



Digest of the 2015 Legislative Session Actions Impacting Iowa UEN (Urban Education Network) School Districts

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Elementary and Secondary Education Section
<https://www.legis.iowa.gov/docs/publications/FCT/632824.pdf>



About the UEN

The Urban Education Network of Iowa (UEN) is a consortium of Iowa's eight largest school districts and eleven Associate Member districts. Combined, these nineteen districts enroll nearly forty percent of Iowa's total public school enrollment, but an even larger proportionate share of the state's low-income, non-English speaking, and minority students.

Although the UEN was formed in the 1984-85 school year to represent the unique characteristics of Iowa's more urban districts, most UEN initiatives address issues important to all of Iowa public schools.

Maintaining partnerships is vitally important to the mission of the UEN as well as all Iowa public school districts. These partnerships include, but are not limited to: School Administrators of Iowa, Iowa Association of School Boards, Iowa State Education Association, Iowa PTA, and Child and Family Policy Center. Nationally, the UEN partners with the American Association of School Administrators, National School Boards Association and the Urban Superintendents Association of America.

You are invited to check out the UEN website that includes information of interest, most of which can be accessed by simply clicking on the various links at www.uen-ia.org

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Urban Education Network Priorities 2015 Legislative Session

- **Funding Adequacy 6% State Percent of Growth:** In order to fulfill the goal of regaining Iowa's first in the nation education status and delivering world-class schools, the UEN supports the provision of adequate funding, which we know, spent wisely, will prepare our students for success. The UEN supports a goal to get Iowa's investment in education to the national average, currently \$1,657 per pupil above Iowa's level of expenditure, beginning with a commitment of no lower than 6 percent annually for a minimum of three years. Funding for the 2015-16 school year must be determined ASAP as the 2015 Session convenes. Funding for the 2016-17 school year must be set within 30 days of the governor's budget announcement in the 2015 Session, according to Iowa law.
- **Student Mental Health Services:** UEN acknowledges that mental health needs are increasing, yet the delivery systems of education for students with mental health challenges as well as services to meet mental health needs both in and out of school are experiencing funding and regulatory challenges. UEN supports access to mental health services for students and clarity of funding sources and funding responsibilities, particularly for students costly to educate, such as those in residential facilities. UEN encourages state support for mental health services through either the education system (weighting for students with mental health challenges without special education distinction or funding which parallels the process for state juvenile home educational expenses) and/or early childhood, human services/juvenile justice appropriations when appropriate.
- **Extend State Penny Sales Tax with Repeal of the Sunset:** UEN supports eliminating the sunset permanently, allowing districts and taxpayers to enable long term planning and access to a full 20 years of sales tax capacity to avoid a resurgence of property tax bond issues. State penny expenditures must remain restricted as exists in current law (construction, repair, technology, equipment, buses, etc.) and as approved by voters in 99 counties, including property tax relief.
- **Childhood Poverty / At-risk Student Weighting:** UEN supports revisions to the foundation formula to support students from low-income families and students at-risk of dropping out. Funding should reflect student need and districts should have authority to identify students and flexibly administer funds.
- **Formula Equity:** UEN supports promoting both student and taxpayer equity in the school foundation formula, including equalizing the district cost per pupil and providing tax equity to property poor districts within the formula and other property-tax supported levies.

Additional UEN Priorities and Resolutions, including position papers with background and policy suggestions, may be found here:

<http://www.uen-ia.org/attachments/UEN%202015%20Priorities%20and%20Issue%20Papers.pdf>



Legislative Session Approval and Veto Process

The 2015 Legislative Session drew to a close on June 5, 2015. The pattern of late adjournment continued in 2015, a full month beyond expiration of per diem payments for legislators. For comparison, the 2014 Session adjourned on May 2 (10 days past the expiration of per diem payments), the 2013 Session adjourned on May 23rd, but the latest adjournment was June 30, 2011, the last day of the fiscal year, for the 2011 Session. Although nearly 1,864 pieces of legislation were introduced in the Iowa Legislature this Session, 143 made it to the Governor's desk.

This Digest details legislation enacted by the 2015 Legislature and signed or vetoed by the Governor. In preparation for next year, we include a listing and explanation of some of the significant education and tax policy bills that moved through the process, ultimately did not pass, but may resurface in the future. The information section of this digest includes position papers on issues of key interest to Iowa schools that guided UEN advocates during the Session. The 2015 Session was the first of the two-year biennium of the 86th Iowa General Assembly. During the 2016 Legislative Session, bills that were introduced in 2015 and moved partially through the process (approved during floor debate in the chamber of origin in the prior year) remain eligible for consideration. SF 477, State Penny Extension, is a good example of a bill left in committee at the conclusion of the 2015 Session that remains eligible for consideration:

- [SF 477](#) was approved by the full Senate, 37:13. The bill would extend the State Penny Sunset until Dec. 31, 2049. The bill was assigned directly to the House Ways and Means Committee, bypassing any consideration by the House Education Committee.

Process for Signature: The Governor has 30 days to review all legislation passed by the Legislature in the closing days of the Session:

- Bills received by the Governor during the last three calendar days of session (except Sundays) must be signed or vetoed within 30 calendar days. The deadline for Governor's action was July 5, 2015, but the Governor signed and vetoed bills, taking his final action on Thursday, July 2, much of which is detailed regarding HF 666 later in this Digest.
- The Governor may exercise three types of vetoes: the veto, item veto, and pocket veto.
 - **Veto** indicates the Governor's disapproval of an entire bill.
 - **Item veto** may be used only for bills which appropriate funds. This action strikes a specific item of an appropriations bill.
 - **Pocket veto** occurs when the Governor fails to take action within 30 calendar days on a bill received within the last three calendar days of session (except Sundays). The entire bill fails to become law in this situation.
- The Legislature may petition to convene a special session, which requires signatures of 2/3rds of the legislators. Additionally, the Iowa Constitution requires a 2/3rds majority vote in both chambers to override a veto.



Executive Summary

The 2015 Session focused on major state policy issues outside of the area of education, such as increasing the gas tax to repair Iowa roads and bridges as well as tough conversations about rising Medicaid costs and closing mental health institutions, all of which created some difficulties in building consensus on other issues. Conservative budget principles were laid on the table as absolutes and pent up demand for services across many areas of state government, education primary among them, escalated. It was relatively quiet in the education policy arena, aside from focusing for several months on the school start date, a policy discussion forced by the Governor's promise to deny early start date waiver requests for the 2015-16 school year. Delayed funding decisions were the primary focus of education advocates, including the UEN, although urban advocates continued to talk about school flexibility to meet the needs of children living in poverty, English-language learners, and extension of the state penny, as critical policies to support schools.

UEN was a member of the **Public Education Coalition**, along with the Area Education Agencies of Iowa, the Iowa Association of School Boards, the Iowa State Education Association, the School Administrators of Iowa and the Rural School Advocates of Iowa. The Coalition coordinated key messages and a weekly education fact publication sent to Iowa's senators, representatives and the Governor. Access the following links from the <http://www.uen-ia.org/funding.htm> web site to see the Education Coalition's work:

Education Coalition Weekly Facts

[04/13/2015 - Passionate About School: Impact of Fine Arts and Extracurricular Activities on Student Success](#)

[04/06/2015 - Funding Education is Affordable](#)

[03/23/2015 - Revenues Known: Now is the Time](#)

[03/16/2015 - It's All About Timing](#)

[03/02/2015 - Apples to Apples: Various Rankings & Comparisons](#)

[02/16/2015 - Categorical Funds and Ripple Effects in the Formula](#)

[02/09/2015 - Our Northern Neighbors, Money and Achievement](#)

[02/02/2015 - Economics 101](#)

[01/26/2015 - Money Matters](#)

[01/19/2015 - Iowa's Schools Elevate Student Learning](#)

[01/13/2015 - Iowa's Per Pupil Funding is Plummeting](#)

Though required by law, the State Cost per Pupil for the out year (2016-17) was not set during the 2015 Legislative Session. The State Cost per Pupil for 2015-16 was determined very late in the Session, as SF 171 (State Cost per Pupil) and SF 172 (Categorical State Cost per Pupil) were sent to the Governor on June 5, the final day of the Session. A few policy bills in addition to the school start date restrictions made it to the Governor's desk, including PPEL transportation expenditures, DHS regulation of child care and use of management fund to pay



for mediation and arbitration costs. There was a concerted effort by the Governor’s office to move anti-bullying/anti-harassment legislation and broadband Internet access incentives through the legislative process, but only the latter attained a consensus position between the House and Senate.

Meanwhile, the Department of Education, the AEAs and early implementing local districts continued the tough work of the major education reform policies from 2012 and 2013:

- [SF 2284](#) enacted in 2012 included a literacy focused initiative, requiring third-grade retention of students not proficient in reading beginning in school year 2016-2017; creation of the Iowa Reading Research Center; and new efforts in Science, Technology, Engineering and Mathematics (STEM).
- [HF 215](#) enacted in 2013 made sweeping policy changes including a new teacher leadership/compensation system. Districts representing 1/3 of Iowa students began implementing in the 2014-15 school year and another group of districts representing an additional 1/3 of students will begin implementation. This year, the legislature passed a budget but aside from some minor technical corrections, did not undertake many education policy changes. The same is true of property tax reform, with large changes made in 2013 being phased in over several years.

Budget Summary: Upon completion of the governor’s approval and veto action: The state General Fund Budget, (net appropriations and expenditures, including reversions) for FY 2016 is \$7.165 billion, which is an increase of \$119.7 million compared to FY 2015 net adjusted appropriations. The FY 2016 appropriated amount is \$272.5 million under the 99% expenditure limitation (the maximum allowed under Iowa law) and will result in a deposit of an additional \$351.7 million into the state’s ending balance after all appropriations. These calculations include the Governor’s line-item vetoes and came from the LSA’s End of Session information, found here: <https://www.legis.iowa.gov/publications/fiscal/endOfSession>

Budget Details

Estimated Position of State’s Cash Balance for FY 2016: The state’s Cash Reserve Fund, which is limited by law to a maximum of 7.5% of total budget, is calculated to be full at \$539 million. The Economic Emergency Fund, after transfer of \$330 million surplus to the General Fund, is also full, leaving an estimated ending balance of \$179.7 million, which is the maximum 2.5% allowed in Iowa law (according to the draft [LSA end of session balance sheet](#)). The combined reserve fund balances are estimated to be \$718.7 million on the end of FY 2016.

Summary Statement about State of Iowa Fund Balances: Iowa State General Fund Surplus for FY 2015, after the Governor’s vetoes, carried forward into FY 2016 is \$364.3 million. The FY 2016 surplus, estimated to be carried forward into FY 2017, is \$351.7 million (amounts in addition to the fully funded Economic Emergency Fund and Cash Reserve Fund balances noted above.) Conversations referring to a “structural deficit”, a term defined as an expenditure level in excess of revenues received in a single fiscal year, typically ignore reference to surpluses.

Expenditure Limitation: The FY 2016 net budget appropriation, after Governor’s vetoes, is \$7.165 billion. That is \$272.5 million below the 99% expenditure limitation. Note: The Governor’s original budget recommendation was closer to the limitation, estimating only \$149.1



million below. Had he signed the entire \$134.9 million one-time funding for schools, community colleges, universities and others, rather than vetoing \$78.9 million of it, the budget still would have come in about \$50 million below his original budget recommendation.

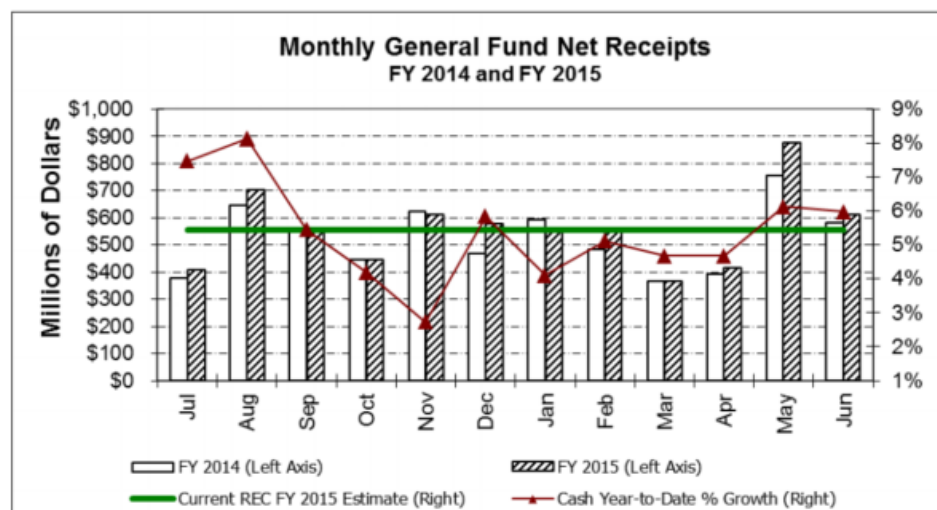
State of State Revenues: LSA's July 1 Monthly General Fund Revenue Memo provides this analysis of state General Fund Revenues through June 30, 2015
<https://www.legis.iowa.gov/docs/publications/MM/680213.pdf>

"The attached spreadsheet presents FY 2015 General Fund total net receipts with comparable figures for actual FY 2014. The figures can be compared to the FY 2015 estimate of \$6.644 billion set by the Revenue Estimating Conference (REC) on March 19, 2015. The FY 2015 estimate is an increase of \$343.4 million (5.5%) compared to actual FY 2014 total net receipts (excludes transfers). The next REC meeting has not been scheduled."

Year-to-Date Ending:	Year-to-Date FY 2014	Year-to-Date FY 2015	Dollar Change	% Change	Year-to-Date Change at REC Estimate for the Entire Year	Year-to-Date Above (Below) Estimated Change
July	\$378.2	\$406.6	\$28.4	7.5%	\$20.6	\$7.8
Aug	1,026.1	1,109.5	83.4	8.1%	55.9	27.5
Sept	1,579.2	1,665.4	86.2	5.5%	86.1	0.1
Oct	2,024.0	2,108.9	84.9	4.2%	110.3	-25.4
Nov	2,647.9	2,719.9	72.0	2.7%	144.3	-72.3
Dec	3,115.9	3,298.0	182.1	5.8%	169.8	12.3
Jan	3,708.0	3,860.4	152.4	4.1%	202.1	-49.7
Feb	4,191.8	4,406.6	214.8	5.1%	228.5	-13.7
Mar	4,558.9	4,772.4	213.5	4.7%	248.5	-35.0
Apr	4,954.0	5,185.8	231.8	4.7%	270.0	-38.2
May	5,710.0	6,060.4	350.4	6.1%	311.2	39.2
Jun	6,293.5	6,670.2	376.7	6.0%	343.0	33.7
Year end	6,300.1					

The monthly general fund net receipts comparison to the REC estimate shows that receipts finished the year strong, right on target with the estimate set by the REC at their March 2015 meeting:

Please note: Since the State of Iowa uses GAAP accounting, the close of the FY 2015 fiscal year will be adjusted





as receipts attributable to the fiscal year's activity will be added to the balance and refunds attributable to the fiscal year's activity will be subtracted. Jeff Robinson, senior fiscal analyst with the LSA, stated in his post-June 30 monthly revenue memo video addition, the current net receipts are now \$87 million above the REC estimate, reflecting an overall growth rate of 6% for the FY 2015 fiscal year. See the July 7, 2015 Monthly Revenue Video Edition here:

<https://www.legis.iowa.gov/publications/fiscal/monthlyRevenueMemo/video?year=2015&docID=680213>

The three largest revenue generators, which comprise over 95% of the state's total tax receipts, showed the following YTD growth as reported in the LSA's Twelve-Month Total Net Receipts Through June 30, 2015 published on July 30, 2015 <https://www.legis.iowa.gov/docs/publications/TT/680552.pdf>

Year-Over-Year Comparison — Net Tax Revenue

“During the 12-month period ending June 2015, net revenue from all taxes deposited to State funds totaled \$7.818 billion, an increase of \$493.2 million (6.7%), compared to the prior 12 months. Major contributors to the year-over-year dollar and percentage changes include:

- Individual Income Tax (positive \$255.0 million, 8.0%) – After two years of significant swings caused in large part by changes in federal income tax rates, the Iowa individual income tax has returned to its role as the main driver of Iowa tax revenue growth.
- Corporate Income Tax (positive \$50.1 million, 11.6%) – At 11.6%, the annual growth in corporate income tax deposits is at its highest level since May 2013.
- Sales/Use Tax (positive \$111.5 million, 4.5%) – Despite a weak June, sales/use tax growth continues to be strong, including the State General Fund portion and the sales tax (fee for new registration) on automobiles that is deposited in the Road Use Tax Fund.
- Bank Tax (positive \$4.1 million, 12.5%) – After a significant decline that began in March 2014, the annual growth in bank tax net revenue turned positive in April 2015. Over the most recent 12 months, tax deposits have increased while tax refunds have remained stable.”

Funding Formula History: The June 11, 2014 edition of the LSA's Fiscal update also includes a reference to historical changes in school finance funding provisions. The LSA document reflects legislative action through the 2014 Legislative Session. The document provides a brief summary of the provisions from 1971 to present and is available on the LSA website at:

https://www.legis.iowa.gov/docs/LSAReports/k12Education/PublicSchlFunding_LawChanges_1971_to_Present.pdf



Enrolled Bills: The following bills impacting Education have been signed by the Governor unless there is a note detailing veto action. The Enrolled bills explained below are organized into Appropriations and Policy Acts (although some policy changes do impact appropriations.) A list of bills that received action but were not enacted follows under the Near Misses & Pending Issues section of this Digest. For access to the complete text and effective dates of all legislation approved or vetoed by the Governor, check the [enrolled bills](#) link on the legislative website.

APPROPRIATIONS ACTS

2015 Funding/Appropriations Bills Impacting Education

[SF 171](#) and [SF 172](#) State Supplemental Assistance: These bill establish the state supplemental aid increase as 1.25% per pupil for FY 2016 and 1.25% for categorical fund increases (Teacher Salary Supplement, Professional Development Supplement and Early intervention/Class Size Supplement per pupil) for FY 2016 respectively. Since the 2014-15 state cost per pupil was \$6,366, this \$80 per pupil increase brings the 2015-16 state cost per pupil to \$6,446. There was no action to set a percentage increase for FY 2017. See the section on Near Misses beginning on page 23 for more information. A spreadsheet indicating the fiscal impact of the 1.25% increase in the state cost per pupil for FY 2016 may be found here: <http://mercury.isfis.net/lt.php?id=KRgBBVtNBwBUHqkCAAE>

The 1.25% increase in the cost per pupil results in 163 school districts with declining enrollment eligible for the budget guarantee, for a total of \$16.5 million in local property tax dollars to fund the difference between the prior year's regular program budget and a 1% increase. The guarantee is one-time only and recalculated annually, so serves as a short term cushion against a steeper reduction in funding. Even with the budget guarantee in place, 35 districts will receive a drop in regular program district cost compared to the prior year, the largest being an 11.3% decrease.

For future reference, the 1.25% increase is an increase of \$63.5 million in statewide regular program district cost. Had the Governor approved the \$55.7 million in HF 666 rather than vetoing (more information below), the two revenue sources together would have been effectively equivalent to 2.625% increase in the cost per pupil.

The Governor signed SF 171 and SF 172 on July 2. UEN was registered opposed to both bills as the funding level is not adequate to sustain the quality of education Iowa students need for future success.

The following table, from the [LSA Fiscal Note](#), June 5, 2015, shows the detail of state funding impact and property tax impacts, associated with the 1.25% increase in the State Cost per Pupil for both regular program and categorical funds:



Urban Education Network of Iowa

Serving Public Education in Iowa's Eight Urban Centers

Cedar Rapids Council Bluffs Davenport Des Moines Dubuque Iowa City Sioux City Waterloo

Associate Members: Ankeny/Cedar Falls/ College /Fort Dodge/ Linn-Mar/Marshalltown/Mason City/Muscatine /Ottumwa/ SE Polk/ Waukee



Legislative Services Agency: Estimated FY 2016 School Aid Estimates Statewide Totals (Dollars in Millions) - Based on SF 171 CCR and SF 172 CCR

Program Funding:	FY 2014	FY 2015	FY 2016 Estimates Assumes 1.25% State Percent of Growth		
			Totals	Est. Change	% Change
Regular Program District Cost	\$ 2,926.1	\$ 3,059.8	\$ 3,110.0	\$ 50.2	1.6%
Regular Program Budget Guarantee	11.2	3.2	16.5	13.3	420.4%
Total Supplemental Weighting	66.8	75.6	81.3	5.7	7.5%
District Special Education	389.3	398.9	398.7	-0.1	0.0%
Dropout and Dropout Prevention	97.2	103.5	105.1	1.6	1.6%
Teacher Salary Supplement (District)	252.1	263.0	267.8	4.8	1.8%
Professional Development Supplement (District)	28.6	29.8	30.4	0.5	1.8%
Early Intervention Supplement (District)	31.1	32.4	33.0	0.6	1.8%
Teacher Leadership Supplement (District)	N.A.		50.2	50.2	
AEA Special Education (with adjustment)	147.5	153.1	155.4	2.4	1.6%
AEA Media Services	25.5	26.7	27.2	0.5	1.8%
AEA Education Services	28.2	29.5	30.0	0.5	1.8%
AEA Sharing	0.2	0.1	0.1	0.0	1.2%
Total AEA Reduction	-22.5	-22.5	-7.5	15.0	-66.7%
Teacher Salary Supplement (AEA)	14.2	14.8	15.0	0.3	1.7%
Professional Development Supplement (AEA)	1.7	1.7	1.8	0.0	1.7%
Combined District Cost	\$ 3,997.2	\$ 4,169.4	\$ 4,315.0	\$ 145.6	3.5%
Statewide Voluntary Preschool Program	\$ 66.1	\$ 70.0	\$ 73.1	\$ 3.2	4.5%
Funding Sources:					
State Aid from General Fund	\$ 2,716.9	\$ 2,865.5	\$ 2,965.3	\$ 99.8	3.5%
Excess from SAVE Fund	8.7	8.2	6.3	-2.0	-23.8%
Total State Aid	\$ 2,725.6	\$ 2,873.8	\$ 2,971.6	\$ 97.9	3.4%
Uniform Levy Amount	\$ 759.4	\$ 783.7	\$ 814.1	\$ 30.4	3.9%
Additional Levy Total	578.6	582.5	602.5	19.9	3.4%
Comm/Ind - Uniform Levy Portion		-9.3	-19.1	-9.8	105.8%
Comm/Ind. Additional Levy Portion		-7.3	-15.0	-7.7	105.6%
Total Levy to Fund Combined District Cost	\$ 1,338.0	\$ 1,349.7	\$ 1,382.4	\$ 32.7	2.4%
Misc. Information:					
Budget Enrollment	476,245.0	478,920.9	480,771.9	1,851.0	0.4%
Number of Districts with Budget Guarantee	133	66	165	99	150.0%
State Categorical Total (in Millions)	\$ 327.5	\$ 341.8	\$ 398.2	\$ 56.4	16.5%
AEA Funding (In Millions)	\$ 194.8	\$ 203.3	\$ 222.0	\$ 18.7	9.2%
Property Tax Replacement Payment (PTRP)	\$ 8.3	\$ 25.4	\$ 31.1	\$ 5.6	22.1%

Notes:
Contact the LSA for more information

SF 173 Property Tax Replacement Payments: this bill provides additional property tax relief based on the per pupil increase that results from the establishment of the State percent of growth in FY 2016. The bill requires the additional levy portion of the FY 2016 State cost per pupil amount to be frozen at \$750 per pupil, regardless of the per pupil increase for FY 2016. Without enactment of this provision, the increase in the FY 2016 State cost per pupil due to the



State percent of growth will include a per pupil property tax increase equivalent to 1/8th (12.5%) of the total per pupil increase. Since the state cost per pupil was set at 1.25%, this equates to an additional \$10 per pupil in property tax relief. The impact to the state is an additional \$5.6 million at the 1.25% per pupil increase. UEN was registered undecided on this bill.

