediest students and schools.

Through the *Measures that Matter* initiative, Achieve and The Education Trust collaborated to address these challenges and provide strategic and technical guidance to help states create a coherent set of policies designed to graduate all students college and career ready. Informed by a distinguished advisory group of state and national experts representing diverse perspectives, the two organizations developed a set of recommendations designed to provide states with the best possible advice for advancing their reform efforts.

At the heart of the Achieve and Education Trust recommendations are key principles for “next-generation” accountability systems that reflect the goal of college and career readiness for all students. These principles include:

- Broadening the indicators used to measure high school performance so that college and career readiness becomes the central goal for schools;
- Setting clear goals for improvement on these indicators that challenge all schools to help all students reach their maximum potential;
- Providing positive incentives for schools to improve performance on these indicators; and
- Incorporating these indicators into the school accountability formula so that when schools are not performing well, supports and interventions are triggered.

A Broader Array of Indicators

An effective accountability system uses a coherent, purposeful progression of college- and career-ready indicators to focus attention from the beginning of a student’s high school career through graduation. If college and career readiness is the goal for all students, states should use three types of indicators to evaluate high school performance:

- Completion of and success in a college- and career-ready course of study;
- Achievement on assessments that measure college and career readiness; and
- Attainment of high school credentials and matriculation into postsecondary education and training programs.

In addition, readiness should not be viewed as a fixed state where students either make it or they do not. State designs for their information and accountability systems should reflect a continuum of whether students are **approaching, meeting or exceeding** college and career readiness. By creating a continuum of indicators, states can accomplish two things that most accountability systems today do not:

- First, they can ensure that students who are identified as off track get the attention and resources they need to get back on track before it is too late.
- Second, they can prevent the floor from becoming the ceiling and instead provide incentives for students who achieve the college and career readiness standard earlier in high school to continue to strive for more.

Continuum of College- and Career-Ready Indicators

	Approaching College and Career Readiness	Meeting College and Career Readiness*	Exceeding College and Career Readiness
Course Completion and Success	Timely credit accumulation Credit recovery**	Successful completion of college- and career-ready course of study	Participation in Advanced Placement (AP), International Baccalaureate (IB) and dual enrollment courses
Achievement	Performance on aligned assessments of core content and skills early in high school Grades (when necessary quality control mechanisms have been established)	Meeting standards on the college- and career-ready statewide anchor assessment Postsecondary remediation rates	College-level performance on AP and/or IB exams
Attainment	Graduation	Earning a college- and career-ready diploma	Earning credits in dual enrollment courses Applying to and enrolling in postsecondary

*Metrics based on indicators of "Meeting College and Career Readiness" should be weighted most heavily.

**Credit recovery programs allow students who have not passed required courses to retake these courses (often through online offerings) to help these students stay in school and graduate on time.

To better understand the extent to which states are making college and career readiness a priority for their students and schools, Achieve asked policymakers whether they have incorporated a select set of college- and career-ready indicators into their data, reporting and accountability systems:⁹

- **Cohort graduation rate:** The percentage of entering 9th graders who graduate from high school in four years calculated using a formula based on individual student-level data. States have traditionally included graduation rates in their accountability systems, but it is critical that those rates accurately capture which 9th graders actually graduate on time.
- **College- and career-ready testing:** The percentage of students who score at the college-ready level on a high school assessment anchored to college- and career-ready standards and given to all students. Such an assessment will signal which students are prepared for postsecondary success and which will require additional support before leaving high school.
- **College- and career-ready diploma:** The percentage of students who graduate having completed the requirements for a college- and career-ready diploma, as defined by ADP. States need to know which students — and which groups of students — are leaving high school with this valuable credential.
- **College remediation rate:** The percentage of high school graduates who — upon entrance to a postsecondary institution — are placed into a remedial course in reading, writing or mathematics (a course that does not count toward degree credit in English or mathematics). With the vast majority of high school students intending to pursue a college degree and with so many of those students entering college unprepared for college-level work, states must know whether high schools are preparing students to achieve their goals.
- **Earning college credit while still in high school:** The percentage of students who earn college credit while still enrolled in high school through AP, IB and/or dual enrollment. Just as states must know whether students are progressing toward and reaching certain benchmarks of college and career readiness, states also need to know whether high school students are exceeding college and career readiness.

The first step a state must take to build a next-generation accountability system is to enrich its longitudinal data system with a broad array of college- and career-ready indicators. To date, states are making progress, but gaps in data collection persist.

