



# Digest of the 2014 Legislative Session Actions Impacting Iowa UEN (Urban Education Network) School Districts

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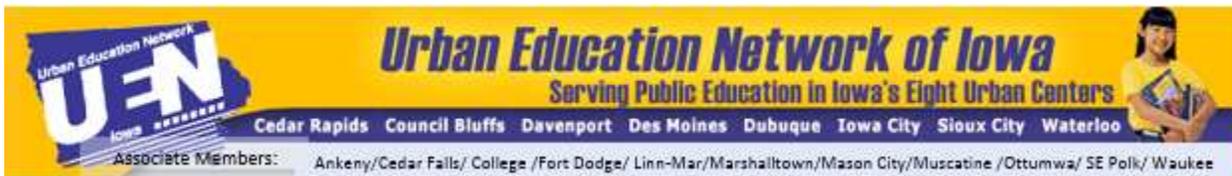
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## About the UEN

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.

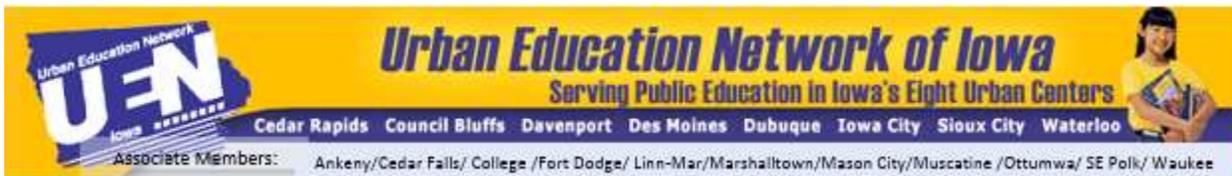
Although the UEN was formed in the 1984-85 school year to represent the unique characteristics of Iowa's more urban districts, most UEN initiatives address issues important to all of Iowa public schools.

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](http://www.uen-ia.org)

## Urban Education Network Priorities 2014 Legislative Session

- **Funding Adequacy: 6% State Percent of Growth** – in order to fulfill the goal of regaining Iowa's number one in the nation education status, 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, as measured in per pupil spending, beginning with a commitment of no lower than 6 percent annually for a minimum of 3 years. Timing of the decision is crucial and must be made in the 2014 Session for the 2014-15 school year.
- **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.
- **Assessment** – UEN supports assessments aligned with the Iowa Core, such as the promise of the computer-adaptive Smarter Balanced tests, including formative and end-of-course assessments, measuring both attainments and growth, with a test that is fair and respected by educators. We support a college readiness test, such as ACT, for all eleventh-graders. Iowa's state assessment should be a criterion-references assessment that recognizes growth and tests grade-level specific content. While we support the value of norm-referenced assessments, they should not be used for accountability purposes.
- **Additional UEN Priorities and Resolutions** may be found here:  
<http://www.uen-ia.org/attachments/UEN%202014%20Leg%20Priorities%2011.20.13.pdf>



## Legislative Session Approval and Veto Process

The 2013 Legislative Session drew to a close on May 1, 2014 in the House, with the Senate adjourning sine die (without a reconvening date certain) on May 2. Although 10 days past the expiration of per diem payments for legislators, the timing was an improvement on the 2011 Session's June 30, 2011 adjournment and last year's May 23<sup>rd</sup> adjournment. Although nearly 4,900 pieces of legislation were introduced in the Iowa Legislature this Session, 140 made it to the Governor's desk.

This Digest details legislation enacted by the 2014 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, but ultimately did not pass, but may return in the future as ideas from former legislatures resurface. The information section of this digest includes data and background on issues such as those discussed without final action this last Session as well as others of key interest to Iowa schools. The 2014 Session was the second of the two-year biennium of the 85<sup>th</sup> Iowa General Assembly. During the 2014 Legislative Session, bills that were introduced in 2013 and moved partially through the process (approved during floor debate in the chamber of origin in the prior year) remained eligible for consideration. The following two bills are examples of bills that were left in committee at the conclusion of the 2013 Session but were ultimately amended and approved this last Session:

- [SF 220](#) Early Retirement Incentives from Management Fund
- [SF 366](#) Radon Information, Testing Plans and Reporting

**Process for Signature:** The Governor is given 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 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.