SF 176 Property Tax Replacement Payments: This bill provides additional property tax relief based on the per pupil increase that results from the establishment of the State percent of growth in FY 2017. The bill requires the additional levy portion of the FY 2017 State cost per pupil amount to be frozen at \$750 per pupil, regardless of the per pupil increase for FY 2017. Without enactment of this provision, the increase in the FY 2017 State cost per pupil due to the State percent of growth will include a per pupil property tax increase equivalent to 1/8th (12.5%) of the total per pupil increase. If SF 174 and SF 175, which set the state cost per pupil for FY 2017 at 4.0% had been approved, this would equate to an additional \$32 per pupil in property tax relief. The impact to the state would have been an additional \$36.6 million at the 4% per pupil increase. This bill was signed by the Governor on June 26, however, the FY 2017 state cost per pupil has not been set. UEN was registered opposed to this bill.

HF 658 Education Appropriations: The Governor signed this bill in its entirety. In short, this bill provides funds for Iowa's state universities and community colleges, but includes many line-item appropriations impacting PK-12 education. The bill appropriates at total of \$992.2 million for FY 2016 from the state General Fund, which is an increase of \$6.1 million. The bill also appropriates \$40.3 million from the Skilled Worker and Job Creation Fund, which is the same as current year. All FY 2017 appropriations are exactly one half of the FY 2016 level, except for the High Needs Schools Grants, not funded in FY 2016, but appropriated the full \$10 million for FY 2017. The NOBA detail provided to the conference committee members, including the Governor's budget recommendations, is found [here](#). UEN was registered in opposition to the bill as the original House file cut mentoring funds, did not fund other education needs adequately, and the decision on the state cost per pupil was not yet made.

Line Item Education Funding Appropriations: Specific items of interest to school leaders include:

- \$392,452 for **Teacher Shortage Loan Forgiveness** (no change compared to FY 2015) and \$400,000 for **Teacher Iowa Scholars** (a reduction of \$900,000 compared to FY 2015). Both of these programs are available to eligible new teachers under certain circumstances.
- **DE Administration** appropriation of \$6.3 million, which is a reduction of \$2.0 million compared to FY 2015. However, there was \$2.0 million appropriated directly for the Early Literacy Warning System which was included in the DE's administrative line-item budget in the prior year, so in essence, no change in funding compared to FY 2015.
- All **Early Childhood Iowa (ECI)** line items received the same funding as FY 2015 (\$5.4 million for general aid, \$5.4 million for PK Tuition Assistance, \$12.4 million for Family Support and Parent Education and \$1.7 million for special education services Birth to Age 3.)



- \$650,214 to the DE for **textbooks for nonpublic** school pupils (same as FY 2015) and continues the limitation of no more than \$20.00 per pupil and specifies reimbursements are not to exceed comparable services offered to resident public school pupils.
- \$8.0 million for DE to send to school districts for **Successful Progression for Early Readers** (same as FY 2015)
- \$2.0 million to the DE for an **Early Warning System for Literacy** (new line-item appropriation, previously included within the DE administration line-item appropriation). Requires the DE to provide reading assessments for PK-6, to detect students deficient in reading. The DE is required to provide the assessments at no cost to public and accredited nonpublic schools, however, if the license costs more than the fund appropriated here, the DE is allowed to charge school districts a fee per student assessed to cover the difference.
- \$1.0 million to the **Iowa Reading Research Center** (same as FY 2015) and specifies that remaining funds do not revert until the end of FY 2017.
- \$57.4 million to the DE for **Student Achievement Teacher Quality** which includes \$50.6 million for the new Teacher Leadership and Compensation participating districts beginning July 1, 2015. (See table below for specific allocations from the TLC appropriation.) This is an increase of \$600,000 compared to FY 2015, made up of an increase in funding for TLC grants of \$673,809 and a decrease in funding for TLC technical assistance (\$-73,809).

A detailing of the allocations follows:

Student Achievement Teacher Quality Allocations	FY 2013	FY 2014	FY 2015	FY 2016	Difference FY16 – FY15
Teacher Leadership and Compensation Grants			\$ 50,000,000	\$50,600,000	\$600,000
National Board Certification	\$ 500,000	\$ 846,250	846,250	846,250	0
Ambassador to Education	85,000	85,000	85,000	85,000	0
Mentoring and Induction	2,463,590	3,537,875	4,021,875	4,021,875	0
Career Development and Evaluator Training	600,000	786,816	786,816	786,816	0
Teacher Development Academies	1,136,410	1,136,410	1,136,410	1,136,410	0
Total	\$ 4,785,000	\$ 6,307,351	\$ 56,791,351	\$57,391,351	\$600,000

- \$1.0 million to AEAs for an **AEA support system for TLC** implementation. (Same as FY 2015)
- \$425,000 to DE for **Competency-based Education**, which is no change in funding, but they also included 1.0 FTE to support a staff position at DE compared to FY 2015. Requires the DE to collaborate with AEAs to implement the recommendations of the Competency-based Education Task Force and specifies that funds appropriated for this purpose do not revert until the end of FY 2017.



- \$1.0 million to AEAs, presumably for **AEA support to districts** in implementing the Iowa Core, although no specific language directs that appropriation (same as FY 2015)
- \$1.5 million for the **Iowa Learning Online** Initiative (same as FY 2015)
- \$1.0 million for **Administrator Mentoring/Coaching Support System** (same as FY 2015.) The appropriation provides support only for school districts participating in the teacher leadership and compensation program through FY 2017. For FY 2018, and each subsequent fiscal year, the coaching and support system for administrators is available to any school district.
- \$500,000 to continue the **English-Language Learner Grant Program** (same as FY 2015) and requires the 25 school districts with the largest number of LEP identified students receiving school aid funding or ELL grant program funding to submit a report to the DE. The report is to include:
 - Cost accounting of funding used on LEP programming by the district
 - Identification of all native language represented by the LEP students served
 - The average number of years an English-language learner receives programming
 - The number of FTE positions that directly serve limited LEP students and the student to teacher ratios
 - Review of the number and percentage of LEP students achieving English language proficiency over the previous five years
 - Listing of English-language learner programs not developed by the district that are being utilized by the school district for LEP students.
- \$250,000, which is a decrease of \$250,000 for the **Attendance Center Performance/General Website & Data System Support**.
- Notes about what did not get funded: There was no appropriation for Bullying Prevention, Iowa Reading Corps, Principal Leadership Institute, or OECD test for schools, all of which were initiatives in the Governor's recommendation. Likewise, the Governor had recommended funding high needs schools grants at \$10 million (postponed by the Legislature until 2017) and an appropriation for curriculum and standards support for social studies. Both of those were not funded by the legislature. Additionally, the Governor had recommended an appropriation for continuing the Career Planning support for districts as they implement the 8th grade career plan throughout a student's high school experience. Instead of a direct appropriation of \$600,000 to continue the system, the Legislature scooped fees paid to the Board of Educational Examiners to fund the Career Planning System in FY 2016.

The table on the following page provides the detail of appropriations in HF 658, including estimated FY 2015 expenditures, the Governor's recommendation for FY 2015, final action with the Governor's signature of HF 658, Education Appropriations, and the difference between final action and the FY 2015 estimated expenditures.

Appropriation Detail HF 658:

	Estimated FY15	Gov. Rec FY16	HF 658	HF 658 – FY15
Teacher Shortage Loan Forgiveness	\$392,452	\$392,452	\$392,452	\$0
Teach Iowa Scholars	1,300,000	2,600,000	400,000	-900,000
DE Administration	8,304,047	9,504,047	6,304,047	-2,000,000
Vocational Education Administration	598,197	598,197	598,197	0
Vocational Education Secondary	2,630,134	2,630,134	2,630,134	0
Food Service	2,176,797	2,176,797	2,176,797	0
ECI (Early Childhood Iowa) General Aid	5,386,113	5,386,113	5,386,113	0
ECI Preschool Tuition Assistance	5,428,877	5,428,877	5,428,877	0
ECI Family Support and Parent Ed	12,364,434	12,364,434	12,364,434	0
Special Ed. Services Birth to 3	1,721,400	1,721,400	1,721,400	0
Nonpublic Textbook Services	650,214	650,214	650,214	0
Student Achievement/Teacher Quality	56,791,351	54,442,576	57,391,351	600,000
Jobs For America's Grads	700,000	700,000	700,000	0
Attendance Center/Data Systems	500,000	500,000	250,000	-250,000
Administrator Mentoring	1,000,000	1,000,000	1,000,000	0
English Language Learner Pilots	500,000	500,000	500,000	0
Council and Task Force Support	50,000	50,000	25,000	-25,000
AEA Support System Teacher Leadership	1,000,000	1,000,000	1,000,000	0
Successful Progression for Early Readers	8,000,000	8,000,000	8,000,000	0
Early Literacy Warning System	0	0	2,000,000	2,000,000
Iowa Reading Research Center	1,000,000	2,500,000	1,000,000	0
High Needs Schools	0	10,000,000	0	0
Iowa Academic Standards	0	1,500,000	0	0
State Career Planning System 9-12	0	600,000	0	0
Midwestern Higher Education Compact	100,000	100,000	100,000	0
AEA Distribution	1,000,000	1,000,000	1,000,000	0
Community College General Aid	201,274,647	201,274,647	201,274,647	0
Community College Salary Increase	500,000	500,000	500,000	0
Early Head Start Projects	600,000	600,000	600,000	0
Competency-Based Education	425,000	425,000	425,000	0
Iowa Learning Online Initiative	1,500,000	1,500,000	1,500,000	0
Regional Telecommunications Councils	992,913	992,913	992,913	0
Bullying Prevention	0	200,000	0	0
Online State Job Posting System	250,000	250,000	250,000	0
Iowa Reading Corps	0	1,000,000	0	0
OECD Test for Schools	0	69,000	0	0
Principal Leadership Institute	0	100,000	0	0
UI - IA Online Advanced Placement Acad.	481,849	481,849	481,849	0
UNI - Math and Science Collaborative	5,200,000	5,200,000	5,200,000	0
	\$322,818,425	\$337,938,650	\$322,243,425	\$ (575,000)

Highlights include education reform initiatives enacted in 2013 and 2014. Also notable, the Governor's recommended budget was \$15.7 million above the final amount enacted by HF 658. More detail is found in LSA's Notes on Bills and Amendments https://www.legis.iowa.gov/docs/NOBA/86_HF658_Final.pdf



Education Policy Changes in HF 658: Additionally, the following policy language was included in the bill:

- Requires the DE to submit a written report to the General Assembly describing the Department’s anti-bullying programming and current and projected expenditures on anti-bullying programming for FY 2016.
- **Preschool Flexibility:** allows school districts to transport PK students along with students not in the PK program and permits the cost of the transportation to be prorated. Allows administrative funds to be used for outreach activities and rent for facilities not owned by the school district. Permits up to 10.0% of the amount of PK foundation aid passed through to a community-based provider to be used for administrative costs (but maintains the current administrative spending cap of 5% for school district public PK expenditures.)
- Requires DE to use **TLC carryforward funds** from FY 2015 to fund FY 2016 teacher leadership supplemental aid payments to school districts and allows DE to prorate TLC payments if funds available for FY 2016 are insufficient to pay them in full.
- **At-risk and Dropout Prevention Program Flexibility** (DE Director, Ryan Wise, included in the Department’s Annual Letter to the Field on Legislative Changes, dated July 16, an indication that additional guidance on this change would be forthcoming.)
 - Broadens the uses of Dropout/Dropout Prevention funds to match the uses of at-risk supplementary weighted funds. Includes in Iowa Code 257.11(a) “In order to provide additional funding to school districts for programs serving at-risk pupils, alternative program and alternative school pupils in secondary schools, and pupils identified as potential dropouts or returning dropouts as defined in section 257.39, a supplementary weighting plan for such pupils is adopted.” Then in Chapter 257.38 and 257.40, adds the at-risk definition and strikes the references to returning dropout or at-risk of dropping out.
 - Permits up to 5.0% of the total amount (at-risk and dropout prevention combined) to be used for district-wide or building-wide at-risk and dropout prevention programming targeted to pupils that are not deemed at-risk. DE guidance refers to this flexibility as using weighted funds for “proactive interventions”.
 - In concert with HF 445, allows a school district with a private facility within its boundaries to bill back to the resident school district the actual cost of instruction for general education students rather than the current limitation of district cost per pupil per day. According to DE guidance issued July 16, 2015, this new adjustment covers both PMIC and non-PMIC residential general education students. The DE guidance also explains that this adjustment to language does not affect anything related to the agreement between the district and the private facility and promises additional guidance will be forthcoming.
 - Permits a school district to use these funds to pay for the instructional costs necessary to address a pupil’s behavior if determined by the school district to be likely to inflict self-harm or likely to harm another pupil under certain conditions: The pupil does not require special education, the pupil is not in a court-ordered



placement under the area and custody of DHS, the pupil is not in the state training school or juvenile home, the pupil is not placed in a facility licensed under Iowa Code chapters 135B, 135C or 135H.

- Removes the requirement that the DE submit an annual report that includes the ways school districts used dropout prevention funds in the previous school year.
- Requires the DE to employ a 1.0 FTE position staff member or a **consultant for gifted and talented** children program support.
- Transfers \$600,000 from BOEE licensing revenues that are unencumbered or unobligated at the end of FY 2015 to the DE for purposes of continuing the **Career Planning Program** required for students in 8th grade.
- Requires local school boards to publish notice of intent to fill a **school board vacancy** by appointment. The notice must state that the electors of the school district have the right to file a petition requiring that the vacancy be filled by special election. The petition for a special election must be signed by at least 100 eligible electors or eligible electors equaling at least 30% of voters at the preceding regular school election, whichever is greater. The petition must be filed within 14 days after notice of the publication. However, if the next regular school election is within 180 days or less, then an appointment to fill the vacancy until the next regular school election may be made.



Other Appropriations Bills Impacting Schools

SF 510 Standings Appropriations: this bill makes adjustments to appropriations that otherwise stand without legislative action, for a total reduction of \$31.3 million in FY 2016 and reduction of \$19.5 million in FY 2017. UEN was registered as undecided on this bill although advocated in favor of some of the proposed actions and opposed to others. Actions of interest to school leaders:

- Limits the **Child Development Block Grants** appropriation to \$12,606,196 (no change from FY 2015) for both FY 2016 and FY 2017.
- Suspends the general fund standing appropriation of \$14.8 million for the **Instructional Support Program** for both FY 2016 and FY 2017 (means state share is zero).
- Reduces the FY 2016 state school aid **funding to AEAs** by \$15 million below the amount the school aid formula would otherwise generate and requires the reduction be prorated based on the reduction each AEA received in Fiscal Year 2003. The [LSA's NOBA](#) DETAIL states: "In addition to the \$15,000,000 State aid reduction for FY 2016, the AEAs have an annual statutory reduction of \$7,500,000. The State aid reduction to the AEAs will total \$22,500,000 for FY 2016."
- Allows unobligated funds from the FY 2016 **Iowa Learning Online** Initiative to carry forward and remain available for the next two fiscal years. Does not apply to unobligated funds on June 30, 2015, which revert to the state General Fund on July 1, 2015.
- Limits the appropriation for **Nonpublic School Transportation** to \$8.6 million for both FY 2016 and FY 2017. The [LSA's NOBA](#) DETAIL states: "This maintains the same level of funding as FY 2015, but represents a decrease of \$1.4 million compared to the estimated standing appropriation of \$9,960,931 specified in current law."
- The bill makes no reductions to various **property tax credits**, so allows full standing appropriations for both FY 2016 and FY 2017 at the following levels: Ag Land Tax Credit (\$39.1 million), the Homestead Tax Credit (\$131.4 million), the Elderly and Disabled tax Credit (\$24 million), the Commercial and Industrial Tax Credit (\$162.5 million in FY 2016 and \$152.6 million in FY 2017) and the Business Property Tax Credit (\$100 million in FY 2016 and \$125 million in FY 2017).
- Requires the **Revenue Estimating Conference (REC)** to hold one of its three meetings in March of each year and to provide a revenue estimate for two years beyond the current fiscal year in progress at the March meeting.
- Requires the DE to dedicate a minimum of 0.5 FTE position to maintain a **fine arts consultant**.
- Specifies that individuals applying for a grant through the **Teach Iowa Scholar Program** and that meet eligibility requirements on or after January 1, 2013, are eligible to receive a grant award. Persons that met the requirements prior to January 1, 2013, are ineligible for the Program.



- Continues **Online Academies** at CAM-Anita and Clayton Ridge: limits the statewide enrollment of pupils in internet instruction to no more than 0.18% of statewide enrollment and no more than 1.0% of a district's enrollment unless the limitation will prevent siblings from enrolling in the same school district or a district determines online instruction will suit the needs of a physically or emotionally fragile student. Exceptions to the limitations expire June 30, 2018. Requires the DE to work with the International Association for K-12 Online Learning to annually collect data on student performance in education instruction and course content delivered primarily over the internet. The data must be included in the Department's annual Online Learning report to the General Assembly. School districts that provide online instruction must comply with certain requirements. This section is effective retroactively to June 30, 2015.

HF 666 One-time Appropriations: This bill appropriates \$134.9 million in FY 2015 General Fund supplemental appropriations. Of that amount, \$55.7 million was to be appropriated to the DE for State Aid to school districts and AEAs. Requires \$53.6 million to be used to provide a funding supplement to each school district in FY 2016 based on enrollment. Requires \$2.1 million to provide a supplement to AEAs. Allows school districts to expend the funds to relieve the property taxes associated with budget guarantee or for any of the following instructional purposes:

- (1) Textbooks, as defined in section 301.1.
- (2) Library books.
- (3) Other instructional materials and equipment used directly by students.
- (4) Transportation costs of the school district.
- (5) Educational initiatives proven to increase student achievement in mathematics, literacy, or science in prekindergarten through grade twelve.

AEA amounts received under this section are intended to be used by area education agencies for any special education services, media services, or education services purpose that the area education agency is authorized to provide.

Required the funds be considered miscellaneous income and not included in the district's combined district cost. Specifies the funds are intended to supplement, not supplant, existing school district funding for instructional expenditures. UEN registered in support of this bill.

The Governor vetoed this entire section, stating in his veto message:

"I am unable to approve the item designated as Section 11, in its entirety. I recommended a two-year budget on the second day of this legislative session including an increase in supplemental state aid for both years. Throughout the session, I encouraged the legislature to provide supplemental state aid for pre-kindergarten through 12th grade for the next two years as required by law. By using one-time money and not providing supplemental state aid for the second fiscal year, the legislature compounded the uncertainty that school districts faced this entire legislative session.

My administration's commitment to giving Iowa students a world-class education is demonstrated by significant, targeted growth in funding for initiatives to raise achievement. Iowa's new Teacher Leadership System is the single largest reform measure, with an investment of more than \$150 million when fully phased in during the



2016-2017 school year. *With many of our best teachers serving in leadership roles, such as instructional coaches and mentors, Iowa can better support the more demanding work teachers must do today to prepare all students for a knowledge-driven economy.*

Other targeted education reform measures my administration proposed for the next fiscal year at a cost of more than \$18 million include: an initiative to ensure children are able to read by the end of third grade, ongoing expansion of Iowa Learning Online program to offer more course options to high school students, and the Teach Iowa Scholars Program which provides up to \$20,000 to top graduates of Iowa teacher preparation programs who teach hard-to-fill subjects in Iowa schools for five years.

With any budget, it is important to look at the entire picture. For fiscal year 2016, Iowa schools will receive over \$3 billion, by far the biggest item in the state budget.”

He vetoed other sections of HF 666 as well. See his entire veto message at this link: <https://governor.iowa.gov/sites/default/files/documents/Item%20Veto%20Message%20for%20House%20File%20666.pdf>

SF 513 Appropriations for Short Duration: This bill requires the DOM, in consultation with LSA, to determine the amount of all line item appropriations, standing limited appropriations and standing unlimited appropriations otherwise limited by law, include federal and other funds, for FY 2016 and provides for the temporary appropriation on July 1 equal to 1/12th of the total appropriations. Considers the temporary appropriation as part of the total appropriation once finalized. This is a process not unlike the continuing budget resolution at the federal level when budget deadlines pass before appropriations are finalized. The bill was introduced on June 4, approved on June 4 in the Senate and approved in the House on June 5. The Governor signed it on June 18.

<h2>Policy Bills Impacting PK-12 Education</h2>

HF 167 Electronic Documents: this bill requires that electronic documents be provided to bidders and suppliers, if available, at no charge, during the competitive bidding process for public improvement contracts.

HF 347 DHS Licensure of Child Care Programs: this bill removes DE oversight, requires school districts providing before and after school care to follow DHS licensure regulations, requires background checks every 5 years, and allows schools to identify alternative space in policy and procedures, appropriate to meet the needs of children in the program if the primary space is required for another use. UEN registered as undecided.

HF 397 Child Labor: this bill relieves the superintendent from the responsibility of signing work permits for children under the age of 16 and assigns that responsibility to the Labor Commissioner.



HF 421 Community College Instructors: this bill allows time teaching technical courses to count toward hours of practice necessary to be a community college instructor. UEN was undecided.