Indicator	Number of States That Include Indicators in Their Data Systems	
	YES	PLAN
Cohort Graduation Rate	28	23
College- and Career-Ready Testing	7	7
College- and Career-Ready Diploma	15	12
College Remediation Rate	22	13
Earning College Credit While Still in High School	15	7

Source: Achieve Survey/Research, 2009

Use of Indicators

Having college- and career-ready indicators is only the first step. For the indicators to be meaningful and to drive improvement in the system, they must be used. To that end, Achieve also asked policymakers whether they currently use — or intend to use — the select set of college- and career-ready indicators to raise public awareness and drive school improvement:

- **Publicly report:** The state publicly reports the percentage of students who satisfy the requirements of each indicator at the school level. Accountability begins with publicly reporting critical information about school performance, allowing parents, students, state leaders and the public to know whether high schools are preparing students for success in college and careers.
- **Set performance goal:** The state has publicly set statewide performance goals for increasing the percentage of students who satisfy the requirements of each indicator — and has defined a date for achieving those goals. Accountability systems must set high expectations for performance to motivate schools to improve.
- **Offer incentives to improve:** The state has established incentives to reward schools and districts for increasing the percentage of students who satisfy the requirements of each indicator. Accountability systems should not only lead to sanctions and punitive actions but also include recognition and other incentives to drive improvement.
- **Factor into accountability formula:** The state factors the percentage of students who satisfy the requirements of each indicator into its high school accountability formula. Accountability systems ought to include a range of indicators and employ metrics that are weighted most heavily toward the indicators of meeting college and career readiness.

Findings

- A cohort graduation rate is the most prevalent college- and career-ready indicator in state accountability systems. **Every state** and the **District of Columbia** is — or soon will be — able to track and report publicly a four-year cohort graduation rate of students, consistent with the National Governors Association Graduation Rate Compact and recently adopted federal regulations.⁶ This is significant progress from a few years ago. **Every state** also has set performance goals for this important indicator, and many factor — or will factor — a cohort graduation rate into their accountability formulas.
- Nearly every state that offers — or plans to offer — students the opportunity to earn a college- and career-ready diploma is publicly reporting the percentage of students earning that credential, but most don't factor it into their accountability formulas. **Eleven states** have begun publicly reporting the percentage of students who earn a college- and career-ready diploma (i.e., students completed the required courses), and **17 others** plan to do so in the future. Very few, however, have built this critical indicator into their accountability formulas for high schools or have otherwise created incentives for schools to improve the percentage of students who earn these advanced diplomas.
- A growing number of states report college remediation rates, but few make them part of high school accountability. **Eighteen states** now report the percentage of high school graduates who require remediation in college, and **eight more** plan to do so.
- There is very little focus on achievement on college- and career-ready tests or earning college credit while still in high school. These indicators are rarely reported and almost never factored into accountability formulas or incentive programs for high schools.

Although states are paying attention to some key indicators, no state has yet put in place a comprehensive accountability system based on a broad array of college- and career-ready indicators. These systems will need to mature if high schools are going to have the incentives and resources they need to better prepare students for the challenges that await them after graduation. Moving forward, Achieve will analyze how states' college- and career-ready indicators are used and valued and how they reveal student progress toward college and career readiness. This represents a new vision of accountability and the kind of information states should collect, report, and enable schools and districts to use.

Overview: State Accountability System Elements and Their Uses

Indicator	Publicly Report		Set Performance Goal		Offer Incentive To Improve		Factor into Accountability Formula	
	YES	PLAN	YES	PLAN	YES	PLAN	YES	PLAN
Cohort Graduation Rate	23	28	17	34	3	5	14	27
College-and Career-Ready Testing	6	8	1	2	3	0	3	4
College-and Career-Ready Diploma	11	17	8	7	4	1	4	10
College Remediation Rate	18	8	3	5	1	2	2	5
Earning College Credit While Still in High School	9	8	5	3	2	4	0	4

