

Application for Initial Funding under the State Fiscal Stabilization Fund Program

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



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

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

Paperwork Burden Statement

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

APPLICATION INSTRUCTIONS

GENERAL INSTRUCTIONS

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

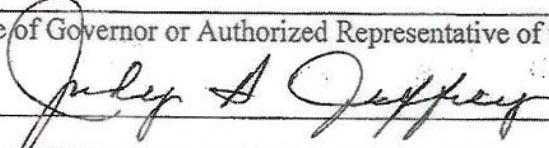
- A completed application cover sheet. *(Part 1 of the Application)*
- Assurances that the State will commit to advancing education reform in four specific areas:
 - (1) Achieving equity in teacher distribution;
 - (2) Improving collection and use of data;
 - (3) Enhancing the quality of standards and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

APPENDICES TO THE APPLICATION

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

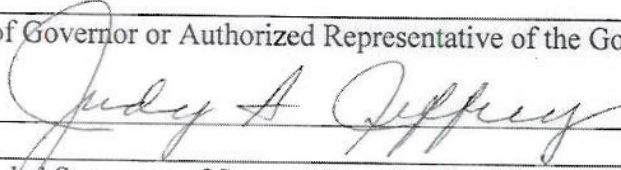
STATE FISCAL STABILIZATION FUND APPLICATION

PART 1: APPLICATION COVER SHEET
(CFDA Nos. 84.394 and 84.397)

<p>Legal Name of Applicant (Office of the Governor):</p> <p>Honorable Chester J. Culver, Governor State of Iowa</p>	<p>Applicant's Mailing Address:</p> <p>State Capitol Des Moines, IA 50319</p>
<p>State Contact for the Education Stabilization Fund (CFDA No. 84.394)</p> <p>Name: Jeff Berger</p> <p>Position and Office: CFO, Iowa Department of Education</p> <p>Contact's Mailing Address: Grimes Building, 400 E. 14th St., Des Moines, IA 50319</p> <p>Telephone: 515-281-3968, cell: 515-250-3728 Fax: 515-242-5988 E-mail address: jeff.berger@iowa.gov</p>	<p>State Contact for the Government Services Fund (CFDA No. 84.397) <i>(Enter "same" if the same individual will serve as the contact for both the Education Stabilization Fund and the Government Services Fund.)</i></p> <p>Name: Same</p> <p>Position and Office: Same</p> <p>Contact's Mailing Address: Same</p> <p>Telephone: Same Fax: Same E-mail address: Same</p>
<p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p>	
<p>Governor or Authorized Representative of the Governor (Printed Name): Judy Jeffrey, Director, Iowa Department of Education</p>	<p>Telephone: 515-281-3436</p>
<p>Signature of Governor or Authorized Representative of the Governor: </p>	<p>Date: May 26, 2009</p>
<p>Recommended Statement of Support from the Chief State School Officer <i>(Optional)</i>:</p> <p>The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.</p>	
<p>Chief State School Officer (Printed Name):</p>	<p>Telephone:</p>
<p>Signature of the Chief State School Officer:</p>	<p>Date:</p>

STATE FISCAL STABILIZATION FUND APPLICATION

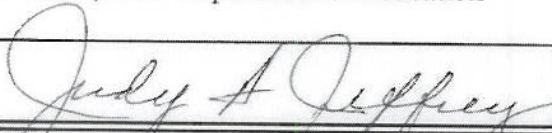
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(CFDA Nos. 84.394 and 84.397)**

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<p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p>	
<p>Governor or Authorized Representative of the Governor (Printed Name): Judy Jeffrey, Director, Iowa Department of Education</p>	<p>Telephone: 515-281-3436</p>
<p>Signature of Governor or Authorized Representative of the Governor:</p> 	<p>Date: May 1, 2009</p>
<p>Recommended Statement of Support from the Chief State School Officer <i>(Optional)</i>:</p> <p>The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.</p>	
<p>Chief State School Officer (Printed Name):</p>	<p>Telephone:</p>
<p>Signature of the Chief State School Officer:</p>	<p>Date:</p>

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): Judy Jeffrey, Director, Iowa Department of Education	
Signature: 	Date: May 1, 2009

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.