HF 445 PMIC Payment for Education Services: this bill requires district of residence to pay the actual cost of education provided in a placement/facility rather than the current limitation of the per-day amount of district cost per pupil. The bill allows at-risk/Dropout prevention funds to cover additional costs if the student is not receiving special education services (also see HF 658 above regarding dropout prevention flexibility). Allows a district to include the student in a foster care claim submitted to the DE if the student was not on their prior year's enrollment count. UEN supported this bill.

HF 488 Iowa Reading Corps: this bill requires the DE and Iowa Commission on Volunteer service to work with school districts in providing PK-3 literacy instruction. Requires schools already operating programs be given time to make necessary adjustments and requires models of instruction to align with literacy program goals and strategies developed by DE, the local school district and the Iowa Reading Research Center. UEN supported this bill.

HF 515 Management Levy: this bill allows Management Levy funds to be used for the costs of mediation and/or arbitration, including but not limited to legal fees. Effective for school budget years beginning on or after July 1, 2016. UEN supported this bill.

HF 550 School Board Member Contacts: this bill requires, within 30 days of taking the oath of office:

- Government agency (General Assembly, County Boards of Supervisors, City Councils and School Boards) shall provide the board member with designated contact information with the government entity
- If the school maintains an internet site, the district is required to publish the contact information for elected officials on the web site
- Board member may provide additional contact information
- Defines contact information minimally as telephone number or email address
- Applies to General Assembly, County Boards of Supervisors, City Council members and School Board members.

HF 570 Recreational Liability Protections: this bill provide protection from liability related to the injuries a person suffers from the normal and expected risks of any recreational activity on municipal property. The changes are written into chapter 670 of the Iowa Code, which includes school districts/boards in the definition of municipality. UEN supported this bill.

HF 599 Reorganization/Dissolution and Sales Tax Obligations: this bill addresses the process for identifying responsibility to paying sales tax obligations in the event of a reorganization or dissolution. UEN supported this bill.

HF 646 PPEL Flexibility: this bill allows transportation repair costs in excess of \$2,500 to be paid from PPEL. Defines "repair" as restoring to its original condition, as near as may be, after gradual obsolescence or physical and functional depreciation due to wear and tear, corrosion and decay or partial destruction, and includes maintenance of an item of equipment. Although



DE's annual letter to the field on legislative changes says additional guidance is forthcoming, specific mention of "an item of equipment" looks like the \$2,500 limit applies to one bus. This bill was approved in the Iowa House 95:0 on April 22, in the Iowa Senate 50:0 on May 5, and signed by the Governor on May 16, 2015. The bill is effective for school years beginning on or after July 1, 2015. UEN supported this bill.

HF 655 Broadband Internet Access Incentives: this bill was one of the Governor's priorities, including creation of property tax incentives in the form of an exemption for installation of broadband infrastructure that facilitates broadband services at or above 25 megabits per second of download speed and 3 megabits per second of upload speed commenced and completed on or after July 1, 2015 and before July 1, 2020, in a targeted service area, and used to deliver internet services to the public. A person claiming this exemption is required to certify to the local assessor prior to commencement of the installation that the broadband installation will take place within a targeted service area and shall specify the current number of homes, farms, schools, and businesses in the targeted service area that were offered broadband service and the download and upload speeds available prior to the broadband infrastructure installation for which the exemption is claimed. The certification must also include the number of homes, farms, schools, and businesses in the targeted service area that will be offered broadband service and the download and upload speeds that will be available as a result of installation of the broadband infrastructure for which the exemption is claimed. The tax exemption is 100% exemption from taxation for a period of 10 years in an amount equal to the actual value added by installation of the broadband infrastructure. **The bill also modifies the definition of school infrastructure in Iowa Code 423F.3(6), which is the state penny for school infrastructure chapter,** to include the acquisition or installation of information technology infrastructure, which means the basic, underlying physical framework or system necessary to delivery technology connectivity to a school district and to network school buildings within a school district. The bill was approved on June 4 first in the Senate with 48 in favor and 2 opposed, then in the House on a vote of 82 in favor and 12 opposed. The Governor signed it on June 22.

SF 131 BOEE Background Check: this bill requires the Board of Education Examiners (BOEE) to consider Iowa Courts online information when conducting background checks on prospective teachers or teachers renewing their license. It was explained during the conversation that this bill effectively codifies existing BOEE practice. It was effective July 1, 2015. UEN was undecided on this bill.

SF 227 School Start Date: this bill requires school start instructional days no earlier than Aug. 23. There is an exception for attendance centers that are approved by the DE to maintain a year-round calendar for PK-8 students. The application for year-round calendar may be for one or two years at a time. Defines year-round calendar to include at least 10 days of instruction during 11 of 12 months of the school year, with breaks not exceeding 6 weeks. The bill eliminates waivers for early start date. Please Note: a public hearing is still required when the board takes any action on school calendar, days or hours, start time, make up snow days, etc. UEN originally supported the bill when it was proposed as a local school decision in the Senate, but changed registration to undecided on this bill when the compromise was reached.

Noteworthy: DE's July 2015 School Leader Update addresses the difference between extracurricular and co-curricular, but states that the start date limitations also apply to co-curricular activities:



“The starting dates for sports are set by the athletic associations. For other school-sponsored activities, the question boils down to whether the activity is co-curricular or extra-curricular. If the activity is co-curricular and required, then the school should not be scheduling the activity prior to Aug. 23. The rationale is simple – you cannot require a student to participate in a co-curricular activity that is part of her grade prior to the first day of school. However, if the activity is an extracurricular activity and not required, scheduling the activity before Aug. 23 is a local decision by the district’s administration, or any relevant governing body.”

SF 457 Ombudsman Office and Closed Sessions: this bill allows the state Office of Ombudsman access, in the performance of its duties, to the minutes and audio recordings of a closed session. UEN opposed this bill.

SF 462 EPI Pens: this bill allows schools to store epinephrine auto-injectors (aka., epi pens), train employees to use them, allows students to carry and self-inject with signed parent consent, and provides liability protection to the districts and personnel authorized to use the Epi-pens if they reasonably and under good faith believe the student or other individual is having an anaphylactic reaction. UEN was undecided on this bill.

SF 485 PPEL Bonds: this bill allows a school district to exceed the statutory limitation on the rate of their PPEL levy, but does not allow the rate to be higher than in the previous year when it exceeded the statutory levy due to valuation decline, and only if refinancing the bonds would ultimately save the district interest on the bonds. UEN supported this bill.



Near Misses and Pending Issues:

Bills Receiving Some Action But Not to the Governor

Note: Bills must be approved in the same form by both the House and Senate and signed by the Governor in order to be enacted. All of the following received some consideration, but did not clear one or both chambers.

Per Pupil Funding for FY 2016-17. This action is required to be enacted in the year prior to the budget year, within 30 days of the release of the Governor's budget. The Legislature and Governor have not complied with this law, although that practice has only been recent. The Governor's budget was released on January 15, so the legal deadline to set the 2017 state cost per pupil was February 14, 2015. The deadline to set the FY 2016 state cost per pupil was 30 days following the Jan. 16, 2014 release of the Governor's budget, so February 15, 2014.

Iowa Code Section 257.8, subsection 1, addresses the state percent of growth. Subsection 2 states the same requirement regarding categorical supplements. The subsection text is highlighted here with bills addressing school funding detailed below:

257.8 State percent of growth — supplemental state aid.

1. State percent of growth. The state percent of growth for the budget year beginning July 1, 2012, is two percent. The state percent of growth for the budget year beginning July 1, 2013, is two percent. The state percent of growth for the budget year beginning July 1, 2014, is four percent. **The state percent of growth for each subsequent budget year shall be established by statute which shall be enacted within thirty days of the submission in the year preceding the base year of the governor's budget under section 8.21.** The establishment of the state percent of growth for a budget year shall be the only subject matter of the bill which enacts the state percent of growth for a budget year.

SF 174 SSA: this bill sets 4% increase to the state cost per pupil (formerly known as allowable growth) for FY 2017, passed on partisan vote all Senate Democrats in favor and all Senate Republicans opposed. The bill received no attention in the House Education Committee. **SF 175 sets 4%** growth for categorical supplements (PD, TSS and early intervention/class size) for FY 2017, same status as above. UEN registered in support of both.

SSB 1254 Per Pupil Cost Adjustments: this bill establishes a district per-pupil equity cost adjustment by allowing districts with a regular program cost that is less than the highest cost of all school districts to make an adjustment of the difference between their district cost per pupil and the state's highest DCPP. The district is allowed to use cash reserve to fund the spending authority, however, the cash reserve levy may not exceed the prior year's levy after subtracting any amount for SBRC granting modified supplemental state aid. This bill was assigned to the Senate Education Committee too late to obtain approval prior to the March 6 funnel deadline. A companion bill, **HSB 240**, was introduced in the House Ways and Means Committee. It was approved unanimously by subcommittee members, but did not move forward in the Committee. UEN supported these bills.



Pending Interim Committee on Inequalities: Additionally, legislative leaders have initiated conversations about a possible Interim Committee before the 2016 Legislative Session to study inequities in the formula, including, but not limited to school transportation costs. The Studies Committee of the Legislative Council is meeting Aug. 10 to set interim study committees. We will report on their action later this summer.

HF 139 Timeline for Enacting Allowable Growth: this bill was approved by the House and would change the timing of the allowable growth decision to every odd numbered year, the upcoming cost per pupil set within 30 days and the cost per pupil for the out year set before the session adjourned. The Senate did not debate the bill in the Education Committee, where it still sits. UEN opposed this bill.

HF 549 Collective Bargaining Arbitration Proceedings for School and AEA Employees: this bill was approved by the House, one of only two bills this year to be approved by the House Labor Committee. The bill was assigned to the Senate Labor Committee where it received no attention. The bill eliminates the restriction that the arbitrator choose one of the final offers on each impasse item submitted by the parties to the arbitrator and allows the arbitrator determine the award within the confines of the two final offers. Also requires the arbitrator to consider the comparison of wages, hours and conditions of employment of the involved public employees with those of private sector employees doing comparable work, giving consideration to factors peculiar to the area and the classifications involved. The bill also prohibits the arbitrator from considering the ability of the public employer to finance economic adjustments and the effect of such adjustments on the normal standard of services if the employer is a school district or AEA and prohibits the arbitrator from considering the employer's ability to levy taxes and appropriate funds if the employer is a school district or AEA. UEN was undecided on this bill.

State Assessment: Neither of the two bills addressing the state's assessment were approved in a chamber. **HF 446** specifies legislative intent that the legislature will address the issue of state assessments during the 2015 session, but the details were not specified in the bill. The chairs of the House and Senate Education committees conferred and stated that the process had worked, the Assessment Task Force made their recommendation, and that the State Board would be able to proceed with determining a state assessment beginning July 1, 2016, when their moratorium on action expired. The 2016 legislative Session will likely consider appropriation of state funds to cover the costs of any new state assessment. Also, **SSB 1249** was very similar on the Senate side. UEN was registered as undecided (although we supported the initial version of the bill that specifically mentioned Smarter Balanced Assessments, as recommended by the Assessment Task Force.) Please note:

SBAC / Assessment Task Force Recommendations: Chairs of Senate and House Education Committees agreed to not put legislation forward to mandate Smarter Balanced Assessment (SBAC) or any other assessment. They both stated in committees their support of the recommendations of the Assessment Task Force, it's believed they had caucus challenges in getting a willing majority vote of Republicans in the House and Democrats in the Senate, to support a bill specifying a particular assessment aligned to the Iowa Core for different reasons.



Chapter 256.7 Subsection 21: Code language regulates the State Board of Education's action on assessments, saying they have to continue to use the provider of the test administered in 2011, or must make recommendations to the legislature for approval. Beginning July 1, 2016, the state board can make rules for a different assessment other than the one administered in 2011, which would be the Iowa tests or a test provided by Iowa testing (that's in subsection 21(b)(2), which "notwithstands" or ignores the prior requirements in subsection (1) regarding the provider of the 2011 test.)

This leaves the decision in the hands of the State BOE's to make the determination of the assessment. Since the State BOE has already seconded the task force's recommendations on SBAC, it's likely they will go forward through the rule making process. The education coalition group met with the governor's office staff in support of the state BOE sticking with the SBAC recommendation. Next legislative session, an appropriation will have to be made to implement the assessment.

SF 245 LEP Supplementary Weighting: this bill increases the weighting for students in English-language learner programs from .22 to .30 and increases the length of state contribution from 5 to 7 years. The bill was approved by the Senate Education Committee, but was not considered by the Senate Appropriations Committee where it still resides. UEN supported this bill. *Please note: ESL (English and a Second Language), LEP (Limited English Proficient) and ELL (English-language Learner) are all terms used in this policy area.*

SF 246 PK Expansion Incentive: this bill creates a three-year expansion program for the statewide voluntary preschool program, provides an expansion incentive of 20% of the cost per pupil applied to enrollment growth in the program compared to a base year, allows PK funds to be spent on transportation, rent and outreach activities and allows proration of transportation costs if other students are transported with PK students. The bill also increases the limit of administrative funds to no higher than 10%. The bill was approved by the Senate Education Committee, but was not considered by the Senate Appropriations Committee where it still resides. UEN supported the bill.

SF 247 Low-Income Program Supplement: this bill establishes a low-income supplementary weighting of .04 (or 4%) multiplied by the number of students eligible for free and reduced price lunch in the district. The weighting would equate to roughly \$254 per low income student based on 2014-15 state cost per pupil. The bill specifies use of funds for additional programming, before- and after-school programs, summer school, tutoring and mentoring, individualized instructional assistance, programs to reduce or waive student fees, or other program or assistance. The bill was approved by the Senate Education Committee, but was not considered by the Senate Appropriations Committee where it still resides. UEN supported the bill.

SF 295 LEP Weighting for Preschoolers: this bill establishes a supplementary weighting equal to one half of the English-Language Learner program weighting for Statewide Voluntary Preschool Program Students. The bill was approved by the Senate Education Committee, but was not considered by the Senate Appropriations Committee where it still resides. UEN supported the bill.



SF 281 Mental Health Pilot Project via AEAs: this bill creates a pilot project, providing funds to all AEAs to work with mental health community providers to meet the mental health needs of students. The bill was approved by subcommittee but did not receive full consideration of the Senate Education Committee, where it still resides. UEN supported this bill.

SF 431 Fine Arts Curriculum in the Core: this bill requires the state board of education to create standards within the Iowa core curriculum for fine arts content, but does not impact the state requirements regarding which courses must be offered and taught. The bill was approved in the Senate, 26:23 and remains assigned to the House Education Committee. UEN registered as undecided the bill.

SF 477 Sales Tax Sunset Extension: this bill extends the sunset of the state penny until Dec. 31, 2049. It was approved 9:4 in Senate Education Committee, with bipartisan sponsorship and support. The bill was approved in the Senate on a strong 37:13 bipartisan vote. UEN strongly supported this bill as a legislative priority. UEN advocates are encouraged to thank those Senators voting in favor as recorded in the March 25, 2015, Senate Journal:

On the question “Shall the bill pass?” (S.F. 477), the vote was:

Yeas, 37: Allen Anderson Bertrand Bolkcom Bowman Brase Breitbach Chapman Courtney Danielson Dotzler Dvorsky Feenstra Garrett Gronstal Hart Hogg Horn Jochum Kapucian Kinney Kraayenbrink Mathis McCoy Petersen Quirmbach Ragan Rozenboom Schoenjahn Seng Shipley Sinclair Smith Soddors Taylor Wilhelm Zumbach

Nays, 13: Behn Bisignano Chelgren Costello Dearden Dix Guth Johnson Schneider Schultz Segebart Whitver Zaub

SF 345 Anti-Bullying and Anti-Harassment: this bill, one of the Governor’s priorities for the 2015 Session, did not get approval in the House. It was approved in the Senate on March 31 with 43 yes and 7 no votes. The bill establishes an bullying and violence prevention student mentoring pilot program, includes electronic communications/social media in the definition of bullying, adds behavior or any other distinguishing characteristic to the list of traits upon which bullying might be based, requires the district to establish a procedure for notifying parents and allows an exception if the student or administrator reasonably believes that notification would subject the student to rejection, abuse or neglect, grants school officials authority by saying they “may” (not a mandate with “shall”) investigate under several conditions: if the incident is reported pursuant to the school’s policy and if the alleged incident has an effect on a student on school grounds that creates an objectively hostile school environment (which is further defined in the bill.)

The bill specifies that this section shall not be construed to diminish a school administrator’s discretion to impose discipline or take other action in the case of an unfounded incident of bullying or harassment if a student’s behavior otherwise constitutes student misconduct based on other grounds. The bill also allows a student who was a victim of bullying in a reported/founded incident to open enroll to another district and participate in varsity interscholastic sport without the normal open enrollment waiting period, if both the district of residence and the receiving district approve.



The bill creates a school climate and bullying work group, convened by the DE, and specifies membership of the work group, including public, nonpublic, urban and rural school representation. UEN supported this bill.

HSB 203 Education Savings Accounts for Nonpublic School Students: this bill would allow parents of nonpublic school students to apply for an annual grant of \$6,366, beginning in tax year Jan. 1, 2016, starting with kindergarten and adding one grade level every year over 13 years. The fiscal impact is expected to top \$200 million when fully phased in. This bill was approved 2:1 in subcommittee, but was never brought up for consideration in the House Education Committee. This bill and other voucher bills, [HF 313](#), [SF 230](#), [SF 240](#), and [SF 252](#) all are failed to get committee approval by the March 6 funnel deadline. UEN opposed these bills.

Transportation Equity Proposals: Six proposals were introduced in the House Education Committee this Session, most approved unanimously by subcommittee, none receiving full committee approval, so all technically dead due to the first funnel deadline. UEN was either undecided or supported these bills, based on details of the proposals. Here's the list:

[HF 84](#) Transportation Equity Levy, property tax or income surtax, local voter approval for 10 years (approved by subcommittee, Reps. Gassman, Hansen and Mommsen)

[HF 250](#) Transportation State Aid, reimbursement for costs above the state average per pupil enrolled transportation cost, paid by the state, (approved by subcommittee, Reps. Gassman, Hansen and Mommsen)

[HF 320](#) Transportation Supplementary Weighting, provided through the foundation formula (approved by subcommittee, Reps. Gassman, Hansen and Stanerson)

[HF 359](#) Transportation Levy: voters may approve levy for any transportation costs minus reimbursement for transporting nonpublic students (did not get a subcommittee hearing)

[HF 431](#) Transportation Supplemental Weighting, graduated based on incremental expenditures above the state average transportation cost per pupil (approved by subcommittee, Reps. Gassman, Hansen and Mommsen)

[HF 432](#) Transportation Aid per pupil, allocates \$15 million to districts with costs above the state average transportation cost per pupil (approved by subcommittee, Reps. Gassman, Hansen and Mommsen)

HF 122 Shared Operational Functions: this bill adds the position of principal to the list of positions for which sharing generates supplementary weighing. The bill was approved by the Education Committee in the House, but did not move forward to full floor debate. UEN was undecided on this bill.

HF 584 School Radon Testing by House Local Government: this bill requires that school boards provide for short term testing and retesting for radon gas to be performed at each attendance center and following new construction, additions, renovations, or repairs to an attendance center. The bill allows the use of state penny revenues to pay for the testing without having to revisit the revenue purpose statement. UEN is registered as undecided.

Iowa Department of Education References on defining students at-risk.

<https://www.educateiowa.gov/pk-12/learner-supports/risk>

“In Iowa, at risk is defined in the Iowa Code and the Iowa Administrative Code. Since programming is a local decision, definitions and guidance are given so that school districts are able to decide locally what the specific indicators are that put students at risk and guidance for serving these students.”

Iowa Code and Iowa Administrative Code definitions:

[281--Iowa Administrative Code 12.2\(256\)](#) Definition of At-Risk

"At-risk student" means any identified student who needs additional support and who is not meeting or not expected to meet the established goals of the educational program (academic, personal/social, career/vocational). At-risk students include but are not limited to students in the following groups: homeless children and youth, dropouts, returning dropouts, and potential dropouts.

[281--Iowa Administrative Code 12.5\(13\)](#) Provisions for at-risk students

Each school district shall include in its comprehensive school improvement plan the following provisions for meeting the needs of at-risk students:

1. Valid and systematic procedures and criteria to identify at-risk students throughout the school district's school-age population,
2. Determination of appropriate ongoing educational strategies for alternative options education programs as required in [Iowa Code section 280.19A](#), and
3. Review and evaluation of the effectiveness of provisions for at-risk students. This subrule does not apply to accredited nonpublic schools.

Each school district using additional allowable growth for provisions for at-risk students shall incorporate educational program goals for at-risk students into its comprehensive school improvement plan. Provisions for at-risk students shall align with the student learning goals and content standards established by the school district or by school districts participating in a consortium. The comprehensive school improvement plan shall also include objectives, activities, cooperative arrangements with other service agencies and service groups, and strategies for parental involvement to meet the needs of at-risk children. The incorporation of these requirements into a school district's comprehensive school improvement plan shall serve as the annual application for additional allowable growth designated in [Iowa Code section 257.38](#).”

UEN Testimony

UEN testimony documents are found on the UEN's web site <http://www.uen-ia.org/legislation.htm>. These documents provided input to the legislature and the executive branch in the process of Interim committee work and administrative rules development, as well as at times when the UEN felt it critical to communicate our positions about executive branch pending actions. The following communications of UEN testimony occurred leading up to and during the 2015 Legislative Session.

- December 23, 2014** [UEN Comments on Attendance Center Rankings](#)
- December 15, 2014** [Expenditure and Student Achievement \(NAEP\) Data State Comparisons](#)
- December 15, 2014** [UEN Comments on Adequacy and Timing of Funding Decision](#)
- December 15, 2015** [School Finance Formula Interim Committee](#)
- November 17, 2014** [UEN Testimony to DE Public Hearing DE Proposed Title I Waiver Request Regarding Supplemental Services](#)

UEN Issue Briefs

The following Issue Briefs are found on the UEN's web site <http://www.uen-ia.org/legislation.htm> and guided advocacy during the 2015 Legislative Session. Updates will be provided for those issues that remain priorities for the Network for the 2016 Session. These Issue Briefs explain why these issues are important to school districts and provide a suggested action that the UEN encourages the Governor and Legislature to enact.