Source: Achieve Survey/Research, 2009

State by State: Accountability System Elements and Their Uses

State	Cohort graduation rate				College- and career-ready testing				College- and career-ready diploma				College remediation rate				Earning college credit while in high school			
	R	G	I	A	R	G	I	A	R	G	I	A	R	G	I	A	R	G	I	A
AL	●	●		●					●											
AK	●	●																		
AZ	●	●		●					●											
AR	●	●		●					●	●			●	●	●					
CA	●	●	●	●					●	●			●	●	●					
CO	●	●			●	●							●	●						
CT	●	●	●	●													●	●		
DE	●	●							●	●		●					●			
DC	●	●		●					●	●		●								
FL	●	●		●									●							
GA	●	●		●	●			●	●	●		●	●			●	●		●	
HI	●	●		●					●	●			●	●		●	●		●	
ID	●	●		●																
IL	●	●		●	●															
IN	●	●		●					●	●	●	●	●	●						●
IA	●	●		●									●	●						●
KS	●	●	●	●									●							
KY	●	●		●	●	●	●	●	●	●	●	●	●		●			●	●	
LA	●	●		●					●			●	●							
ME	●	●		●	●			●									●	●		
MD	●	●	●	●					●				●	●						
MA	●	●		●					●				●							
MI	●	●	●	●	●			●	●	●		●				●	●			●
MN	●	●							●	●			●			●	●	●		
MS	●	●		●					●			●								
MO	●	●											●							
MT	●	●		●									●							
NE	●	●		●									●							
NV	●	●											●							
NH	●	●			●	●		●	●	●		●	●		●	●	●	●	●	●
NJ	●	●		●	●	●		●	●	●		●	●		●	●	●	●	●	●
NM	●	●		●	●				●	●			●	●						
NY	●	●		●	●			●	●	●		●	●							
NC	●	●		●					●	●		●								
ND	●	●		●																
OH	●	●		●	●				●				●			●	●			
OK	●	●							●		●	●	●		●	●			●	
OR	●	●		●					●											
PA	●	●		●					●	●			●							
RI	●	●		●					●			●	●							
SC	●	●		●									●							
SD	●	●		●					●											
TN	●	●		●	●				●	●		●								
TX	●	●	●	●	●			●	●	●							●	●	●	
UT	●	●							●	●			●							
VT	●	●		●																
VA	●	●	●	●					●	●	●									
WA	●	●		●																
WV	●	●		●	●												●			
WI	●	●	●	●	●			●					●	●	●	●	●	●	●	●
WY	●	●		●									●							
Total	23	17	3	14	6	1	3	3	11	8	4	4	18	3	1	2	9	5	2	0
Total ●	26	34	5	27	8	2	0	4	17	7	1	10	8	5	2	5	8	3	4	4

Key

Source: Achieve Survey/Research, 2009

- R** **Publicly report:** The state publicly reports the percentage of students who satisfy the requirements of each indicator at the school level.
- G** **Set performance goal:** The state has publicly set statewide performance goals for increasing the percentage of students who satisfy the requirements of each indicator — and has defined a date for achieving those goals.
- I** **Offer incentive to improve:** The state has established incentives to reward schools and districts for increasing the percentage of students who satisfy the requirements of each indicator.
- A** **Factor into accountability formula:** The state factors the percentage of students who satisfy the requirements of each indicator into its state accountability formula.

- Uses indicator
- Plans to use indicator

Preliminary data reflecting the numbers of schools in improvement, corrective action, and restructuring in school year (SY) 2008-09 (based on SY 2007-08 assessments) reported by States in the SY 2007-08 Consolidated State Performance Report (CSPR).