## Executive Summary

In the past two sessions, the Legislature enacted major education reform policy. The major efforts of 2012 ([SF 2284](#)) 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). During the 2013 Session, Education Reform Legislation ([HF 215](#)) made sweeping policy changes detailed in last year's Digest including a new teacher leadership/compensation system that approved districts are just now beginning to implement for the 2014-15 school year. 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 followed by no action in the 2014 Session. Though required by law, the State Cost per Pupil was not set during the 2014 Legislative Session. However, continued commitment to implementation of education reform from the prior two sessions is evident in the Education Appropriations efforts detailed below. A few policy bills impacting sharing and reorganization incentives and inappropriate relationships between staff and students, early retirement incentives and a technical fix to instructional days/hours made it to the Governor's desk. There was a concerted effort by the Governor's office to move anti-bullying and anti-harassment legislation and broadband Internet access incentives through the legislative process, but neither of those bills received a consensus position between the House and Senate.

**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 2015 is \$6,974.4 billion for FY 2015, which is an increase of \$496.6 million compared to FY 2014 net adjusted appropriations. The FY 2015 appropriated amount is \$660.0 million under the 99% expenditure limitation (the maximum allowed under Iowa law) and will result in a deposit of an additional \$734.9 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 Fiscal Update, June 11, 2014, found [here](#).

**Estimated Position of State's Cash Balance for FY 2015:** 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 \$522.3 million. The Economic Emergency Fund, after significant transfers of surplus to the General Fund, Taxpayer Trust Fund, and others, is also full, leaving an estimated ending balance of \$174.1 million, which is the maximum 2.5% allowed in Iowa law (according to the draft [LSA end of session balance sheet](#)). The LSA [Fiscal Update Special Edition End of Session](#), May 14, 2014, provides a detailed explanation of the 2014 Legislative Session appropriations and fund balances.

**Summary Statement about State of Iowa Fund Balances:** Iowa State General Fund Surplus for FY 2015 is \$612.6 million 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.

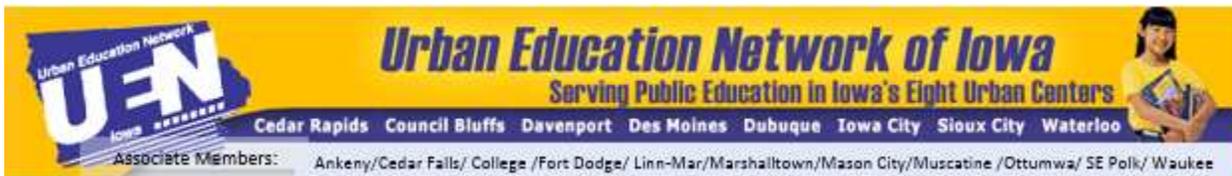
**May 2014 Revenue Dip:** Year-to-date revenues have dropped below the REC estimate, down \$350 million compared to FY 2013, according to the LSA's monthly revenue memo, [video edition](#). Jeff Robinson, Senior Fiscal Analyst, LSA, describes the drivers of the decrease, \$212 million of which can be easily quantified due to legislative policy changes:

- 1) \$100 million decrease due to deposit of cigarette and tobacco taxes previously in the state general fund directly into another fund
- 2) \$32 million due to expansion of the earned income tax credit
- 3) \$80 million deposit into the taxpayer trust fund

The fourth driver is likely behavior changes as taxpayers made financial decisions toward the end of 2012 calendar year, impacting 2013 tax revenues, as they anticipated federal tax law changes. Jeff explains in the memo why these are one-time events:

"1) The payback from the 2013 income surge is over, 2) the Iowa tax credit changes are now fully implemented, and 3) income tax withholding receipts as well as tax revenue from sales and use tax continue to expand at a reasonable pace."

At the conclusion of the memo, the LSA analysis sums it up:



“Although it appears unlikely that Iowa general fund revenue will finish FY 2014 at the projected level, the reasons for the underperformance appear to be very much one-time events that have run their course. As long as wage growth in Iowa continues, the translation of FY 2014 negatives into 2015 negatives should not be automatic.”