[Equity - State and District Cost Per Pupil](#)

[Childhood Poverty / At-Risk Students 2015](#)

[English Language Learner Supports 2015](#)

[Student Mental Health Services 2015](#)

[Goal of Quality Preschool for All Students 2015](#)

[Student and Taxpayer Equity in the Formula 2015](#)

[State Supplemental Assistance 2015](#)

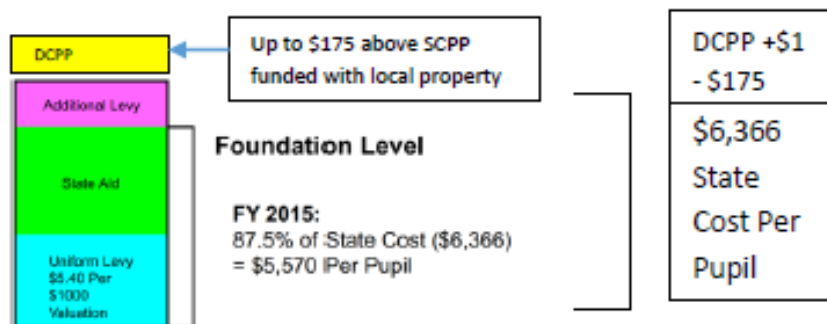
[Extension of the State Penny 2015](#)

The Urban Education Network (UEN) is dedicated to the needs of students in preparing them for success in 21st Century work and life. The UEN's eight urban member school districts and eleven associate member districts enroll nearly 40 percent of Iowa's students, but when it comes to poverty, minority or non-English speaking status, the proportion of students served is even larger. We are committed to improving outcomes for all students and advocate for the resources and flexibility necessary to match our commitment. Our positions are based in experience, best practice and are heart-felt in that we want the very best for all students.

Issue Brief

Student Equity: State and District Cost Per Pupil

History: when the Iowa school foundation formula was created, school districts had previously funded schools almost entirely with local property taxes. The level of support varied due to many factors, including community support for the priority of education and local property tax capacity. The formula defined a State Cost Per Pupil (SCPP) and brought all districts spending less than that amount up to the cost, paid for with a combination of local property tax and state foundation aid. Only those districts previously spending more than the newly defined SCPP were allowed to continue to spend more, paid for with local property tax. Although the formula was created in the mid-1970s, the difference between the SCPP and a higher District Cost Per Pupil (DCPP) has remained. This graphic shows the property tax and state aid components of the SCPP and the DCPP above the \$6,366.



Current reality: In FY 2015, the State Cost per Pupil (SCPP) is \$6,366. 165 districts (48.8%) are limited to this amount as their District Cost per Pupil (DCPP). The other 178 districts (51.2%) have a DCPP ranging from \$6,367 to \$6,541, or \$1 to \$175 more. This extra amount is funded with property taxes. Under current law, this \$175 difference will continue to exist into the future, accessible to some district but not others.

When the Legislature determines the increase in the SCPP, that dollar amount is added to the DCPP, so the gap continues at the same dollar amount. On a percentage basis, the \$175 is much less in 2015 than it was in 1975. However, when school budgets are tight and every dollar matters, additional attention is focused on any inequity. This table shows the count of districts based on the range of authority in the formula to exceed the SCPP.

FY 2015 Count of Districts	Amount DCPP is Greater than SCPP
165	\$0
63	\$1 to \$35
48	\$36 to \$70
26	\$71 to \$105
20	\$106 to \$140
16	\$141 to \$175
Total = 338	

Inequity impacting students: The amount of funding generated per pupil for regular education is not the same for all districts. Thus, a student, based solely on the historical practice of the district of residence, can generate more funding or less funding. After nearly 40 years of the current formula, the question is, “Should ALL Iowa public school students generate the same amount of funding, on a per student basis, for their regular education costs?” Another critical question for policy makers, is should the state allow some districts to exceed the SCPP without granting the same permission to others?

The following graphic explains the make-up of the funding for the state and district cost per pupil:

Source of Funding for DCPD	Notes	Cumulative Amount
DCPD above SCPP property tax	\$1 - \$175	\$6,367 to \$6,541
Additional Levy property tax (rate as necessary to generate last 12.5%)	\$796 which is 12.5% of SCPP	\$6,366
State foundation aid	87.5% of SCPP	\$5,570
Uniform Levy \$5.40 per \$1,000 property tax	Varies based on property value per pupil	

Solutions: Short of state appropriation of an estimated \$82 million, the amount required for the state to assume the entire amount of DCPD already paid with property taxes in those districts that have authority plus the supplement for those districts that don't have it, there are other possible solutions that would promote equity without lowering the per pupil amount available for any school district:

- Give all local districts spending authority for the difference and allow school boards to decide locally whether to fund it.
- Set the state cost per pupil at the highest amount but lower the foundation percentage threshold from 87.5% to an amount that balances the impact on the state and on property taxes. Since many districts have sufficient cash, it's likely there will be little cash reserve levy impact for several years in many districts.
- Allow local district authority to use cash reserve to fund the difference under certain circumstances. [SSB 1254](#) is one approach, which includes a parameter that the cash reserve levy in the base year may not be exceeded in a future year if providing funds for this purpose.
- Phase in the state contribution over time through the formula. For example, if the increase in the state cost per pupil is 3.75%, which would be \$240 per student, appropriate an additional portion of funds, such as an amount sufficient to generate \$40 per pupil for those districts at the lower SCPP. Over a period of several years, the gap would be closed.
- A combination of two of the above would also be possible – authority in the meantime, close the gap over the long haul.

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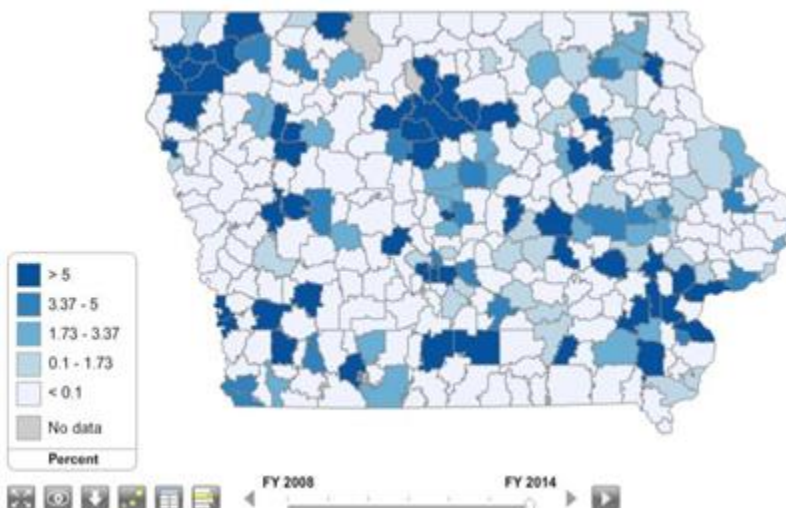
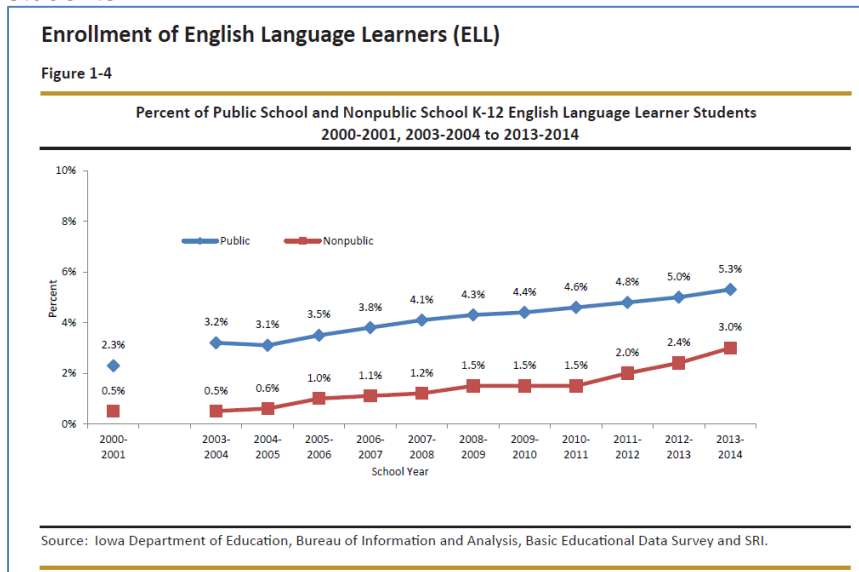
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English Language Learner Supports Position Paper 2015

Services for ELL Students: UEN supports additional funding no lower than the national average (0.39) for ELL programming and state/regional capacity to assist districts with ELL students to improve instruction and evaluate programs for best practice. Students should be eligible for service for up to seven years based on their mastery of academic language at grade level. UEN supports flexibility for districts to best use funds to meet the needs of students and recognition of factors such as low-income in meeting the learning needs of non-English speaking students.

Historical Context

The number of students who are English language learners (ELL) continues to increase. In the 2013- 2014 school year, 5.3 percent of students were reported as ELL, up from 5.0 percent in 2012-2013 as reported in the 2014 DE's Annual Condition of Education Report. Of the 33 Iowa school districts in FY 2014 with more than 10% of their enrollment eligible for ELL programming, eight are urban districts and 25 are more rural in nature.



This map shows the distribution is geographically diverse, with the darker blue districts having ELL concentrations above the state average in FY 2014.



Funding History: The [ELL Task Force Report](#), Nov. 2013, tells the history of the formula support for ELL services: “Prior to the 2013 legislative session, students served in an ELL program counted for an additional 0.22 weighting, including state contribution in the formula, for programming for up to four years. During the 2013 legislative session, SF 452, Standing Appropriations, Division V, extended the 0.22 weighting and state contribution to ELL funding to a fifth year, first available to schools in the 2014-15 school year budget. The bill maintained the ability of the School Budget Review Committee (SBRC) to grant additional modified allowable growth, or spending authority, for ELL program costs beyond the fifth year. If granted, the funding to reimburse the school general fund for the ELL expenses is funded by the district’s cash reserve levy or existing cash balance. It is important to highlight the relationship between per-pupil property valuation, which is inversely related to the local property tax rate (lower value results in higher taxes) when attempting to understand the challenges related to the SBRC process.” The Task force report’s Appendix F shows that property tax pressures are significant in most school districts with high concentrations of ELL students.

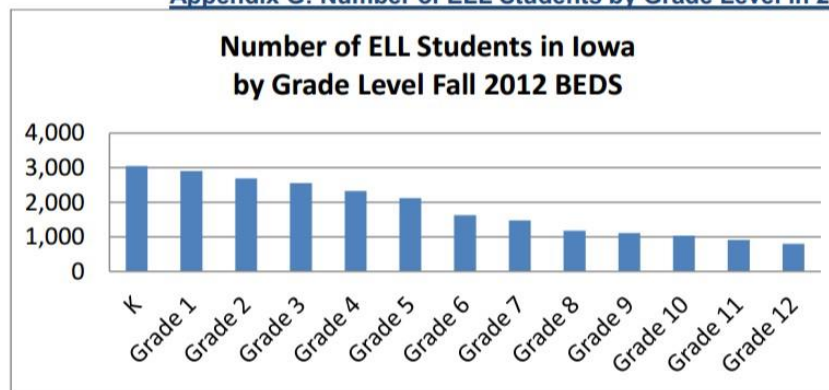
Educational Requirements: The Task Force Report also states: Iowa has educational requirements for ELL students as described in Iowa Code, Chapter 280.4, Uniform School Requirement: When a student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include, but need not be limited to, either instruction in English as a second language or transitional bilingual instruction. Such instruction will continue until the student is fully English proficient or demonstrates a functional ability to speak, read, write, and understand the English language.

Funding Recommendations: The Task Force recommends and the UEN supports LEP weighted funding closer to the national average by increasing from .22 to .39 through a phase-in formula over a three-year period. The .39 national average weighting was shown in the Nevada study, Study of a New Method of Funding for Public Schools in Nevada, American Institutes for Research, 2012. The Task Force also recommended extending eligibility for ELL state weighting from five to seven years reflecting the research-based timeline sufficient to move LEP students to proficiency: They state, “The extension of years is critical to provide enough time for all students to reach academic language proficiency through ELL educational programming to ensure they don’t fall

into a subsequent designation of special education requiring an Individualized Education Program.”

Success: this chart shows that ELL students served early in elementary years tend to exit the program, as the numbers by grade level decrease dramatically.

Appendix G: Number of ELL Students by Grade Level in 2012



Source: Chart created by Iowa School Finance Information Services using data from Iowa Department of Education, Bureau of Information and Analysis, Basic Education Data Survey and EASIER

How long does it take for ELLs to reach proficiency? The National Literacy Panel, as reported in [A review conducted for the Center for Public Education](#) by researchers at Edvantia, concluded that “considerable future research is needed to develop valid and reliable measures” of academic language proficiency (August & Shanahan, 2006). However, studies conducted to date indicate that it takes 4 to 7 years for ELLs to become proficient in academic English.” They cite several empirical studies that confirm the statement.

Districts by percentage of students designated as ELL 10% and greater, FY 2014:



School District	FY 2014 % ELL	Certified Enrollment
DENISON	70	2,069
STORM LAKE	65	2,169
COLUMBUS	58	826
MARSHALLTOWN	48	5,308
POSTVILLE	46	608
PERRY	38	1,848
SIOUX CENTER	31	1,062
WEST SIOUX	31	738
BOYDEN-HULL	30	629
SIOUX CITY	25	13,930
DES MOINES	24	32,062
WAPSIE VALLEY	24	713
HAMPTON-DUMONT	23	1,199
CLARKE	23	1,436
SOUTH TAMA	23	1,462
JESUP	22	901
EAGLE GROVE	22	834
OTTUMWA	21	4,531

School District	FY 2014 % ELL	Certified Enrollment
ROCK VALLEY	21	688
CAL	20	275
LENOX	20	404
SHELDON	17	982
URBANDALE	17	3,387
WEST LIBERTY	16	1,199
WEST DES MOINES	16	9,103
CLARION-GOLDFIELD-DOWS	15	799
BELMOND-KLEMME	15	766
IOWA CITY	15	12,774
SIBLEY-OCHEYEDAN	13	755
WATERLOO	12	10,804
WEBSTER CITY	11	1,573
MOC-FLOYD VALLEY	11	1,343
WASHINGTON	10	1,768
WEST HANCOCK	10	612

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UEN Goal of Quality Preschool for All Students

2015

Early Childhood/Quality Preschool: UEN supports an elevated commitment to quality preschool standards, expanded/universal access for 4-year-olds, state start-up money for expansion (such as application of on-time modified supplemental authority to PK enrollment growth), flexibility in use of PK resources for wrap-around services and opportunities for 3-year old students to access quality preschool.

Why does preschool matter?

Once considered a strategy just to support working parents with child care needs, the majority of states now view access to high-quality preschool programs as a critical long-term economic investment in the future workforce. Six Rigorous long term evaluation studies have found that children who participated in high-quality preschool programs were:

- 25 percent less likely to drop out of school.
- 40 percent less likely to become a teen parent.
- 50 percent less likely to be placed in special education.
- 60 percent less likely to never attend college.
- 70 percent less likely to be arrested for a violent crime.

National Conference of State Legislatures has this site which quotes three studies on long term return on investment. <http://www.ncsl.org/research/human-services/new-research-early-education-as-economic-investme.aspx>

The Perry Preschool Project, 40 years later, documents \$17 savings for every dollar invested (although their earlier findings of \$8 saved for every dollar invested are also referenced and often cited.)

This next study shows quantifiable percentage reductions in costly outcomes that quality preschool prevents, which helps explain why the Perry Project produced savings. Sarah Daily, Initiatives from Preschool to Third Grade: A Policymaker's Guide (Denver, CO: Education Commission of the States, October 2014), <http://www.ecs.org/docs/early-learning-primer.pdf>

Barriers to Expansion: Improvements in access for students, especially students from low income families, depending on additional flexibility of funding (for transportation that can be prorated for efficiency's sake, outreach to market and create urgency that preschool is important, wrap-around services to accommodate working families, and consistency, timeliness and predictability of funding.

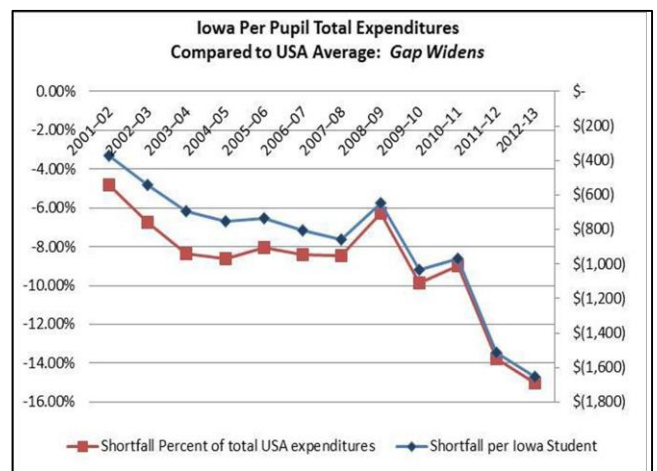
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UEN Position Paper State Supplemental Assistance: A 2015 Legislative Priority

Background: The Iowa Legislature annually determines the state cost per pupil. This action, formerly known as allowable growth, now known as state supplemental assistance, pays for the annual cost of doing business in Iowa schools. Iowa Code [Section 257.8](#) requires the decision on per pupil funding be enacted by the Legislature and Governor within 30 days of the release of the Governor's budget in the year prior to the budget year. This gives school districts time to plan budgets, set reasonable tax rates, and bargain salaries with staff. In recent years, during and since the great recession, Iowa's state cost per pupil has experienced record low increases, falling far short of the cost increase of delivering a good education. The state cost per pupil was not set during the 2014 Legislative Session for the 2015-16 school year as required by Iowa law.

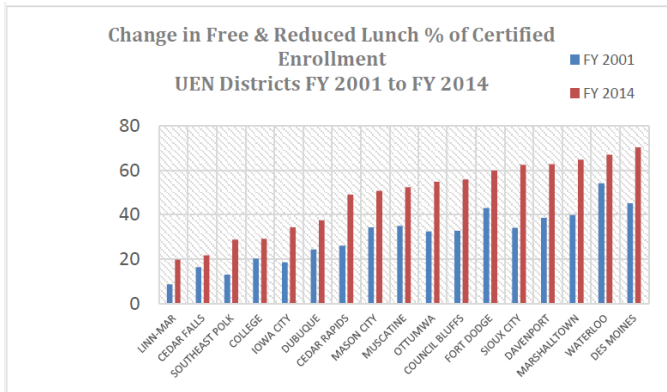
Current Reality:

- Iowa total expenditures per pupil continue to fall compared to the rest of the nation. The newest data reported in the [LSA FACTBOOK](#) shows continuation of that downward trend. Although Iowa maintained its 37th in the nation ranking for the 2012-13 school year, Iowa per pupil expenditures continued its downward trend, falling to \$1,657 below the national average.
- This shortfall is a full 15.0% below the US average despite that fact that Iowa's per capita personal income is above the national average.
- The costs of staff salaries and benefits continue to rise, as do the costs of curriculum, textbooks, utilities, transportation and supplies.
- Additional requirements demand more resources: early literacy efforts, summer school, before- and after-school programs, needy school populations, increasing STEM program, implementation of higher expectations through the Iowa Core and the goal to graduate every student college or career ready for a successful future.
- Since Iowa's funding formula is based on enrollment, those districts with fewer students than the prior year are doubly challenged to provide great programs and supports for teachers and schools in this budget challenged environment.



Funding Adequacy 6% State Percent of Growth: In order to fulfill the goal of regaining Iowa's number one in the nation education status and delivering world-class schools, the UEN supports the provision of adequate funding, which we know, spent wisely, will prepare our students for success. The UEN supports a goal to get Iowa's investment in education to the national average, currently \$1,657 per pupil above Iowa's level of expenditure, beginning with a commitment of no lower than 6 percent annually for a minimum of three years. Funding for the 2015-16 school year must be determined ASAP as the 2015 Session convenes. Funding for the 2016-17 school year must be set within 30 days of the governor's budget announcement in the 2015 Session, according to Iowa law.

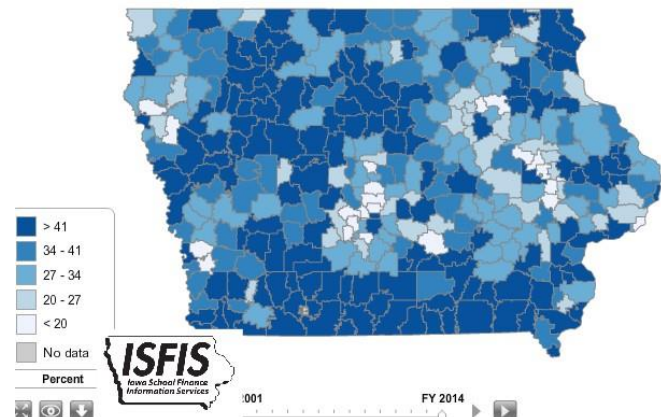
Childhood Poverty/At-Risk Students: A 2015 Legislative Priority



Background: Iowa has traditionally been a homogenous state with relatively low rates of poverty compared to the rest of the nation. In 2001, about 28% of students were eligible for Free and Reduced Lunch, with the lowest district percentage of eligibility at 4.2%. Iowa's funding formula has little recognition of low income as a driver of at-risk student funding or programming. Dropout Prevention (DoP) funding is based on total enrollment count, not the percentage of students at-risk. DoP funding is limited to 2.5% of the total regular program district cost or up to 5% of regular program district cost based on historical practice. Most UEN districts are at the 5% maximum, but the percentage of students from low-income families and percentage of those at-risk of dropping out of school both far exceed 5%.

Current Reality:

- Free and Reduced Lunch eligible children now exceed 41% of school enrollment in 2013.
- Poverty is no longer concentrated in Iowa's urban centers but found throughout the state. In FY 2013, 73 school districts in Iowa had more than half of their students eligible for Free and Reduced price lunch.
- Iowa's funding for at-risk students, dropout prevention resources, and potential grant funds for high-needs schools, translates into a 9.8% additional funding commitment for these students.
- Other states invest resources in educating needy students. The national average investment is an additional 29% funding beyond the base for low-income students.
- Students from low income families are more likely to begin school behind their peers academically, exhibit nonproficient literacy skills, especially in early elementary grades, and fall further behind over summer breaks, unless schools have the resources, staff and programs to meet their needs.
- Current requirements for dropout prevention expenditures are very restrictive, not allowing school districts to truly engage in prevention for younger students at-risk of early and subsequent failure.



UEN calls on the Iowa Legislature to address the issue of **Childhood Poverty/ At-Risk Students:** UEN supports revisions to the foundation formula to support districts with high numbers of low-income students and students at-risk of dropping out. Funding should reflect student need and districts should have authority to identify students and flexibly administer funds.