State Name	0 - "no classification"	School Improvement - Year 1	School Improvement - Year 2	Corrective Action	Restructuring (Planning)	Restructuring (Implementation)	Total
Alabama	NA	14	27	17	13	2	73
Alaska	NA	11	7	12	18	52	100
Arizona	NA	105	90	45	14	35	289
Arkansas	NA	74	68	42	48	42	274
California	NA	321	369	393	265	912	2260
Colorado	NA	30	29	16	18	34	127
Connecticut	NA	36	37	15	22	55	165
Delaware	NA	8	2	NA	1	1	12
District of Columbia	NA	32	35	27	28	26	148
Florida	NA	98	104	148	249	391	990
Georgia	NA	NA	NA	NA	NA	NA	NA
Hawaii	NA	1	12	7	7	60	87
Idaho	NA	89	37	44	8	8	186
Illinois	NA	99	64	37	46	312	558
Indiana	NA	83	68	38	17	14	220
Iowa	NA	9	4	7	2	NA	22
Kansas	NA	18	8	3	3	1	33
Kentucky	NA	29	24	18	12	35	118
Louisiana	NA	27	10	2	30	27	96
Maine	NA	20	5	1	4	1	31
Maryland	NA	16	12	9	3	48	88
Massachusetts	NA	152	125	107	78	127	589
Michigan	NA	53	19	9	18	48	147
Minnesota	NA	95	45	19	16	4	179
Mississippi	NA	43	14	6	7	2	72
Missouri	NA	157	94	25	46	19	341
Montana	NA	14	7	5	7	33	66
Nebraska	NA	5	NA	NA	1	NA	6
Nevada	NA	11	15	11	12	12	61
New Hampshire	NA	46	27	18	6	NA	97
New Jersey	NA	95	86	46	28	72	327
New Mexico	NA	79	84	97	93	77	430
New York	15	167	82	48	48	205	565
North Carolina	NA	201	156	105	44	43	549
North Dakota	NA	11	3	NA	1	13	28
Ohio	NA	228	245	119	65	80	737
Oklahoma	NA	22	3	4	4	4	37
Oregon	NA	10	11	7	5	2	35
Pennsylvania	NA	100	63	34	22	112	331
Puerto Rico	NA	65	88	139	155	283	730
Rhode Island	NA	8	5	7	3	7	30
South Carolina	NA	60	57	34	28	80	259
South Dakota	NA	11	10	4	8	13	46
Tennessee	8	29	14	14	8	4	77
Texas	NA	146	75	70	37	19	347
Utah	NA	10	3	2	NA	NA	15
Vermont	NA	6	13	3	7	NA	29
Virginia	NA	52	11	16	4	7	90
Washington	NA	167	16	36	12	32	263
West Virginia	NA	9	2	4	6	2	23
Wisconsin	NA	22	7	4	4	2	39
Wyoming	NA	2	2	2	2	NA	8
Totals	1050	3196	2394	1876	1583	3358	13457

Data for -
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 Information - Schools

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		Year 1	Year 2				
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Alaska	NA	11	7	12	18	52	100
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Arkansas	NA	74	68	42	48	42	274
California	NA	321	369	393	265	912	2260
Colorado	NA	30	29	16	18	34	127
Connecticut	NA	36	37	15	22	55	165
Delaware	NA	8	2	NA	1	1	12
District of Columbia	NA	32	35	27	28	26	148
Florida	NA	98	104	148	249	391	990
Georgia	NA	NA	NA	NA	NA	NA	NA
Hawaii	NA	1	12	7	7	60	87
Idaho	NA	89	37	44	8	8	186
Illinois	NA	99	64	37	46	312	558
Indiana	NA	83	68	38	17	14	220
Iowa	NA	9	4	7	2	NA	22
Kansas	NA	18	8	3	3	1	33
Kentucky	NA	29	24	18	12	35	118
Louisiana	NA	27	10	2	30	27	96
Maine	NA	20	5	1	4	1	31
Maryland	NA	16	12	9	3	48	88
Massachusetts	NA	152	125	107	78	127	589
Michigan	NA	53	19	9	18	48	147
Minnesota	NA	95	45	19	16	4	179
Mississippi	NA	43	14	6	7	2	72
Missouri	NA	157	94	25	46	19	341
Montana	NA	14	7	5	7	33	66
Nebraska	NA	5	NA	NA	1	NA	6
Nevada	NA	11	15	11	12	12	61
New Hampshire	NA	46	27	18	6	NA	97
New Jersey	NA	95	86	46	28	72	327
New Mexico	NA	79	84	97	93	77	430
New York	15	167	82	48	48	205	565
North Carolina	NA	201	156	105	44	43	549
North Dakota	NA	11	3	NA	1	13	28
Ohio	NA	228	245	119	65	80	737
Oklahoma	NA	22	3	4	4	4	37
Oregon	NA	10	11	7	5	2	35
Pennsylvania	NA	100	63	34	22	112	331
Puerto Rico	NA	65	88	139	155	283	730
Rhode Island	NA	8	5	7	3	7	30
South Carolina	NA	60	57	34	28	80	259
South Dakota	NA	11	10	4	8	13	46
Tennessee	8	29	14	14	8	4	77
Texas	NA	146	75	70	37	19	347
Utah	NA	10	3	2	NA	NA	15
Vermont	NA	6	13	3	7	NA	29
Virginia	NA	52	11	16	4	7	90
Washington	NA	167	16	36	12	32	263
West Virginia	NA	9	2	4	6	2	23
Wisconsin	NA	22	7	4	4	2	39
Wyoming	NA	2	2	2	2	NA	8
Totals	1050	3196	2394	1876	1583	3358	13457

Data for -
 SFSE Application
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 struggling Schools