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 has updated the document to reflect legislative action that occurred during the 2014 Legislative Session for changes to early retirement incentive programs, shared operational functions supplementary weighting and whole grade sharing and reorganization incentives. 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/PublicSchFunding\\_LawChanges\\_1971\\_to\\_Present.pdf](https://www.legis.iowa.gov/docs/LSAReports/k12Education/PublicSchFunding_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 significant 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

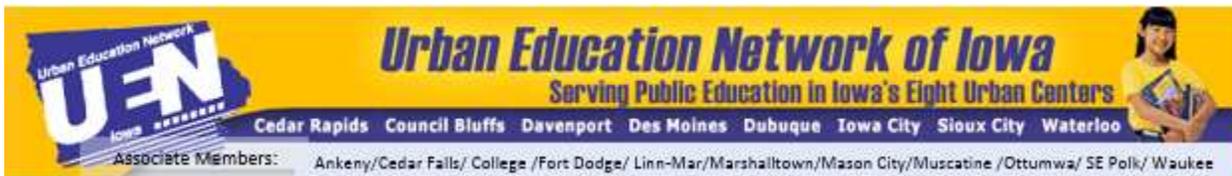
### 2014 Funding/Appropriations Bills Impacting Education

[SF 2347 Education Appropriations](#) See tables below for all appropriations and allocations impacting PK-12 Education in the bill. The UEN monitored this bill, although clearly supported and opposed some specific items in the bill as it moved through the chambers. Significant issues of interest to schools include:

- **Literacy Tracking Tools:** Provides a \$2.0 million increase to Department of Education (DE) General Administration as well as specific policy language directing the DE to administer and distribute, free to school districts, an early warning assessment system to screen and monitor PK-6 student literacy skills. DE rules (Chapter 62), first in effect in March of 2014, mandate district use of a screening and tracking tool that meets standards approved by the DE. This appropriation was originally included in the Iowa Reading Research Center appropriation request. *The UEN supported funding for the screening and tracking tools as long as a mandate to use such tools was included in DE rules and Iowa Code.*
- **Iowa Core:** Eliminates the \$1.0 million appropriation to the DE to support Iowa Core implementation but increased AEA’s appropriation by \$1.0 million (this appropriation is in addition to another \$1.0 million to AEA’s for their support for Teacher Leadership grant recipient districts). There is no language directing expenditure of the \$1.0 million added to the AEAs.



- **Iowa Reading Research Center:** Appropriates a total of \$1.0 million for FY 2015, which is a decrease of \$331,000 compared to FY 2014. The bill requires the Center to collaborate with the AEAs and allows the Center to retain unencumbered or unobligated funds at the close of the fiscal year that would otherwise revert to the State General Fund until July 1, 2016. The bill requires the Center to annually, by January 15 of each year, submit a detailed annual financial report, a description of the center’s activities for the prior fiscal year, and a statement of its proposed and projected activities.
  
- **Other Significant Appropriation Increases:** The following are presented as net increases compared to FY 2014 and if they represent a new appropriation, it is noted.
  - \$50 million for the first year of implementation of Teacher Leadership and Compensation System grants (new appropriation). A table at the conclusion of this section of the Digest details specific allocations required to be made from the total Teacher Quality/Student Achievement appropriation of \$ 56,791,351.
  - \$1.5 million for the Iowa Online Learning Initiative (new appropriation).
  - \$1.3 million for the new Teach Iowa Scholars Program administered by the College Student Aid Commission (new appropriation).
  - \$1 million for a new Administrator Mentoring/Coaching Support System, to provide mentoring for beginning administrators and to develop and implement a coaching and support system for administrators in school districts approved to implement teacher leader and compensation framework. The bill requires the coaching first target administrators participating in the TLC grant, but beginning July 1, 2017 and beyond, requires the coaching to be available to any school district whether or not the school district has been approved to participate in the TLC grant (new appropriation).
  - \$1.0 million to DE for an AEA Support System to provide support to school districts implementing teacher career paths, leadership roles and a compensation framework (new appropriation).
  - \$1.0 million to DE for AEAs, but no specific purpose is articulate in the bill (new appropriation).
  - \$992,913 for Regional Telecommunication Councils (although this is an increase in the education appropriations bill, it’s level funding for the RTCs which were funded for the FY 2013 and FY 2014 fiscal years in the Administration and Regulation Budget).
  - \$500,000 for English-Language Literacy for All Grant Program, (ELL Pilots) including a priority for the grants to be granted to school districts with the highest percentage of student identified as Limited English Proficient, school districts that have large numbers of students determined to be Limited English Proficient, or to school districts that have a diversity of languages of origin spoken by students determined to be Limited English Proficient (new appropriation). *The UEN supported the ELL Task Force Recommendations, which would go much further than this small start to addressing the needs of non-English speaking students. Access the ELL Task Force Final Report here: <https://www.educateiowa.gov/documents/boards-committees-councils-and-task-forces/2013/11/english-language-learner-task-force>*