*See attached – DE accepts baseline data for items 3-1 and 3-2 and submits alternative proposals for 3.3(a-c). JB 5/26/09

Governor or Authorized Representative of the Governor (Printed Name): Judy Jeffrey, Director, Iowa Department of Education	
Signature: 	Date: May 26, 2009

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

SPECIAL NOTES:

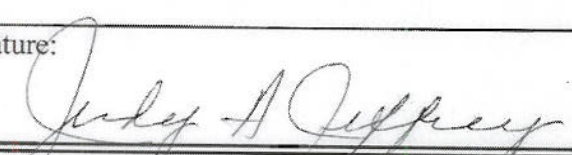
- In completing Part 4 of the application, please refer to Appendix C – Instructions for Part 4: Maintenance of Effort.
- The Governor or his/her authorized representative should check only those MOE requirements that he or she anticipates the State will meet. If the Governor or his/her authorized representative 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): Judy Jeffrey, Director, Iowa Department of Education	
Signature: 	Date: May 1, 2009

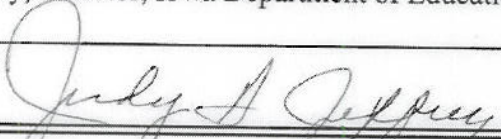
PART 4, SECTION B: MAINTENANCE-OF-EFFORT WAIVER ASSURANCE

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): Judy Jeffrey, Director, Iowa Department of Education	
Signature: 	Date: May 1, 2009

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	\$1,987,631,794 (Actual)	9/5/2009
FY 2009*	\$2,193,991,287	
FY 2010*	\$2,413,453,295	
FY 2011*	\$ not available	

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

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

FY 2006	\$633,852,556 (Actual)
FY 2009*	\$759,305,713 (Actual)
FY 2010*	\$663,855,742
FY 2011*	\$ not available

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

3. Additional Submission Requirements: In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
- (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	\$2,176,398,666 actual
(b) Level of State support for public IHEs in FY 2008	\$729,615,252 actual
(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	\$2,193,991,287 actual (\$2,233,991,287 appropriated)
(d) Level of State support for public IHEs in FY 2009	\$759,305,713 actual
(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	\$2,413,453,295 actual (\$2,631,103,950 appropriated)
(f) Level of State support for public IHEs in FY 2010	\$663,855,742 actual** (\$769,735,742 appropriated)

*JD
5/10/09*

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.
 **See explanation of public IHE funding in attachment 5a(3).

7 JD 5/20/09

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 | \$40,000,000 |
| (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	\$217,650,655
(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	\$103,380,000
(e) Amount of funds, if any, remaining after restoring State support for elementary, secondary, and postsecondary education in FY 2009 and FY 2010	\$25,343,345

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	17.4
Elementary and secondary education (excluding modernization, renovation, or repair of public school facilities)	0
Public IHEs (excluding modernization, renovation, or repair of IHEs)	2.9
Modernization, renovation, or repair of public school facilities	0
Modernization, renovation, or repair of IHEs	0
Medicaid	14.5
Public assistance	31.5
Transportation	6.4
Other (please describe) – Administration of ARRA	0.9
Undetermined – FY11	26.4
TOTAL	100%

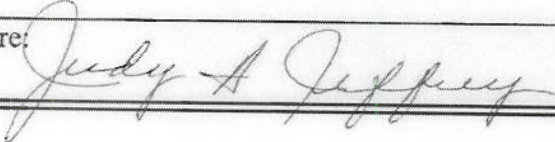
**PART 6: ACCOUNTABILITY, TRANSPARENCY, AND
REPORTING ASSURANCES**

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): Judy Jeffrey, Director, Iowa Department of Education	
Signature: 	Date: May 1, 2009

- 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): Judy Jeffrey, Director, Iowa Department of Education	
Signature: 	Date: May 1, 2009

Part 3: Additional Submission – Initial Baseline Data for Education Reform Assurances – Alternate measures

JB
5/20/09

3. Standards and Assessment

3 – 1. Standards and Assessments: Enhancing the Quality of Academic Assessments – (Accepted)

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

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

Iowa is proposing alternate measures for three of the five survey result areas of Achieve's 2009 report on "Closing the Achievement Gap" for improving state academic content and student achievement standards. The "Closing the Achievement Gap" report results compiled data in five areas. Iowa is proposing to use alternate baseline data in the following three areas:

(a) Align high school standards with expectations of college and the workplace.

Iowa's proposal:

The State Board of Education adopted the Iowa Core Curriculum in 2008 and 2009 in the areas of math, literacy, science, social studies and 21st century skills. The essential concepts and skills identified for each content area of the Iowa Core Curriculum were developed by P-16 educators, business, and industry representatives. There were approved by the State Board of Education and are aligned with the USDE-approved reading and mathematics state standards. The stakeholders looked at standards and benchmarks from states that outperform Iowa, international benchmarks, curriculum related efforts from ACT and NAEP, and recommendations from leading national associations in the key subject areas.

Iowa is one of the few states in the nation to identify 21st century skills and the related essential concepts and skills. Sources used for this work included the *Framework for 21st Century Learning*, from the Partnership for 21st Century Skills, enGauge, and the 1991 SCANS report, *What Work Requires of Schools*. The committee, which included business sector representatives, surveyed the literature and endeavored to bring together the common elements of these frameworks. The essential concepts and skills have been identified for financial, civic, technology, health, and employability literacy. Employability skills are defined as skills needed in the workplace.