Student Mental Health Services: A 2015 Legislative Priority

Current Reality: Staff members from UEN districts and a few AEA representatives gathered in Ankeny for the UEN Mental Health Symposium on Oct. 16, 2014, to hear presentations from three exemplary districts and to discuss observations about student need, barriers to meeting that need, and sharing best practice. Overwhelmingly, the group concluded:

- Mental Health needs of students and their families have increased.
- Access to services is limited for many reasons, sometimes lack of professionals in the community, sometimes lack of access at school, sometimes lack of parent willingness to connect students to services, or lack of funding to provide appropriate services.
- School staff support is inadequate to meet the mental health needs of students, although every district reported heroic efforts. School counselors are not adequately trained to meet every student's need. Students with mental health issues who are not designated as special education or do not have mental health services included in their individual education plan if they are receiving special education services are increasingly falling through the cracks.
- The intersection of education, juvenile court, law enforcement, human services, public health and local and state governments and programs has further compounded the responsibility and services for students with mental health needs. As such, these players must come together to define solutions and support each other, putting students first.
- Failure to meet the mental health needs of students and their families prevents students from achieving academic success and may risk the health and safety of other staff and students.

UEN acknowledges that mental health needs are increasing, yet the delivery systems of education for students with mental health challenges as well as services to meet mental health needs both in and out of school are experiencing funding and regulatory challenges. UEN supports access to mental health services for students and clarity of funding sources and funding responsibilities, particularly for students costly to educate, such as those in residential facilities. UEN encourages state support for mental health services through either the education system (weighting for students with mental health challenges without special education distinction or funding which parallels the process for state juvenile home educational expenses) and/or human services/juvenile justice appropriations when appropriate.

Student and Taxpayer Equity in the Formula: A 2015 Legislative Priority

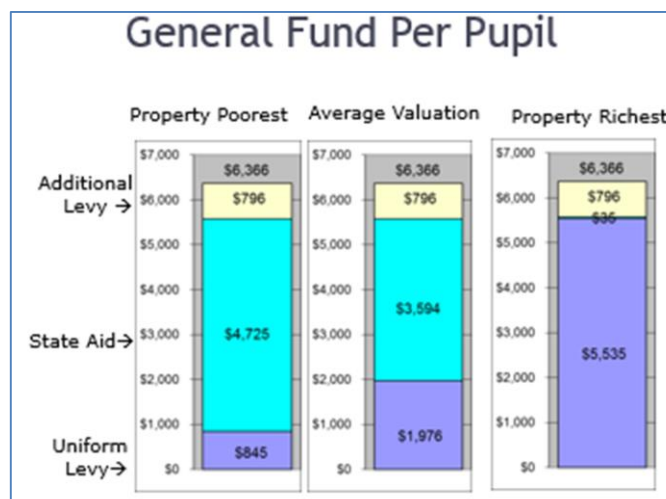
Background: When the Iowa school foundation formula began in the early 1970s, it made inroads to close taxpayer and student equity gaps. Two inequities remain of critical importance to UEN districts:

- **Student inequity** due to the \$175 difference between the state cost per pupil and the highest district cost per pupil: In FY 2015, 165 of the 338 school districts were limited to a cost per pupil of \$6,366 while the remaining 173 districts were allowed up to \$175 more per pupil. The district cost per pupil is a ceiling which creates large cumulative differences in district capacity to serve students. The districts with a cost per pupil above the state minimum use cash reserve (local property taxes) to fund the additional capacity.
- **Property tax payer inequity** due to differences in property value supporting each student: Since school districts are budget limited rather than tax rate limited, large variance in property tax rates is required to fund the last 12.5% of the cost per pupil. The range in property value backing each student is a primary driver of tax rate differentials.

Current Reality: As districts have tightened their budget belts in the prior four to five fiscal years, attention to inequities is magnified.

The difference in the cost per pupil of \$175 would provide significant capacity in districts such as Davenport, which could generate almost \$3 million more annually if at the maximum district cost per pupil. These are general fund dollars, the most flexible source of revenue to school district.

This graphic explains the range in state and local revenues per pupil, comparing three real districts: the property poorest, average and property richest district in the state. The \$5.40 uniform property tax levy funds the bottom layer, generating a range per pupil from \$845 to \$5,535. The state contribution up to 87.5% of the cost per pupil is the middle layer. The top layer is the additional levy, which generates \$796 per student, but varies in tax rate from a low less than a dollar to a high greater than \$6.00 per \$1,000 of taxable valuation. District with lower property value supporting each student either receive less revenue per pupil when levies are maxed out (such as PPEL or PERL levies) or set a much higher levy to access the same resource per student (such as the instructional support, cash reserve or management levies.)



UEN supports promoting both student and taxpayer equity in the school foundation formula, including equalizing the district cost per pupil and providing tax equity to property poor districts within the formula and other property-tax supported levies.

Extension of the State Penny: A 2015 Legislative Priority

Background: When the State Penny for School Infrastructure was created in 2008, the legislation put in place a Dec. 31, 2029 sunset. That was a legitimate 20-year timeframe that matched the typical bonding period for property-tax backed construction projects. State penny has helped schools address the age-old problem of equity and adequacy for school facilities. Use of the local option tax from 1998-2008 and the state penny sales tax for school infrastructure since has:

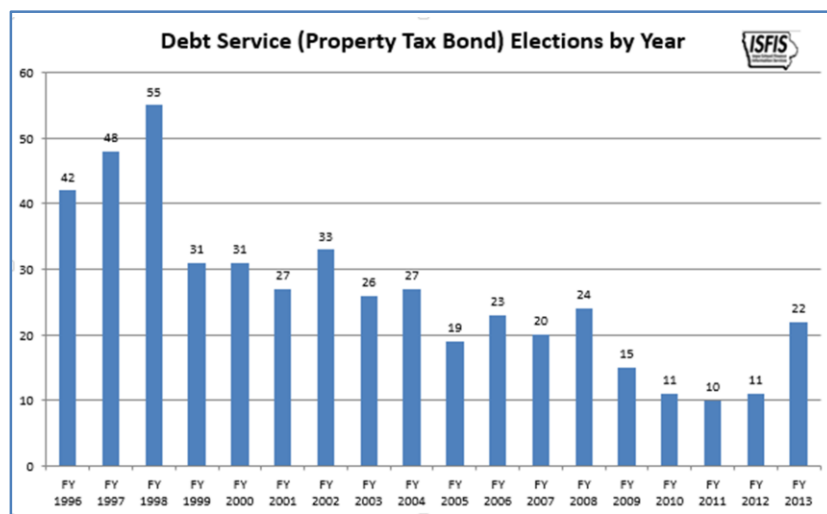
- Repair or replacement of century-old, obsolete schools with energy efficient facilities designed for student learning
- Funded technology expansions in districts (such as 1:1 initiatives)
- Elevated student learning (such as science labs in middle schools to support STEM)
- Resulted in fewer days lost due to extreme temps and returned saved energy dollars to the program
- Equalized infrastructure funding per student
- Reduced property taxes

Current Reality: Six years later, schools are feeling the pinch of a shortened bonding period:

- With only 14 years of bonding capacity, a shortened bonding stream has left approximately \$700 million dollars of borrowing capacity on the table, compared to a full 20-year period.
- With low interest rates and unmet needs, this is the wrong time to turn to property taxes rather than sales taxes to continue facilities repair and construction.
- Fallback will always be property taxes. Inequity in valuations means that some districts will utilize PPEL/Debt Service property taxes bearing no relationship to enrollment or need.
- Iowa will get right back into infrastructure mess we were in with inadequate facilities and unequal student resources.

History of the number of bond issues approved by voters annually proves the point: fewer bond issues have been passed every year since the start of the state penny, legislated in 2008. That track record will continue if the penny can be bonded against for the full 20 years.

Absent that action, as the time frame shortens, the number of bond issues backed by property taxes will escalate, as FY 2013 activity demonstrates.



UEN supports extending the state penny by eliminating the sunset permanently, allowing districts and taxpayers to enable long-term planning and access a full 20 years of sales tax capacity for bonding purposes to avoid a resurgence of property tax bond issues. State penny expenditures must remain restricted as exists in current law (construction, repair, technology, equipment, buses, etc.) and as approved by voters in 99 counties, including property tax relief.



2014 IOWA FACTBOOK

Legislative Services Agency
Fiscal Services Division

The following charts and tables are included in the LSA's 2014 Iowa FACTBOOK, published in February 2015.

Access the entire LSA FACTBOOK which is posted on the legislative web site here: <https://www.legis.iowa.gov/docs/publications/FCT/632824.pdf>

PK-12 EDUCATION

The following charts and tables are included in the LSA's 2014 Iowa FACTBOOK, published in February 2015, Elementary and Secondary Education section. These provide additional information on the mix of Iowa school revenue sources, annual changes in school revenue, revenues by program area, national comparative data, changes in object and function expenditures, student performance indicators, salary data and school district and AEA enrollment information. Access the entire LSA FACTBOOK which is posted on the legislative web site here:

<https://www.legis.iowa.gov/docs/publications/FCT/632824.pdf>

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ELEMENTARY AND SECONDARY EDUCATION FUNDING AMOUNTS FOR IOWA

(dollars in millions)

	Uniform Property Taxes		Additional Property Taxes		Instructional Support Levy		State Foundation Aid		Other State Aid		Income Surtaxes		Other Miscellaneous		Total Funds
	Amount	% of Total	Amount	% of Total	Amount	% of Total	Amount	% of Total	Amount	% of Total	Amount	% of Total	Amount	% of Total	
FY 1999	\$461.4	15.5%	\$405.6	13.6%	\$ 49.6	1.7%	\$1,611.9	54.0%	\$ 144.6	4.8%	\$ 33.9	1.1%	\$ 278.5	9.3%	\$ 2,985.5
FY 2000	480.6	15.3%	378.7	12.1%	50.6	1.6%	1,698.5	54.1%	167.5	5.3%	38.2	1.2%	322.6	10.3%	3,136.7
FY 2001	500.1	15.3%	405.2	12.4%	59.0	1.8%	1,747.3	53.5%	173.9	5.3%	36.3	1.1%	343.1	10.5%	3,264.9
FY 2002	522.2	15.6%	425.2	12.7%	64.4	1.9%	1,725.1	51.6%	203.1	6.1%	42.1	1.3%	360.8	10.8%	3,342.9
FY 2003	536.2	15.5%	465.5	13.4%	68.5	2.0%	1,784.1	51.5%	178.2	5.1%	47.3	1.4%	386.5	11.2%	3,466.3
FY 2004	548.7	15.7%	476.3	13.6%	73.9	2.1%	1,776.7	50.7%	167.3	4.8%	47.0	1.3%	414.9	11.8%	3,504.8
FY 2005	532.5	14.6%	499.3	13.7%	77.7	2.1%	1,881.2	51.5%	169.1	4.6%	47.0	1.3%	443.2	12.1%	3,650.0
FY 2006	543.7	14.2%	509.2	13.3%	79.4	2.1%	1,963.9	51.3%	203.8	5.3%	58.0	1.5%	473.2	12.4%	3,831.2
FY 2007	570.6	14.1%	521.5	12.9%	83.6	2.1%	2,048.3	50.8%	253.5	6.3%	64.8	1.6%	493.6	12.2%	4,035.9
FY 2008	584.1	13.7%	536.8	12.6%	89.2	2.1%	2,145.6	50.2%	338.1	7.9%	70.2	1.6%	507.6	11.9%	4,271.6
FY 2009	618.3	13.4%	561.5	12.1%	91.2	2.0%	2,151.1	46.5%	414.7	9.0%	76.4	1.7%	708.9	15.3%	4,622.1
FY 2010	648.4	14.6%	575.6	13.0%	95.9	2.2%	2,146.5	48.5%	63.7	1.4%	81.9	1.9%	814.9	18.4%	4,426.9
FY 2011	676.8	14.0%	573.4	11.8%	98.8	2.0%	2,476.6	51.1%	70.7	1.5%	84.5	1.7%	868.0	17.9%	4,848.8
FY 2012	703.6	14.6%	611.0	12.7%	100.9	2.1%	2,631.2	54.6%	40.4	0.8%	85.4	1.8%	643.2	13.4%	4,815.7
FY 2013	729.9	15.1%	581.1	12.0%	104.8	2.2%	2,661.1	54.9%	40.4	0.8%	85.9	1.8%	643.2	13.3%	4,846.4
FY 2014	759.3	15.1%	578.6	11.5%	115.0	2.3%	2,725.6	54.2%	118.1	2.4%	85.7	1.7%	643.2	12.8%	5,025.5
FY 2015	774.2	14.9%	575.1	11.0%	120.0	2.3%	2,873.8	55.2%	123.3	2.4%	92.2	1.8%	643.2	12.4%	5,201.8

ELEMENTARY AND SECONDARY EDUCATION FUNDING AMOUNTS FOR IOWA

(ANNUAL CHANGES)

	Uniform Property Taxes		Additional Property Taxes		Instructional Support Levy		State Foundation Aid		Other State Aid		Income Surtaxes		Other Miscellaneous		Total Funds	
	Change	% Change	Change	% Change	Change	% Change	Change	% Change	Change	% Change	Change	% Change	Change	% Change	Change	% Change
FY 2000	\$ 19.2	4.2%	\$ -26.9	-6.6%	\$ 1.0	2.0%	\$ 86.6	5.4%	\$ 22.9	15.8%	\$ 4.3	12.7%	\$ 44.1	15.8%	\$ 151.2	5.1%
FY 2001	19.5	4.1%	26.5	7.0%	8.4	16.6%	48.8	2.9%	6.4	3.8%	-1.9	-5.0%	20.5	6.4%	128.2	4.1%
FY 2002	22.1	4.4%	20.0	4.9%	5.4	9.2%	-22.2	-1.3%	29.2	16.8%	5.8	16.0%	17.7	5.2%	78.0	2.4%
FY 2003	14.0	2.7%	40.3	9.5%	4.1	6.4%	59.0	3.4%	-24.9	-12.3%	5.2	12.4%	25.7	7.1%	123.4	3.7%
FY 2004	12.5	2.3%	10.8	2.3%	5.4	7.9%	-7.4	-0.4%	-10.9	-6.1%	-0.3	-0.6%	28.4	7.3%	38.5	1.1%
FY 2005	-16.2	-3.0%	23.0	4.8%	3.8	5.1%	104.5	5.9%	1.8	1.1%	0.0	0.0%	28.3	6.8%	145.2	4.1%
FY 2006	11.2	2.1%	9.9	2.0%	1.7	2.2%	82.7	4.4%	34.7	20.5%	11.0	23.4%	30.0	6.8%	181.2	5.0%
FY 2007	26.9	4.9%	12.3	2.4%	4.2	5.3%	84.4	4.3%	49.7	24.4%	6.8	11.7%	20.4	4.3%	204.7	5.3%
FY 2008	13.5	2.4%	15.3	2.9%	5.6	6.7%	97.3	4.8%	84.6	33.4%	5.4	8.3%	14.0	2.8%	235.7	5.8%
FY 2009	34.2	5.9%	24.7	4.6%	2.0	2.2%	5.5	0.3%	76.6	22.7%	6.2	8.8%	201.3	39.7%	350.5	8.2%
FY 2010	30.1	4.9%	14.1	2.5%	4.7	5.2%	-4.6	-0.2%	-351.0	-84.6%	5.5	7.2%	106.0	15.0%	-195.2	-4.2%
FY 2011	28.4	4.4%	-2.2	-0.4%	2.9	3.0%	330.1	15.4%	7.0	11.0%	2.6	3.2%	53.1	6.5%	421.9	9.5%
FY 2012	26.8	4.0%	37.6	6.6%	2.1	2.1%	154.6	6.2%	-30.3	-42.9%	0.9	1.1%	-224.8	-25.9%	-33.1	-0.7%
FY 2013	26.3	3.7%	-29.9	-4.9%	3.9	3.9%	29.9	1.1%	0.0	0.0%	0.5	0.6%	0.0	0.0%	30.5	0.6%
FY 2014	29.4	4.0%	-2.5	-0.4%	10.2	9.7%	64.5	2.4%	77.7	192.3%	-0.2	-0.2%	0.0	0.0%	179.1	3.7%
FY 2015	14.9	2.0%	-3.5	-0.6%	5.0	4.3%	148.2	5.4%	5.2	4.4%	6.5	7.6%	0.0	0.0%	176.3	3.5%

Other Miscellaneous funding includes federal funds; tuition, textbook, and transportation fees; and other miscellaneous income.

Sources: Department of Education and Department of Management

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PK-12 EDUCATION

**K-12 BUDGETED REVENUES BY PROGRAM AREA
 IOWA SCHOOL YEAR 2014-2015**

(dollars in millions)

Source of Funds	State Aid	Local Taxes	Total	Percent	Number of Districts	% of Districts
Local Education Agency (LEA) General Fund Revenues						
Regular Program	\$ 1,893.3	\$ 1,166.5	\$ 3,059.8	55.6%	338	100.0%
Budget Guarantee	0.0	3.2	3.2	0.1	66	19.5
Teacher Salary Supplement (LEA)	263.0	0.0	263.0	4.8	338	100.0
Professional Development Supplement (LEA)	29.8	0.0	29.8	0.5	338	100.0
Early Intervention Supplement (LEA)	32.4	0.0	32.4	0.6	338	100.0
Supplementary Weighting	65.9	9.8	75.6	1.4	338	100.0
Special Education Weighting	347.7	51.2	398.9	7.3	338	100.0
AEA Sharing Supplementary Weighting	0.0	0.0	0.1	0.0	0	0.0
AEA Media Services	0.0	26.7	26.7	0.5	338	100.0
AEA Education Services	0.0	29.5	29.5	0.5	338	100.0
AEA Special Education Support Services	119.6	31.9	151.5	2.8	338	100.0
AEA Special Education Support Services Adj.	0.0	1.5	1.5	0.0	152	45.0
AEA Pro-rata State Aid Reduction	-22.5	0.0	-22.5	-0.4	338	100.0
AEA Teacher Salary Supplement	14.8	0.0	14.8	0.3	338	100.0
AEA Professional Development Supplement	1.7	0.0	1.7	0.0	338	100.0
Adjusted Additional Property Tax Levy State Aid	32.2	-32.2	0.0	0.0	68	20.1
Property Tax Replacement Payment	25.4	-25.4	0.0	0.0	338	100.0
Dropout Prevention Program	0.0	103.5	103.5	1.9	304	89.9
Other Property Tax Adjustments	0.2	-16.9	-16.7	0.0	338	100.0
Enrollment Audit Adjustment	-0.6	0.4	-0.2	0.0	151	44.7
Preschool State Aid	70.0	0.0	70.0	1.3	66	19.5
Adjusted Property Tax Repayment	0.7	0.0	0.7	0.0	4	1.2
Instructional Support	0.0	211.5	211.5	3.8	328	97.0
Educational Improvement	0.0	0.7	0.7	0.0	5	1.5
General Fund Revenues	\$ 2,873.8	\$ 1,561.7	\$ 4,435.5	\$ 80.9		
Other Revenue Sources						
Regular PPEL	\$ 0.0	\$ 49.4	\$ 49.4	0.9%	328	97.0%
Voter Approved PPEL	0.0	119.4	119.4	2.2	244	72.2
Management Levy	0.0	147.2	147.2	2.7	328	97.0
Educational and Recreational Levy (Playground)	0.0	2.4	2.4	0.0	21	6.2
Bonds/Debt Service Levy	0.0	162.4	162.4	3.0	181	53.6
State Sales/Use Tax for School Infrastructure	442.4	0.0	442.4	8.0	338	100.0
Other State Appropriations	123.0	0.0	123.0	2.2	338	100.0
Total	\$ 3,439.1	\$ 2,042.6	\$ 5,481.7	100.0%		

NOTES:

- State aid for the Instructional Support Program was not funded in FY 2015.
- The amount for the Educational and Recreational Levy includes the Amana Library Levy.
- The State Sales/Use Tax for School Infrastructure is estimated and does not include money deposited in the Property Tax Equity and Relief (PTER) Fund used for school aid property tax reductions in FY 2015.
- Other State Appropriations are based on FY 2015 appropriations for the following s:
 - Early Child - Preschool Tuition Assistance
 - Early Child - Family Support & Parent Education
 - Student Achievement/Teacher Quality
 - Early Child - Community Empowerment
 - Early Child - Special Education Services Birth to Age 3
 - Child Development
 - Early Literacy
 - Early Head Start
 - Admin. Mentoring
 - ELL Pilots
 - AEA support for TLC
 - AEAs
 - Property Tax Replacement for Commercial/Industrial Valuation Rollback
- Totals may not add due to rounding
 - AEA - Area Education Agency
 - TLC - Teacher Leadership and Compensation

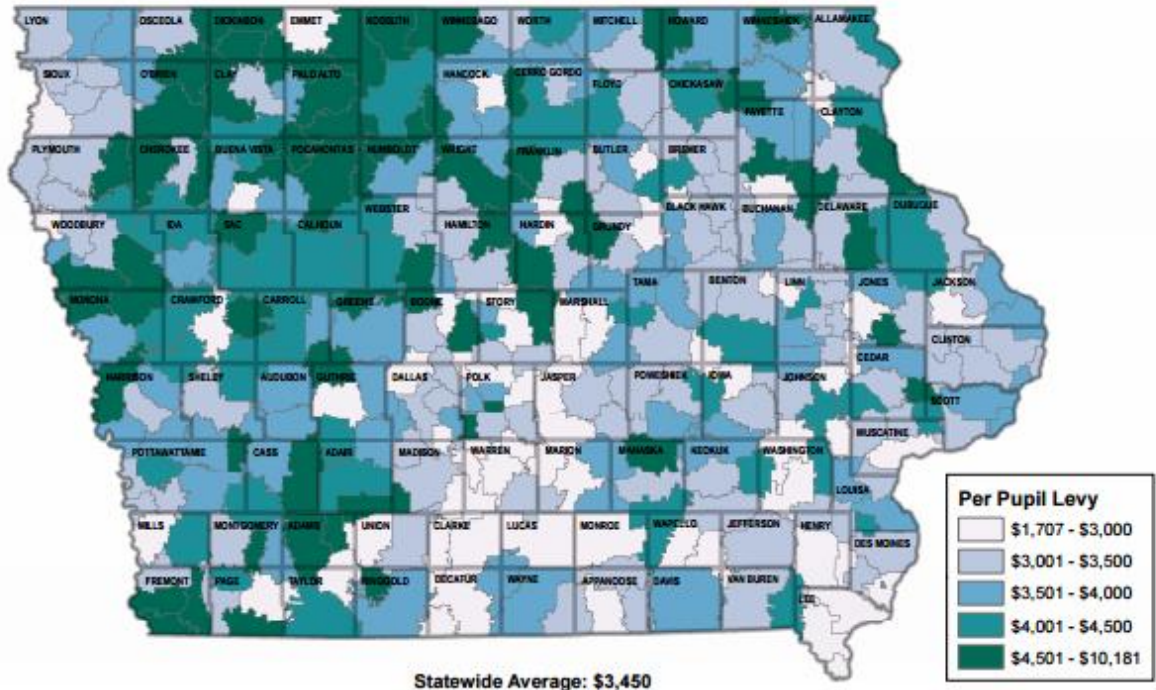
Sources: Iowa Department of Management, Department of Revenue, and Legislative Services Agency