- \$500,000 to the DE for Attendance Center Performance / General Web Site and Data System Support. Requires DE to develop criteria and a process to administer data collection and evaluation. Requires school districts to establish specific performance goals. Requires DE to evaluate the performance of each attendance center operated by the school district in order to arrive at an overall school performance grade and report card for each attendance center as required in HF 215 Education Reform 2013 Session (new appropriation).
- \$200,000 for expanded Early Head Start projects.
- \$50,000 for Nonpublic School Textbooks.
- \$30,000 for Jobs for America's Graduates (JAG) program.
- \$50,000 to the DE for Task Force, Commission and Council Support for the costs of providing DE support to the education reform task forces, commissions and councils authorized in HF 215 Education Reform enacted in the 2013 Session.
- **Other significant appropriations maintained** at the FY 2014 level:
  - \$8.0 million to the DE for distribution to school districts for implementation of the Successful Progression for Early Readers requirements (early literacy supports enacted in Iowa Code 279.68, subsection 2, included in SF 2284, Education Reform, 2012).
  - \$5.2 million to UNI for continuation of the STEM Collaborative included in SF 2284 Education Reform enacted in the 2012 Session, for purposes of the science, technology, engineering, and mathematics collaborative initiative established in Iowa Code 268.7.
  - \$425,000 for Competency Based Instruction pilot projects, including writing model competencies, plans and templates, developing the assessment validation rubric and model assessments, and designing PD in accordance with Task Force recommendations.
  - \$2,176,797 for School Food Service to provide required state matching funds.
  - All Early Childhood Iowa (ECI) programs (General Aid for the Early Childhood Iowa Fund \$5,386,113, ECI Preschool Tuition Assistance \$5,428,877, ECI Family Support and Parent Education \$12,364,434, and ECI Birth to Age Three Services \$1,721,400).
  - \$481,849 to University of Iowa to continue the Iowa Online AP Academy STEM Initiative.

### Studies and Intent/Policy Requirements

- **DE Anti-bullying Report:** The bill requires the DE to submit a report detailing anti-bullying programming and current and projected expenditures for FY 2015 by January 15, 2015.
- **DE Assessment:** The bill requires the DE to administer and distribute to school districts and accredited nonpublic schools, at no cost to the school districts, an early warning assessment system that allows teachers to screen and monitor student literacy skills from PK – 6<sup>th</sup> grade (the DE anticipates that the appropriation of \$2.0 million will combine with federal and other funds to provide the FAST screening and progress monitoring tools as detailed above).
- **UNI Math and Science Collaborative:** Specifies uses for the funds and requires the funds support salaries, staffing, institutional support, activities directly related to recruitment of K-12



math and science teachers, and for ongoing math and science programming for K-12 students. The bill requires UNI to work with community colleges to develop STEM PD for community college instructors and STEM curriculum development. The bill requires not less than \$500,000 be used to provide technology education opportunities to high school, career academy and community college students through a public-private partnership charged with providing opportunities for students/faculties to secure broad-based information technology certification.