(b) Align high school graduation requirements with college – and career –ready expectations.

*JB
5/22/09*

Iowa's proposal:

The State of Iowa Board of Regents (which governs Iowa's public universities and special Schools) recently revised their admission requirements and these have been aligned in language arts, math, science with Iowa's K-12 graduation requirements. All schools will be required to teach the essential skills and concepts in each of the 21st Century Skill areas (which includes employability skills) beginning in 2012 for 9-12 grades and 2014 for grades K-8.

(c) Develop college – and career – ready assessment systems.

Iowa's proposal:

The Iowa Test of Educational Development (ITEDs), which is given to all eleventh grade students in Iowa, is a reliable indicator of success in postsecondary institutions. The results of the ITEDs have been studied and found to be a reliable indicator of performance on the ACT. The Iowa Testing program is working with the Iowa Department of Education to develop end of course and a new form of the state assessment. The department is also working with national experts in formative assessments related to 21st Century Skills, which includes employability skills. The state is also submitting an enhanced assessment grant to develop the measurement protocols for assessing 21st century skills which include employability skills.

The Iowa Department of Education accepts the initial baseline date from the Achieve Survey in the following two areas:

- Develop P-20 data systems.
- Develop accountability and reporting systems that promotes colleges and career readiness.

Part 4, Section C: Additional Submission Requirements – Maintenance-of-Effort Baseline Data

*JP
5/22/07*

Question 3a: Identify and describe the data sources used in determining the levels of State support for elementary and secondary education.

Answer: The Iowa Department of Management and its I3 state budget system data generated using the primary state school aid formula contained in Iowa Code Chapter 257. See section 5a for more information.

Question 3b: Identify and describe the data sources used in determining the levels of State support for public IHEs.

Answer: The Iowa Department of Management and its I3 state budget system data generated using the primary state school aid formula contained in Iowa Code Chapter 257. See section 5a for more information.

Part 5, Section A: Additional Submission Requirements – State Uses of the Education Stabilization Fund

*JB
5/26/09*

2. State's Primary Education Funding Formulae

Question: 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.

Answer: The primary funding formula for K-12 school districts is contained in Iowa Code Chapter 257 (<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=iowaCode>). That formula distributes any legislatively-appropriated funding to school districts in equitable manner. That primary funding formula does not calculate the amount of funding appropriated each year. Included in this funding each year is the state by-district allocations for the Instructional Support Levy and the state allocations by-district of professional development funds.

The legislature sets an allowable growth rate for per pupil funding two years in advance of that funding. For example, in the legislative session that just ended (appropriating money for FY10), the legislature set the allowable per pupil growth rate for FY11. While this allowable growth rate commits the state to a certain level of additional funding for education, the legislature must actually back that commitment with funding during the subsequent legislative session. So while FY11 allowable growth is set, actual funding to back that agreed-upon allowable growth will be negotiated in the 2010 legislative session.

This means that the answer to the above question is that the level of school district funding is always managed through negotiations between the Governor and Legislature as a part of the state appropriations process. There is no formula used to specifically determine what that level of funding should be.

3. Data on State Support for Postsecondary Education

Question: 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.

Answer: As previously indicated, the level of public IHE funding is always managed through negotiations between the Governor and Legislature as a part of the state appropriations process. There is no formula used to specifically determine what that level of funding should be. Please see the subsequent answer to 5-5 for additional

information. Based on the conditions placed on approval of this application, the state will adjust the public IHE funding levels as follows: FY10 IHE funding adjusted to cover to the FY09 funding level using Education Fiscal Stabilization funds and any additional funds over the FY09 amount covered using Government Services Fiscal Stabilization funds. *JB Stabilization*

*AB
Stabilization*

4. Restoration Amounts

See application.

5. Process for Awarding Funds to Public IHEs

Question: 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.

Answer: Iowa has two sectors of public IHEs: 1) Regents Institutions (3 4-year public universities), and 2) Community Colleges (15 2-year public community colleges). The processes used to determine funding for each individual IHE are different in those sectors

For community colleges, Iowa Code section 260C.18C (<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=iowaCode>) contains a formula for fund distribution that will be used to divide any Stabilization fund allocations between the 15 community colleges.

For Regents Institutions, the State Board of Regents and the Office of the Board of Regents will work with the institutions on a distribution plan for any Stabilization fund allocations that will ensure that each institution receives its proportion of the funding to restore to the FY09 funding level. That plan will be submitted to the Iowa Department of Management, and once approved, funds will be distributed directly to each institution based on the approved amount.