Iowa LSA Staff Contact: John Parker (515-725-2249)

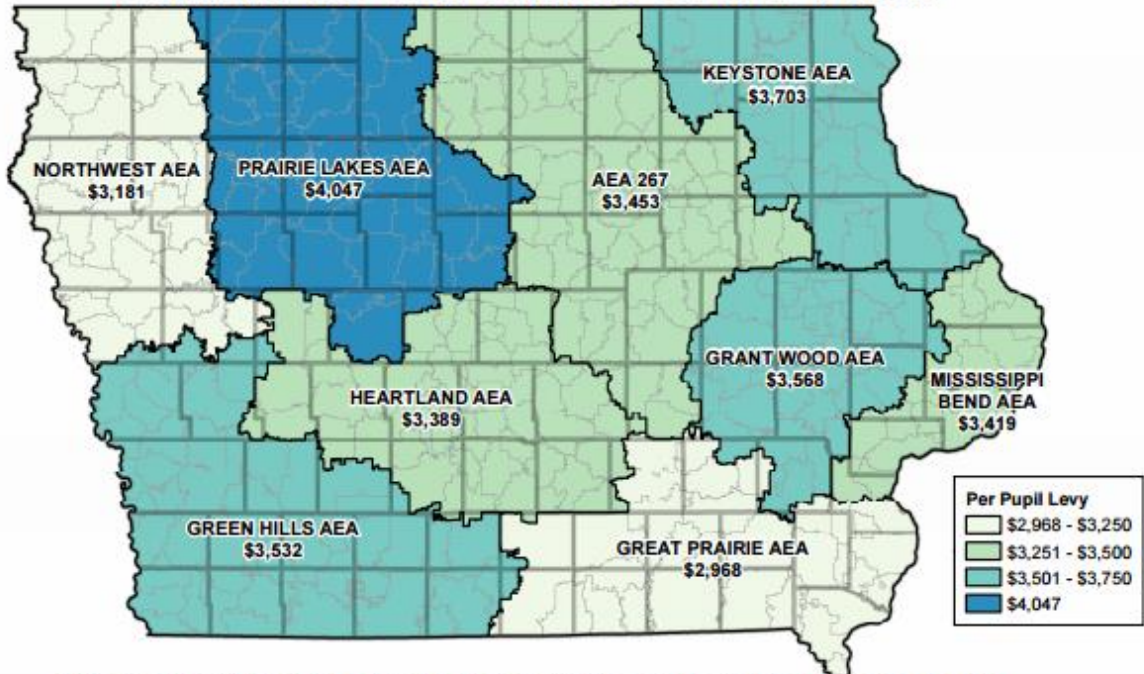
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PK-12 EDUCATION

GENERAL FUND LEVY PER PUPIL BY SCHOOL DISTRICT - FY 2015



GENERAL FUND LEVY PER PUPIL BY AEA - FY 2015



NOTE: The General Fund levy per pupil is calculated by the Department of Management as the total school district General Fund levy divided by budget enrollment. Budget enrollment equals the certified enrollment count from the previous year's October enrollment count.

Sources: Department of Management, LSA Calculations

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PK-12 EDUCATION

PUBLIC SCHOOL EXPENDITURES IN IOWA

	Total Public Elementary and Secondary Expenditures				Object Expenditures as a Percentage of General Fund Expenditures			
	Amount (in Millions)	Amount Percentage Change	Expenditures Per Pupil	Expenditures Per Pupil Percentage Change	Salaries and Benefits	Purchased Services	Supplies and Equipment	
							Other	
FY 1996	\$ 2,737.4		\$ 5,449		80.70%	9.70%	9.30%	0.30%
FY 1997	2,869.7	4.8%	5,706	4.7%	80.00%	9.90%	9.80%	0.30%
FY 1998	2,986.5	4.1%	5,961	4.5%	80.30%	9.80%	9.50%	0.40%
FY 1999	3,103.5	3.9%	6,229	4.5%	80.20%	10.10%	9.30%	0.40%
FY 2000	3,255.6	4.9%	6,547	5.1%	80.40%	10.30%	8.90%	0.40%
FY 2001	3,421.9	5.1%	6,912	5.6%	80.10%	10.30%	9.30%	0.30%
FY 2002	3,549.7	3.7%	7,305	5.7%	81.80%	10.20%	7.60%	0.40%
FY 2003	3,632.6	2.3%	7,533	3.1%	81.70%	10.30%	7.60%	0.40%
FY 2004	3,672.0	1.1%	7,631	1.3%	81.50%	10.50%	7.70%	0.30%
FY 2005	3,813.2	3.8%	7,972	4.5%	80.80%	10.60%	8.30%	0.30%
FY 2006	4,041.7	6.0%	8,360	4.9%	80.80%	10.80%	8.00%	0.40%
FY 2007	4,236.4	4.8%	8,769	4.9%	80.40%	11.30%	7.90%	0.40%
FY 2008	4,495.7	6.1%	9,267	5.7%	80.46%	11.22%	7.93%	0.39%
FY 2009	4,732.7	5.3%	9,707	4.7%	81.32%	11.23%	7.13%	0.32%
FY 2010	4,796.3	1.3%	9,763	0.6%	81.51%	11.36%	6.86%	0.26%
FY 2011	4,839.7	0.9%	9,762	0.0%	80.47%	11.77%	7.54%	0.22%
FY 2012	N.A.	N.A.	N.A.	N.A.	80.59%	11.86%	7.32%	0.23%
FY 2013	N.A.	N.A.	N.A.	N.A.	80.81%	11.76%	7.22%	0.22%

Function Expenditures as a Percentage of General Fund Expenditures

	Instruction	Student Support	Staff Support	Administration and Central Services	Operations and Maintenance	Transportation	Other
FY 1996	68.60%	3.70%	3.70%	9.70%	9.40%	4.10%	0.80%
FY 1997	68.30%	3.80%	4.00%	9.50%	9.30%	4.00%	1.10%
FY 1998	68.60%	3.80%	3.90%	9.70%	9.10%	3.80%	1.10%
FY 1999	69.10%	3.70%	4.00%	9.60%	8.80%	3.90%	0.90%
FY 2000	69.20%	3.80%	3.90%	9.60%	8.70%	3.90%	0.90%
FY 2001	69.00%	3.80%	4.00%	9.50%	9.20%	3.80%	0.70%
FY 2002	70.00%	3.80%	3.70%	9.70%	8.40%	3.60%	0.80%
FY 2003	70.10%	3.80%	3.40%	9.60%	8.70%	3.60%	0.80%
FY 2004	70.20%	3.80%	3.40%	9.50%	8.60%	3.70%	0.80%
FY 2005	68.90%	3.40%	3.60%	10.90%	9.00%	4.00%	0.20%
FY 2006	69.10%	3.40%	3.50%	11.00%	8.90%	4.00%	0.10%
FY 2007	64.80%	5.90%	5.10%	11.70%	8.50%	3.70%	0.30%
FY 2008	65.26%	5.93%	4.90%	11.56%	8.46%	3.75%	0.15%
FY 2009	66.14%	5.92%	4.90%	11.19%	8.21%	3.51%	0.13%
FY 2010	66.54%	6.01%	4.96%	11.01%	7.90%	3.47%	0.12%
FY 2011	66.57%	5.84%	5.19%	10.82%	7.86%	3.62%	0.11%
FY 2012	66.53%	5.78%	5.12%	10.92%	7.79%	3.75%	0.10%
FY 2013	66.48%	5.87%	5.07%	10.90%	7.87%	3.73%	0.08%

NOTE:
 Total public elementary and secondary expenditures are based on the total current expenditures for public elementary and second education from the National Center of Education Statistics (NCES).
 Additional expenditures per pupil are based on the NCES expenditure figure divided by enrollment figures submitted by the State to the NCES. Object and function expenditures are based on Department of Education calculations.

Sources: National Center for Education Statistics, Iowa Department of Education, Annual Condition of Education Report, and Certified Annual Financial Report Files

PK-12 EDUCATION

**NATIONAL COMPARATIVE DATA
 K-12 PUBLIC SCHOOL FINANCE**

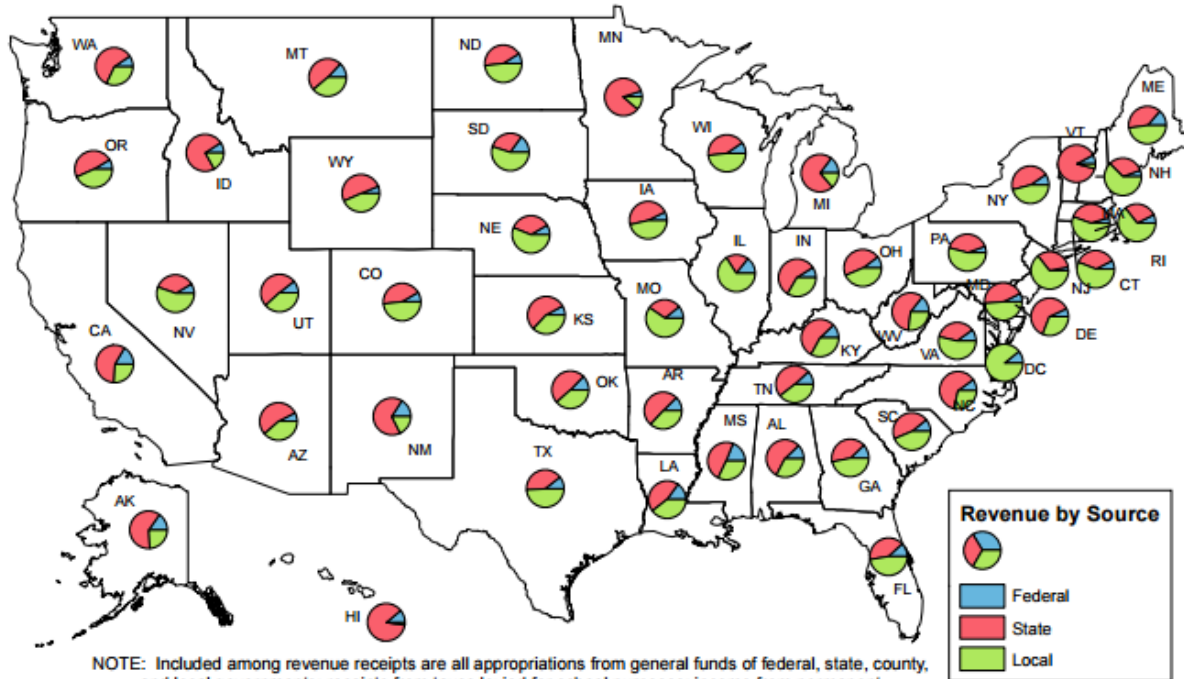
State	2013-14 Per Pupil Expenditures			2013-14 % of Revenue by Source		
	Total	% of Average	Rank	Federal	State	Local
Alabama	\$ 8,841 *	78%	42	12.1% *	55.1% *	32.7% *
Alaska	19,244 *	169%	4	15.1 *	61.1 *	23.7 *
Arizona	7,143 *	63%	51	7.8 *	53.5 *	38.7 *
Arkansas	9,459 *	83%	38	12.2 *	50.8 *	37.0 *
California	9,892 *	87%	32	16.4 *	57.9 *	25.7 *
Colorado	10,946 *	96%	22	8.4 *	43.4 *	48.1 *
Connecticut	17,039 *	150%	6	7.6 *	36.4 *	56.0 *
Delaware	15,362 *	135%	11	7.3 *	61.6 *	31.1 *
District of Columbia	14,527 *	128%	14	10.6 *	0.0 *	89.4 *
Florida	9,009 *	79%	40	12 *	40.4 *	47.6 *
Georgia	9,392 *	83%	39	12.0 *	41.5 *	46.5 *
Hawaii	12,060 *	106%	17	11.1 *	86.8 *	2.1 *
Idaho	8,722 *	77%	44	9.1 *	74 *	16.9 *
Illinois	13,372 *	118%	15	14.4 *	19.6 *	66.1 *
Indiana	11,496 *	101%	20	9.4 *	57 *	33.6 *
IOWA	9,761 *	86% *	35	7.3 *	46.4 *	46.3 *
Kansas	9,783 *	86%	34	8.1 *	54.8 *	37.0 *
Kentucky	10,323 *	91%	28	12.2 *	54.7 *	33.1 *
Louisiana	10,472 *	92%	25	15.1 *	45.3 *	39.7 *
Maine	10,046 *	88%	31	13.8 *	38.6 *	47.6 *
Maryland	15,786 *	139%	10	7.1 *	44.6 *	48.3 *
Massachusetts	16,315 *	143%	7	4.6 *	40 *	55.5 *
Michigan	14,621 *	129%	13	14.5 *	72.2 *	13.3 *
Minnesota	11,929 *	105%	18	5.3 *	83.2 *	11.4 *
Mississippi	8,649 *	76%	46	19.0 *	48.8 *	32.2 *
Missouri	10,419 *	92%	27	11.0 *	29.4 *	59.6 *
Montana	10,635 *	94%	24	13.1 *	48.2 *	38.7 *
Nebraska	9,787 *	86%	33	8.2 *	35.7 *	56.0 *
Nevada	8,693 *	76%	45	8.4 *	35.9 *	55.7 *
New Hampshire	16,225 *	143%	8	5.5 *	32.0 *	62.6 *
New Jersey	20,117 *	177%	3	3.1 *	32.6 *	64.4 *
New Mexico	11,321 *	100%	21	16.2 *	66.3 *	17.5 *
New York	20,428 *	180%	2	9.5 *	44.6 *	45.8 *
North Carolina	8,496 *	75%	47	10.1 *	61.3 *	28.5 *
North Dakota	8,733 *	77%	43	9.1 *	42.4 *	48.5 *
Ohio	10,097 *	89%	30	10.1 *	46.4 *	43.5 *
Oklahoma	7,943 *	70%	49	12.7 *	48.9 *	38.4 *
Oregon	10,427 *	92%	26	8.5 *	48.5 *	43.0 *
Pennsylvania	15,061 *	132%	12	5.6 *	40.1 *	54.3 *
Rhode Island	18,627 *	164%	5	7.2 *	28.4 *	64.4 *
South Carolina	9,652 *	85%	36	11.1 *	45.3 *	43.6 *
South Dakota	9,496 *	83%	37	14.8 *	30.3 *	54.9 *
Tennessee	8,900 *	78%	41	11.7 *	48.8 *	39.5 *
Texas	8,399 *	74%	48	10.4 *	40.7 *	49 *
Utah	7,476 *	66%	50	10.9 *	50.6 *	38.5 *
Vermont	21,004 *	185%	1	7.8 *	87.7 *	4.5 *
Virginia	10,766 *	95%	23	10.3 *	36.2 *	53.5 *
Washington	10,175 *	89%	29	9.4 *	58.9 *	31.7 *
West Virginia	12,459 *	110%	16	14.1 *	59.3 *	26.6 *
Wisconsin	11,630 *	102%	19	9.7 *	41.9 *	48.4 *
Wyoming	16,103 *	142%	9	6.2 *	50.7 *	43.1 *
National Average	\$ 11,373			10.5%	46.4%	43.1%

* Estimated by National Education Association.

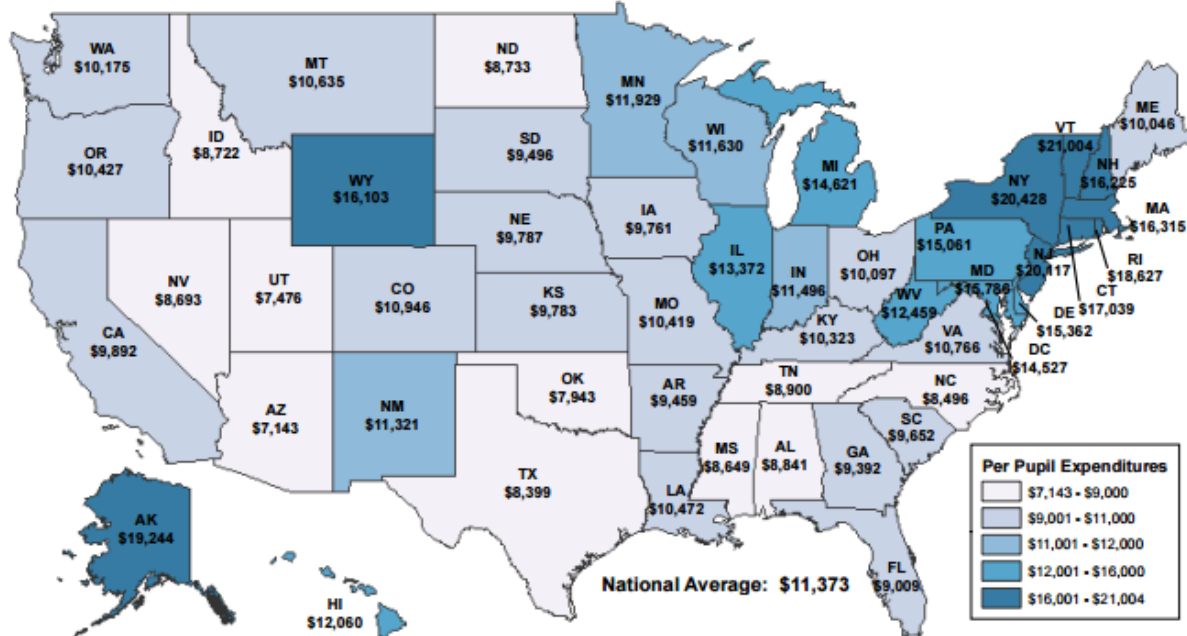
Source: National Education Association
 "Rankings of the States 2013 and Estimates of School Statistics 2014"

PK-12 EDUCATION

EDUCATION REVENUES BY SOURCE - 2013-2014



PER PUPIL EXPENDITURES - 2013-2014



Source: National Education Association, Rankings of the States 2013 and Estimates of School Statistics 2014

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PK-12 EDUCATION

PUBLIC FULL-TIME TEACHER AVERAGE SALARY
 Iowa School District Enrollment Size Category

School Year Ending	Minimum Salary	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	AEA	Iowa	U.S.
2004	\$ 24,500	\$ 30,576	\$ 31,808	\$ 34,097	\$ 35,633	\$ 37,967	\$ 40,214	\$ 42,200	\$ 38,892	\$ 38,381	\$ 46,826
2005	24,500	31,543	32,743	34,921	36,456	38,965	41,140	43,111	40,397	39,284	47,750
2006	24,500	32,891	34,281	35,941	37,911	40,614	42,541	44,827	42,359	40,877	48,106
2007	25,500	34,408	36,053	37,838	40,018	42,747	45,064	46,499	44,739	42,922	50,758
2008	26,500	36,358	38,259	40,133	42,492	45,211	47,453	49,113	48,807	45,463	52,308
2009	28,000	38,715	41,486	42,863	45,792	48,121	50,689	52,001	52,846	48,490	54,319
2010	28,000	39,887	42,211	43,572	46,286	49,112	51,926	53,285	52,279	49,473	55,202
2011	28,000	39,916	42,293	44,121	46,521	49,362	52,527	53,441	53,880	49,794	55,623
2012	28,000	39,977	42,583	44,470	46,828	49,830	52,653	53,875	54,685	50,218	55,418
2013	28,000	40,243	42,658	45,407	47,305	50,382	53,725	54,465	58,480	50,914	56,103
2014	28,000	41,082	43,197	46,112	48,281	51,290	54,985	55,670	59,474	52,001	56,889

NOTES:

- 1) United States average salary is estimated and based on the National Education Association (NEA) survey of Rankings and Estimates. (Summary Table G.)
- 2) Minimum salary is the statutory required minimum salary level for a public full-time teacher.
- 3) Average salary is based on the regular salary amounts reported to the Iowa Department of Education.

IOWA FULL-TIME LICENSED STAFF AVERAGE SALARY

School Year Ending	Number of Teachers	Average Salary	% Change in Average Salary	Number of Principals	Average Principal Salary	% Change in Average Principal Salary	Number of Supt.	Average Supt. Salary	Average Supt. Salary	Number of AEA Admin. Staff	Staff Average Salary	AEA Admin. Staff Average Salary
2004	33,688	\$ 38,381	1.0%	1,069	\$ 69,885	3.1%	332	\$ 90,487	4.0%	2,300	\$ 47,384	2.2%
2005	33,661	39,284	2.4%	1,225	71,670	2.6%	325	94,029	3.9%	2,328	48,966	3.3%
2006	34,175	40,877	4.1%	1,166	74,353	3.7%	322	97,725	3.9%	2,371	50,773	3.7%
2007	34,444	42,922	5.0%	1,140	77,548	4.3%	326	101,902	4.3%	2,342	53,065	4.5%
2008	34,823	45,463	5.9%	1,141	80,403	3.7%	322	105,986	4.0%	2,317	56,616	6.7%
2009	34,744	48,490	6.7%	1,158	83,329	3.6%	319	111,333	5.0%	2,334	60,905	7.6%
2010	34,643	49,473	2.0%	1,164	85,526	2.6%	314	115,054	3.3%	2,373	62,116	2.0%
2011	33,916	49,794	2.0%	1,173	86,410	2.6%	301	117,320	3.3%	2,353	62,564	0.7%
2012	33,938	50,218	0.9%	1,158	87,952	1.8%	301	120,947	3.1%	2,219	63,397	1.3%
2013	34,226	50,914	1.4%	1,155	90,306	2.7%	300	124,743	3.1%	2,158	65,397	3.2%
2014	34,509	52,001	2.1%	1,149	92,585	2.5%	289	130,217	4.4%	2,189	66,990	2.4%

AEA = Area Education Agency

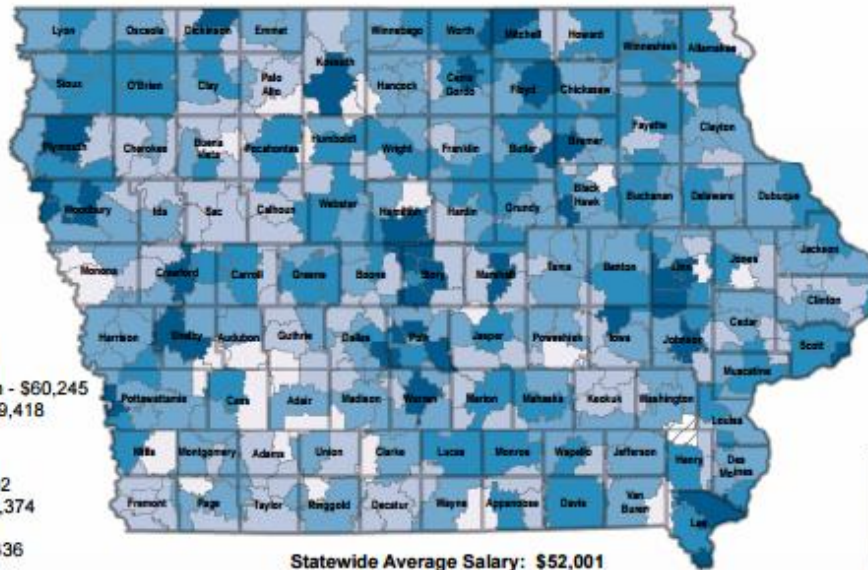
NOTES:

- 1) Average salary is based on the regular salary amounts reported to the Iowa Department of Education.
- 2) Full-time licensed staff with multiple positions are included in each of those positions.

Sources: Iowa Department of Education, Basic Educational Data Survey (BEDS), Licensed Staff file
 NEA (National Education Association) Rankings and Estimates data
 Legislative Services Agency (LSA) analysis and calculations

PK-12 EDUCATION

FULL-TIME TEACHER SALARY BY SCHOOL DISTRICT - FY 2014



Highest Five:

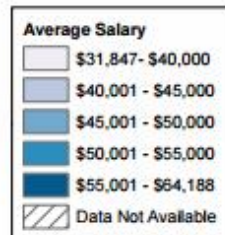
1. Iowa City - \$64,188
2. Indianola - \$61,648
3. Sergeant Bluff-Luton - \$60,245
4. Pleasant Valley - \$59,418
5. Le Mars - \$59,390

Lowest Five:

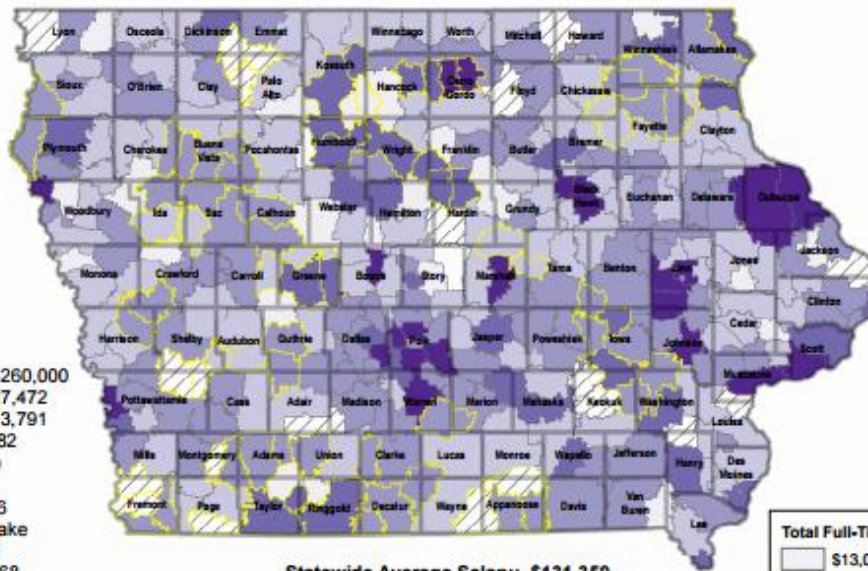
346. Diagonal - \$38,402
345. Montezuma - \$38,374
344. CAM - \$38,253
343. Springville - \$37,436
342. Baxter - \$36,428

Statewide Average Salary: \$52,001

NOTE: Full-time average regular teacher salary represents the salary paid for regular position responsibilities, including teacher salary supplement and professional development. Additionally, staff with full-time contracts with both teaching and administrative assignments are included in the calculation of the average regular teacher salary.



FULL-TIME SUPERINTENDENT SALARY BY SCHOOL DISTRICT - FY 2014

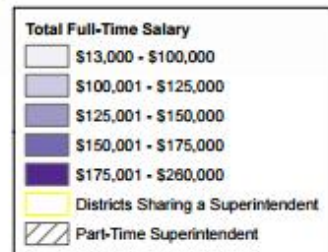


Highest 10:

- 1 - Des Moines Ind. - \$260,000
- 2 - Cedar Rapids - \$227,472
- 3 - Council Bluffs - \$213,791
- 4 - Sioux City - \$212,482
- 5 - Waukee - \$209,379
- 6 - Ankeny - \$201,100
- 7 - Waterloo - \$198,146
- 8 - Mason City/Clear Lake (shared) - \$197,251
- 9 - Davenport - \$195,868
- 10 - Linn-Mar - \$193,545

Statewide Average Salary: \$131,359

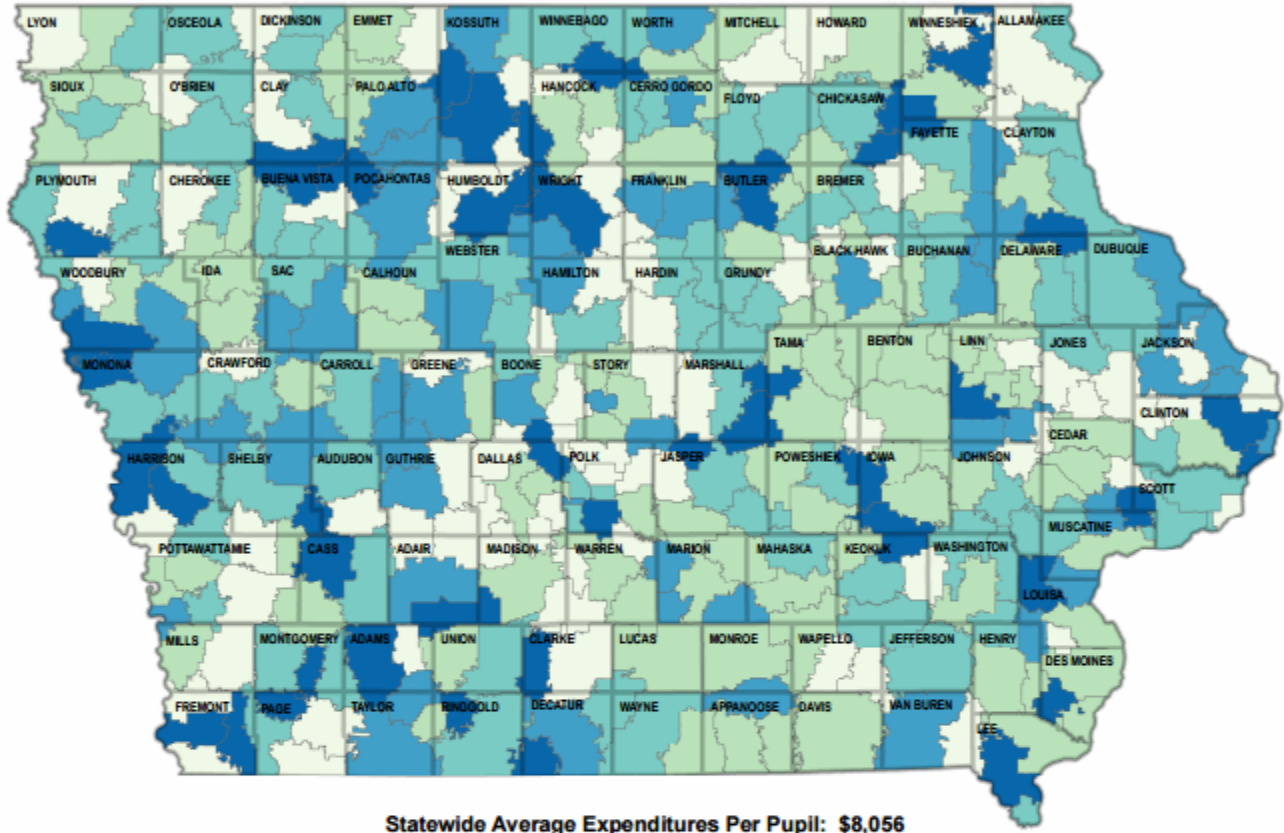
NOTE: Superintendent employment status is based on information reported by the Iowa Department of Education. Highlighted school districts indicate that a superintendent is shared between multiple districts.



Sources: Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Certified Enrollment and Staff File

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**SCHOOL SALARY AND BENEFIT EXPENDITURE PER PUPIL
 FY 2013**



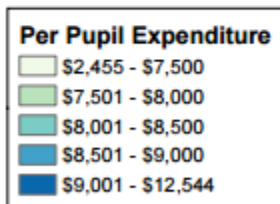
NOTE: Expenditures per pupil are calculated for FY 2013 as follows: School General Fund salary expenditures plus general fund benefit expenditures divided by district certified enrollment.

HIGHEST 10:

1. Sentral - \$12,544
2. Diagonal - \$12,318
3. West Burlington - \$11,811
4. Corwith-Wesley - \$11,574
5. Northeast - \$11,154
6. GMG - \$10,932
7. East Marshall - \$10,748
8. Sidney - \$10,591
9. Sioux Central - \$10,554
10. Stanton - \$10,417

LOWEST 10:

348. Woden-Crystal Lake - \$2,455
347. Twin Rivers - \$3,975
346. Easton Valley - \$4,224
345. Prescott - \$4,319
344. Titonka Consolidated - \$4,697
343. Bennett - \$4,833
342. Albert City-Truesdale - \$5,139
341. Andrew - \$5,376
340. North Winneshiek - \$5,694
339. Schleswig - \$5,706

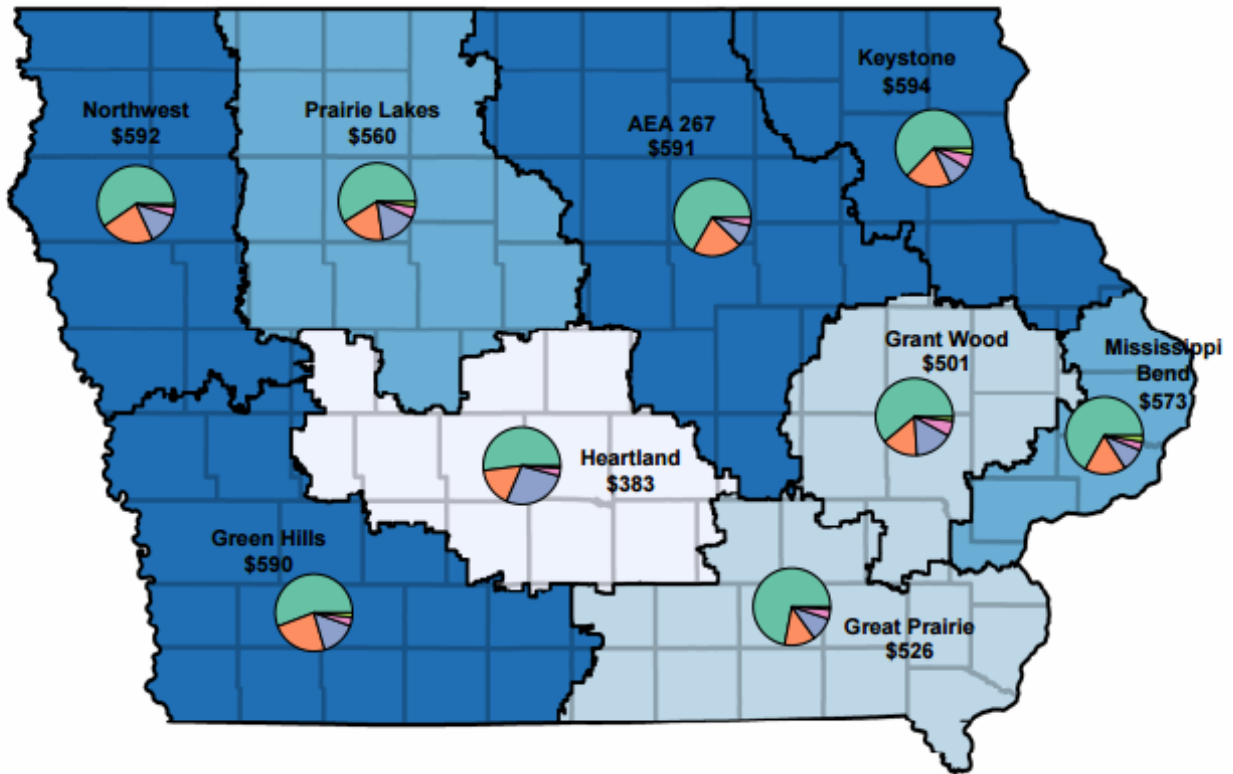


Sources: Department of Education, LSA Calculations

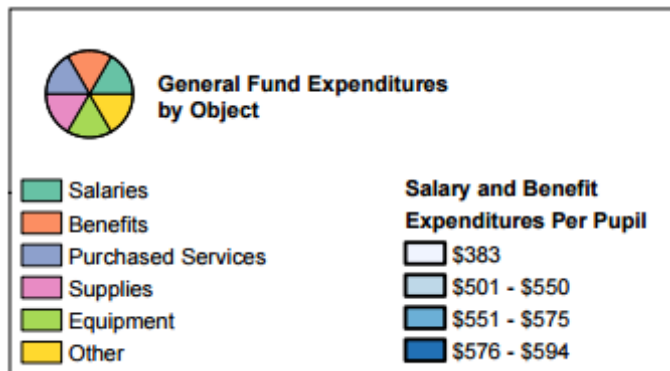
Iowa LSA Staff Contact: John Parker (515-725-2249)
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PK-12 EDUCATION

AREA EDUCATION AGENCY (AEA) SALARY AND BENEFIT EXPENDITURES PER PUPIL - FY 2013



NOTE: The FY 2012 per pupil salary and benefit expenditure amount represents AEA General Fund expenditures for salaries and benefits divided by the total certified enrollment for school districts located within the Area Education Agency (AEA).

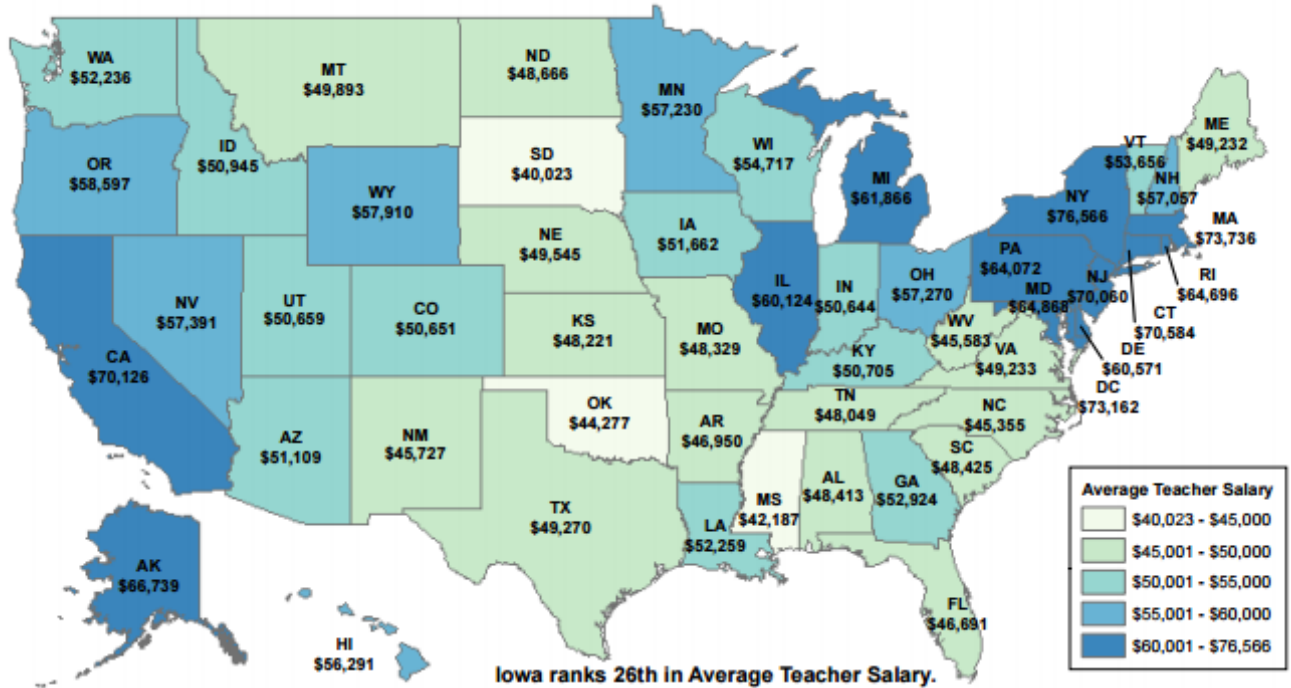


Sources: Department of Education, LSA Calculations

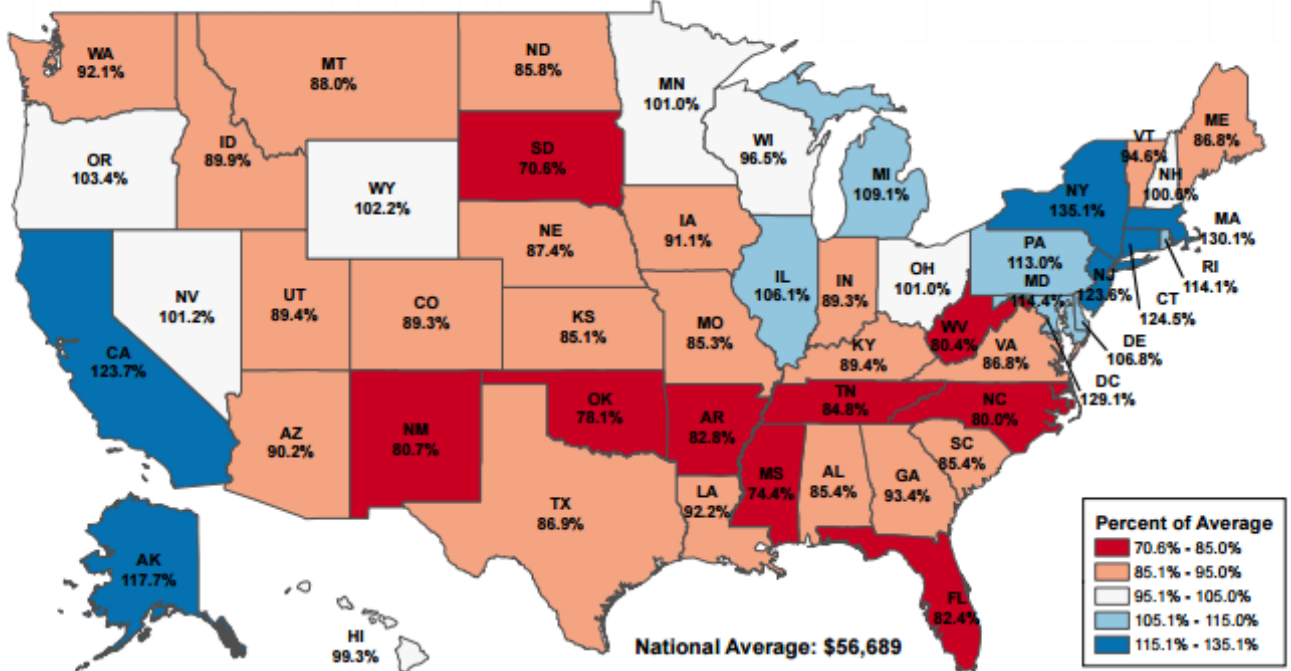
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PK-12 EDUCATION

AVERAGE CLASSROOM TEACHER SALARY - 2013–2014



TEACHER SALARY AS A PERCENTAGE OF THE NATIONAL AVERAGE



Sources: National Education Association, Rankings of the States 2013 and Estimates of School Statistics 2014, LSA Calculations

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PK-12 EDUCATION

PUBLIC SCHOOL AND SPECIAL EDUCATION ENROLLMENTS STATE OF IOWA

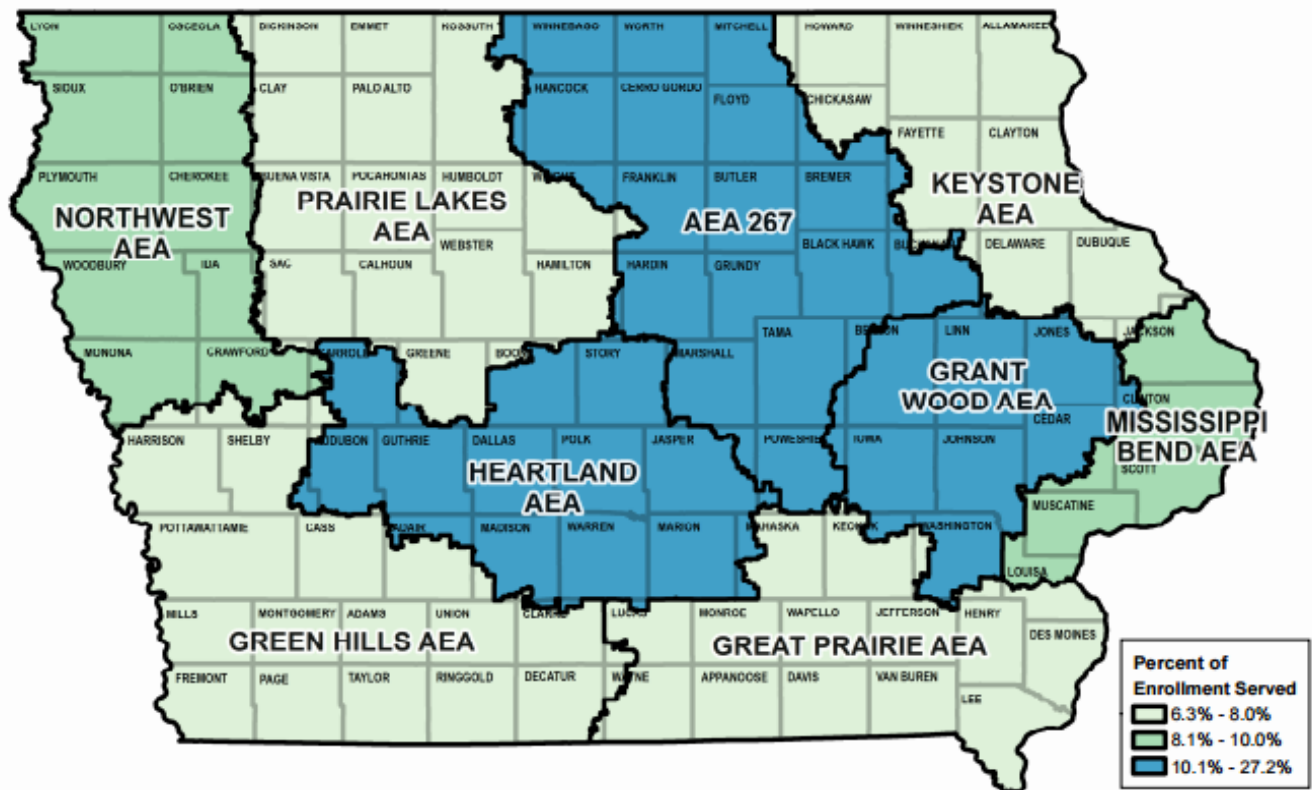
Fiscal Year	Elementary (K-6)	Secondary (7-12)	Other	Total Enrollment	% Change Total Enrollment	Special Education Enrollment	% Change Special Education Enrollment	Special Education as a % of Total Enrollment
1992	262,225	207,948	21,278	491,451	1.7%	47,176	3.4%	9.6%
1993	259,854	214,157	21,331	495,342	0.8%	48,756	3.4%	9.8%
1994	256,067	219,708	21,234	497,009	0.3%	49,876	2.3%	10.0%
1995	255,340	225,443	19,809	500,592	0.7%	52,048	4.4%	10.0%
1996	254,401	230,039	20,065	504,505	0.8%	54,705	5.1%	10.4%
1997	253,397	231,603	20,523	505,523	0.2%	56,996	4.2%	10.8%
1998	250,854	231,295	22,984	505,133	-0.1%	58,976	3.5%	11.3%
1999	250,148	231,737	20,649	502,534	-0.5%	60,419	2.4%	11.7%
2000	250,293	229,779	18,535	498,607	-0.8%	61,880	2.4%	12.0%
2001	248,692	228,235	17,364	494,291	-0.9%	62,742	1.4%	12.4%
2002	246,772	228,637	14,114	489,523	-1.0%	63,397	1.0%	12.7%
2003	240,802	227,121	19,098	487,021	-0.5%	65,327	3.0%	13.0%
2004	241,777	228,912	14,322	485,011	-0.4%	64,267	-1.6%	13.4%
2005	242,443	229,768	11,124	483,335	-0.3%	64,283	0.0%	13.3%
2006	244,149	232,507	6,449	483,105	0.0%	63,551	-1.1%	13.3%
2007	244,461	229,906	7,117	481,484	-0.2%	62,695	-1.3%	13.2%
2008	245,825	226,803	7,981	480,609	-0.2%	61,215	-2.4%	12.7%
2009	248,113	222,424	6,482	477,019	-0.7%	59,924	-2.1%	12.6%
2010	249,001	219,672	5,554	474,227	-0.6%	59,323	-1.0%	12.5%
2011	250,340	218,349	4,804	473,493	-0.2%	59,508	0.3%	12.6%
2012	252,340	216,759	4,405	473,504	0.0%	58,400	-1.9%	12.3%
2013	256,006	217,608	2,631	476,245	0.6%	56,806	-2.7%	11.9%
2014	258,619	217,914	2,388	478,921	0.6%	55,888	-1.6%	11.7%

NOTES:

- 1) Enrollments reflect certified enrollment reported as of October 1 (or the first Monday in October if the 1st falls on a weekend).
- 2) "Other" refers primarily to special education students not associated with a given grade level. This is not a count of the number of special education students in the State.
- 3) Special education enrollments are based on special education weightings from the Department of Management's Aid and Levy worksheet.

Sources: Department of Management Aid and Levy Worksheet; Department of Education, Public School Enrollments file

AREA EDUCATION AGENCIES (AEA) 2013-2014



SCHOOL DISTRICTS AND ENROLLMENTS BY AEA DISTRICT
 2013 - 2014

AEA	Number of School Districts	Percent of School Districts	K-12 Public Enrollment	Percent of Public Enrollment	AEA Enrollment Served	Percent of AEA Enrollment Served
Keystone AEA 1	23	6.8%	28,844	6.0%	33,070	6.5%
AEA 267	55	16.3%	62,862	13.1%	66,188	12.9%
Prairie Lakes AEA 8	40	11.8%	30,163	6.3%	32,403	6.3%
Mississippi Bend AEA 9	21	6.2%	47,180	9.9%	50,076	9.8%
Grant Wood AEA 10	32	9.5%	67,606	14.1%	71,865	14.0%
Heartland AEA 11	53	15.7%	130,501	27.2%	139,331	27.2%
Northwest AEA	35	10.4%	38,429	8.0%	43,350	8.5%
Green Hills AEA 13	46	13.6%	37,924	7.9%	38,981	7.6%
Great Prairie AEA 15	33	9.8%	35,412	7.4%	36,579	7.1%
Total	338	100.0%	478,921	100.0%	511,843	100.0%

NOTES:

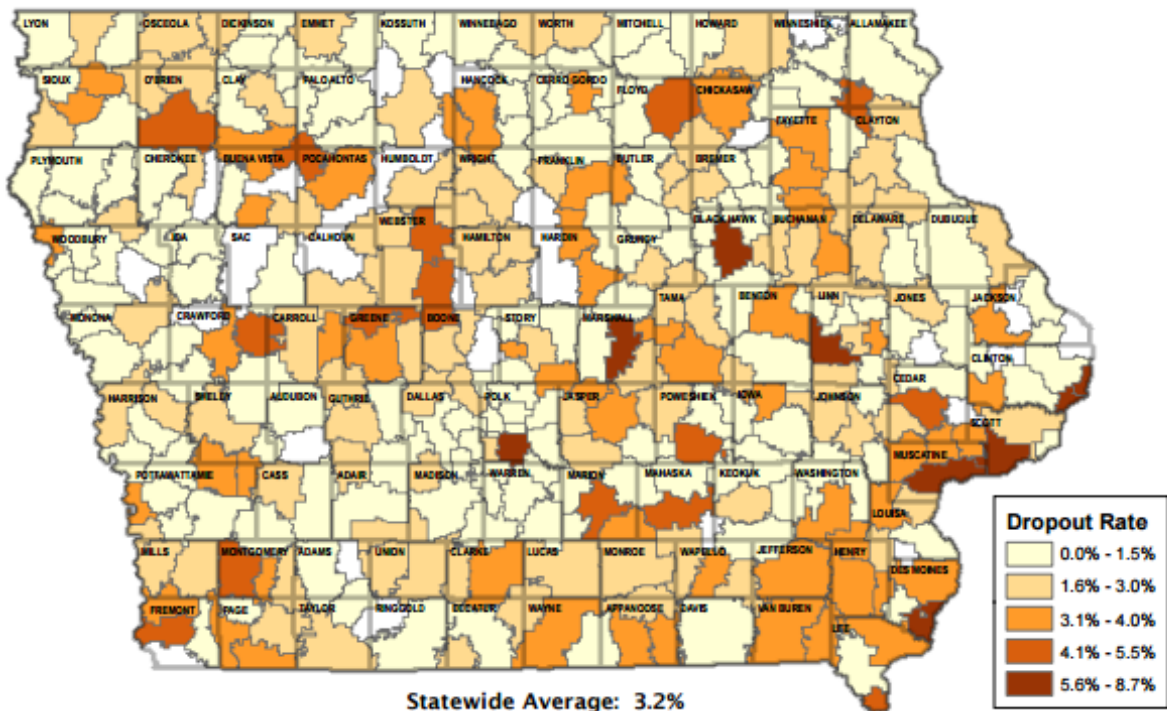
- 1) Enrollments are based on the October 2013 certified enrollment counts.
- 2) AEA reorganizations include:
 - AEAs 2, 6, and 7 merged to form AEA 267 in 2003.
 - AEAs 4 and 12 merged to form Northwest AEA in 2006.
 - AEAs 15 and 16 merged to form Great Prairie AEA beginning in FY 2008.
 - AEAs 13 and 14 merged to form Green Hills AEA beginning in FY 2011.

Sources: Department of Education, LSA Calculations

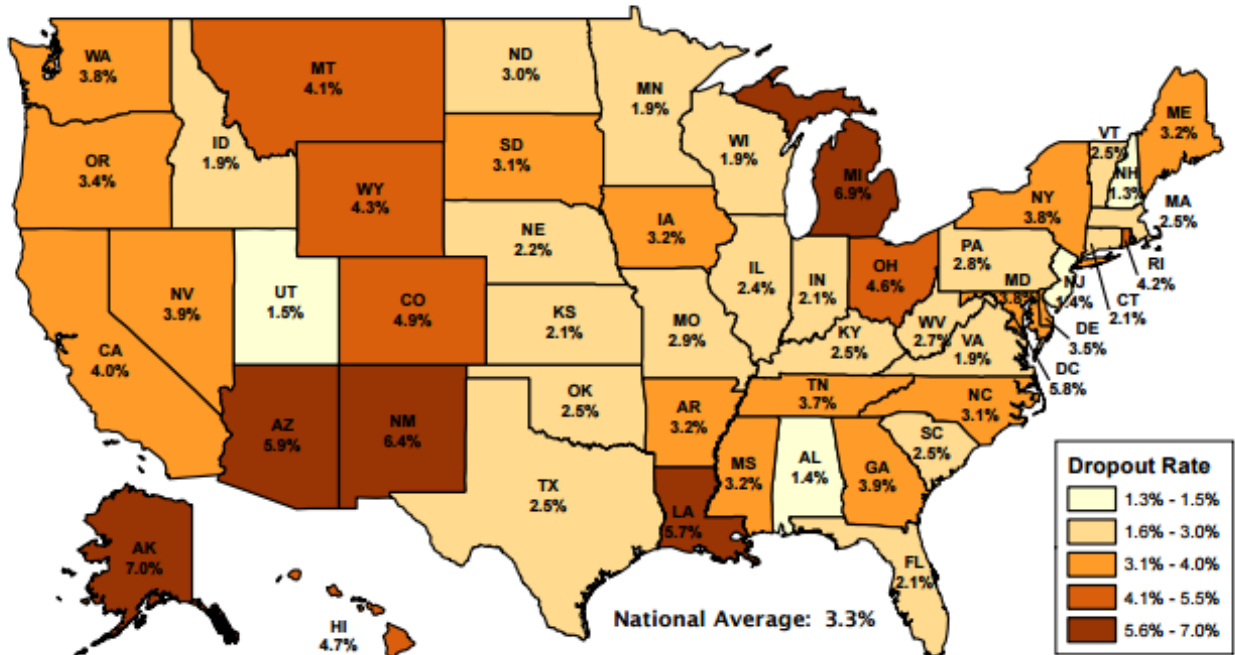
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PK-12 EDUCATION

HIGH SCHOOL DROPOUT RATES BY SCHOOL DISTRICT - 2011-2012



HIGH SCHOOL DROPOUT RATES BY STATE - 2011-2012



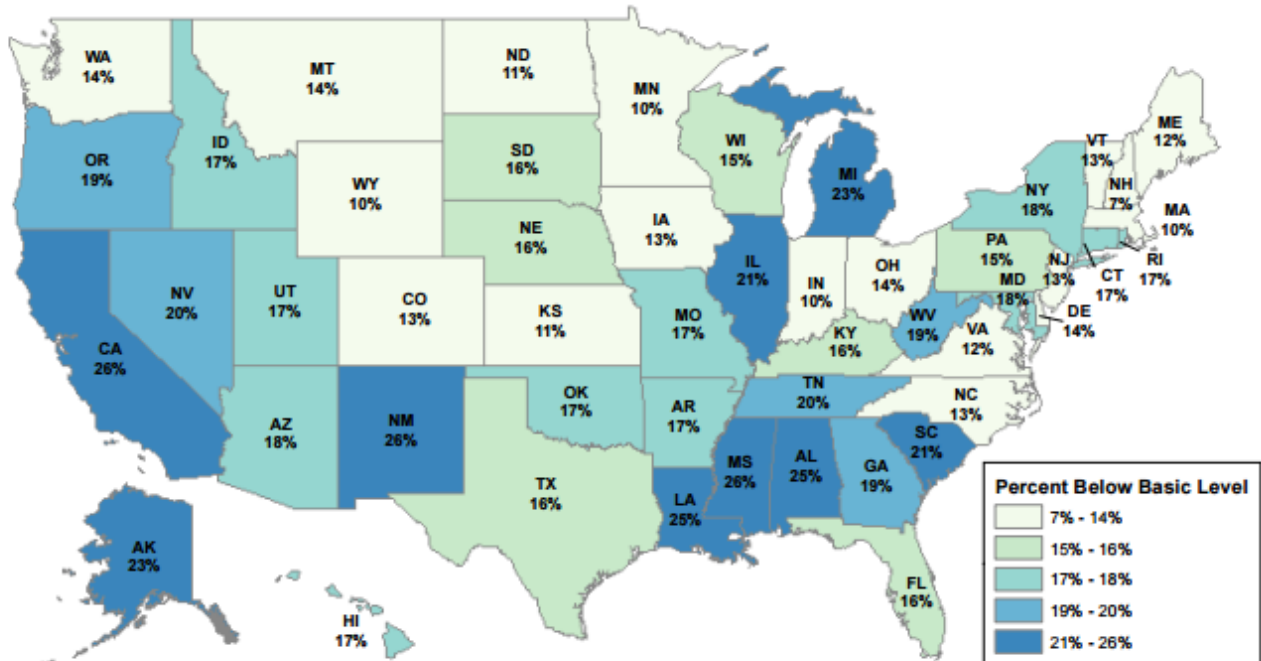
NOTE: Drop out rate is the percentage of 16-24-year-olds that are not enrolled in school and have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development [GED] certificate).

Sources: Iowa Dept. of Education, Bureau of Information and Analysis, and the National Center for Education Statistics

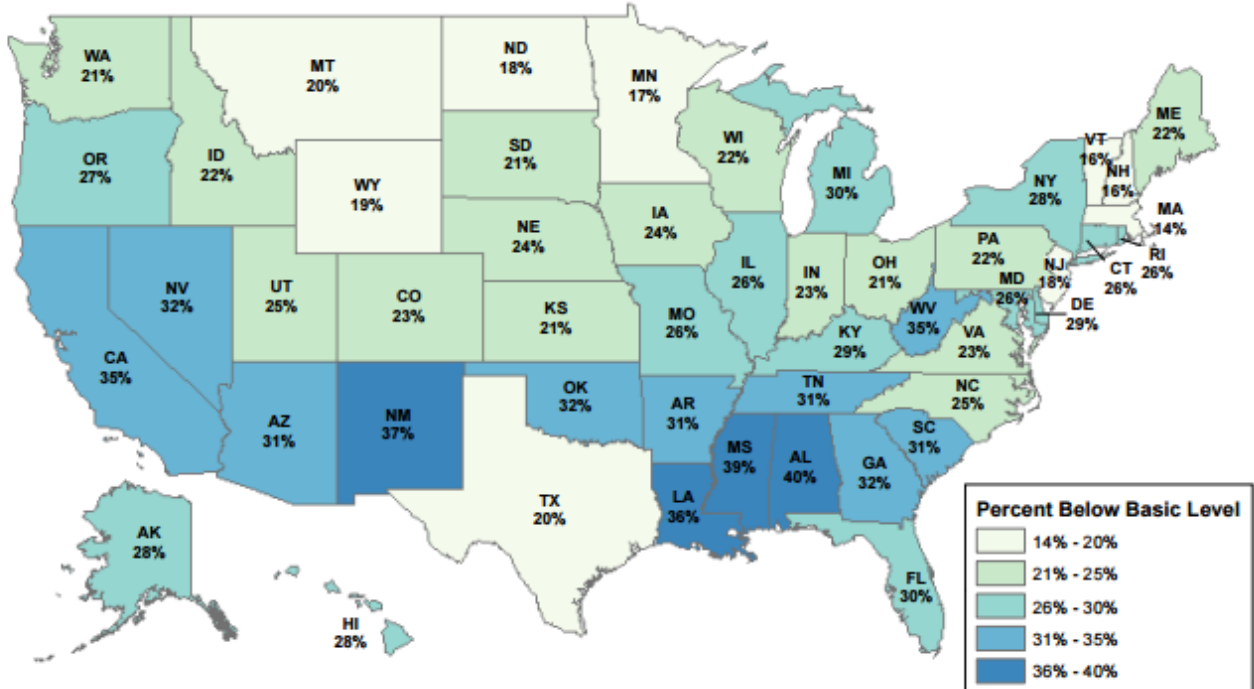
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PK-12 EDUCATION

FOURTH GRADERS THAT SCORED BELOW THE BASIC MATH LEVEL - 2013



EIGHTH GRADERS THAT SCORED BELOW THE BASIC MATH LEVEL - 2013



NOTE:
 Fourth and Eighth grade public school student mathematics achievement levels, as measured and defined by the National Assessment of Educational Progress (NAEP).

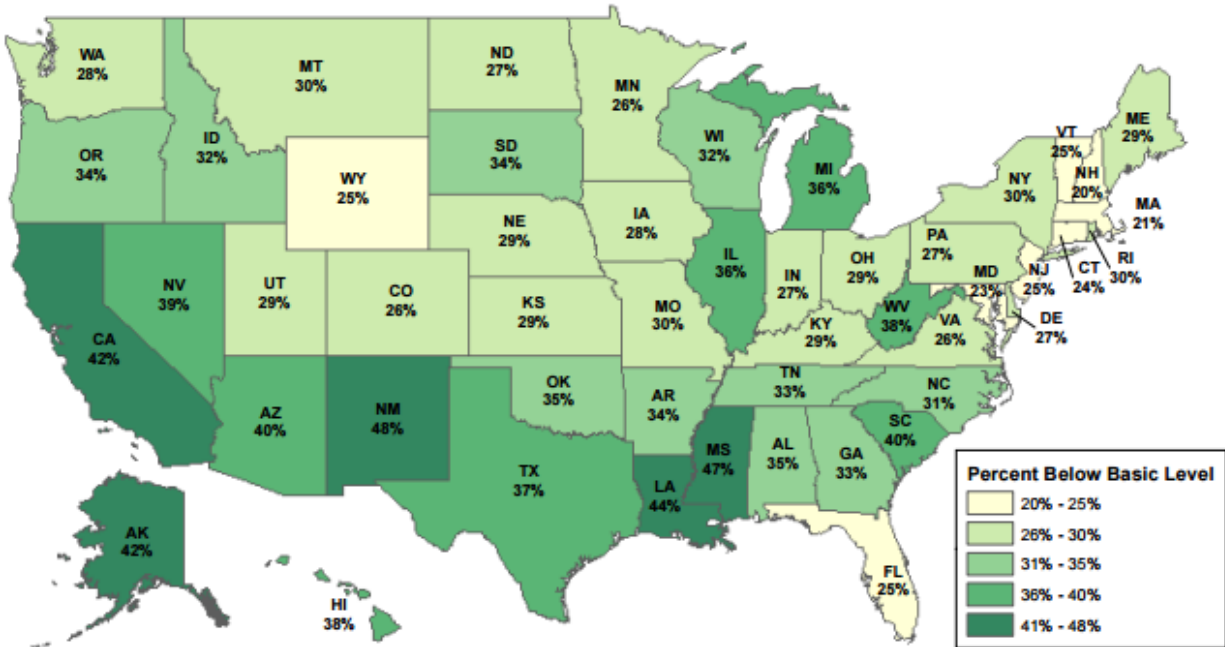
For more information: <http://nces.ed.gov/nationsreportcard/Mathematics/achieveall.asp>

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP)

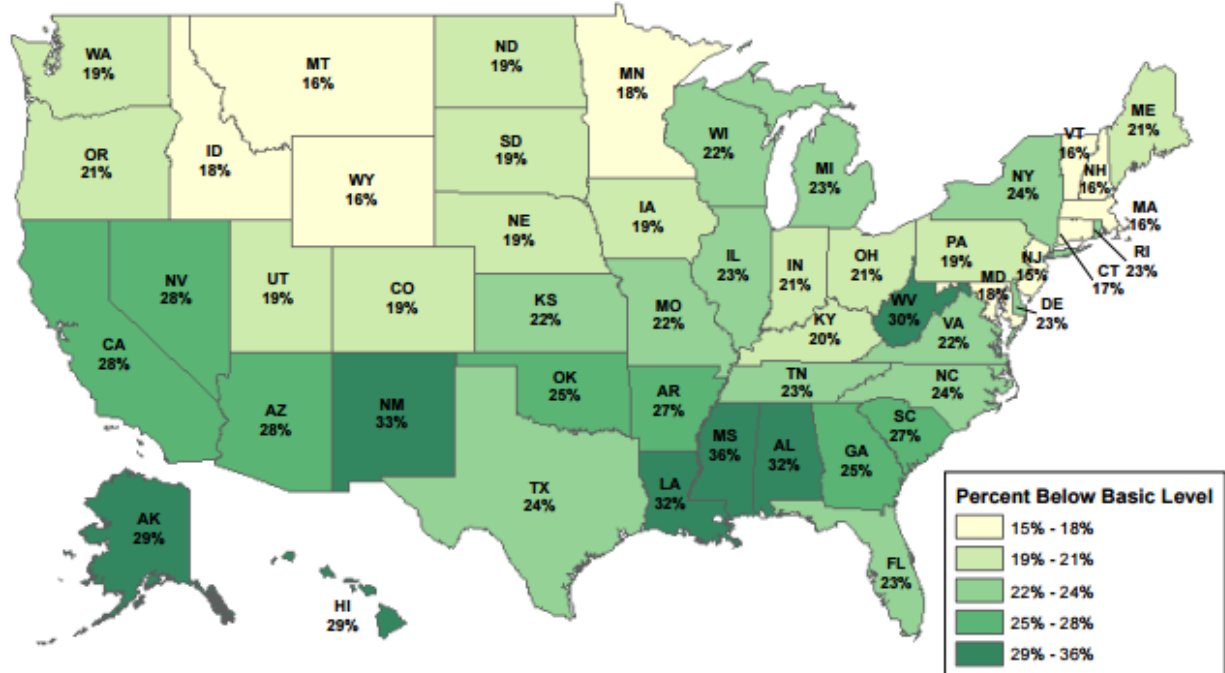
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PK-12 EDUCATION

FOURTH GRADERS THAT SCORED BELOW THE BASIC READING LEVEL - 2013



EIGHTH GRADERS THAT SCORED BELOW THE BASIC READING LEVEL - 2013



NOTE:
 Fourth and Eighth grade public school students' reading achievement levels, as measured and defined by the National Assessment of Educational Progress (NAEP) reading test.

For more information: <http://nces.ed.gov/nationsreportcard/Reading/achieveall.asp>

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP)

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