- Settlement Agreements:** Prohibits the entities funded in HF 604 Education Appropriations, FY 2014, including the College Student Aid Commission, the DE, the Iowa Board of Regents, and the Board of Educational Examiners, from paying a personnel settlement that includes a confidentiality provision intended to prevent public disclosure of the agreement or terms.
- ELL Standards:** Requires the State Board of Education to adopt rules to establish standards for the identification, selection and use of research-based education and instructional models for English-language Learner (ELL) students and standards for the PD of the instructional staff responsible for implementation of those models.
- AEA Background Checks:** Requires the AEAs to conduct background checks and rechecks as required for schools. The bill states that Iowa Code Section 279.69 applies to AEAs including part-time, substitute or contract employees of the AEA who provide services to a school district.
- ELL Weighting:** The bill did not change the existing 0.22 weighting or eligibility period, but specifies that the 5-year eligibility period is cumulative years of service, rather than 5 years from the initial date of enrollment in the ELL program as currently calculated.
- TLC supplement to follow Open Enrolled:** Requires the district of residence to pay to the per pupil supplement to the receiving district if the pupil is open enrolled under section 282.18 and both the sending and receiving districts are participating in the TLC grant.
- DE Support for TLC:** The bill requires the DE develop a delivery system in collaboration with AEAs to assist in implementing the Teacher Leadership and Compensation System (TLC) roles defined in HF 215, Education Reform, enacted in the 2013 Session.

Student Achievement Teacher Quality Allocations	FY 2013	FY 2014	FY 2015	Difference
Teacher Leadership and Compensation Grants			\$ 50,000,000	\$ 50,000,000
National Board Certification	\$ 500,000	\$ 846,250	846,250	0
Ambassador to Education	85,000	85,000	85,000	0
Mentoring and Induction	2,463,590	3,537,875	4,021,875	484,000
Career Dev/Evaluator Training	600,000	786,816	786,816	0
Teacher Development Academies	1,136,410	1,136,410	1,136,410	0
High-needs Schools Provision* Delays \$10 million allocation from SA/TQ until the school year beginning July 1, 2015	0	0	0	0
Total	\$ 4,785,000	\$ 6,307,351	\$ 56,791,351	\$50,484,000

## Education Appropriations Tracking SF 2347

The following table tracks appropriations included in SF 2347, Education Appropriations, with comparison columns of the current year, department request, Governor's recommendation, and final legislative action. Line-items highlighted below indicate funds appropriated for the purposes of implementing an element of the Education Reform efforts undertaken in the prior two Sessions.

	Estimated FY 2014	Dept Request FY 2015	Gov Rec FY 2015	SF 2347 Final Action	Final Action vs. FY14
Teacher Shortage Loan Forgiveness	\$ 392,452	\$ 392,452	\$ 392,452	\$ 392,452	\$ 392,452
<b>Teach Iowa Scholars*</b>	0	0	2,300,000	1,300,000	1,300,000
DE Administration	6,304,047	7,692,747	6,304,047	8,304,047	2,000,000
Vocational Education Administration	598,197	598,197	598,197	598,197	0
Vocational Education Secondary	2,630,134	2,630,134	2,630,134	2,630,134	0
Food Service	2,176,797	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	5,386,113	0
ECI Preschool Tuition Assistance	5,428,877	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	12,364,434	0
Special Ed. Services Birth to 3	1,721,400	1,721,400	1,721,400	1,721,400	0
Nonpublic Textbook Services	600,214	600,214	600,214	650,214	50,000
Iowa Core	1,000,000	2,000,000	1,000,000	0	-1,000,000
<b>Student Achievement/Teacher Quality</b>	6,307,351	6,800,000	6,307,351	56,791,351	50,484,000
Jobs For America's Grads	670,000	670,000	670,000	700,000	30,000
<b>Education Reform</b>	6,840,000	72,000,000	57,100,000	0	-6,840,000
<b>Iowa Reading Research Center</b>	1,331,000	2,000,000	3,931,000	1,000,000	-331,000
Midwestern Higher Education Compact	100,000	100,000	100,000	100,000	0
Early Head Start Projects	400,000	400,000	400,000	600,000	200,000
<b>Successful Progression for Early Readers</b>	8,000,000	18,200,000	8,000,000	8,000,000	0
<b>Competency-Based Education</b>	425,000	425,000	425,000	425,000	0
<b>Iowa Learning Online Initiative</b>	0	1,500,000	0	1,500,000	1,500,000
Regional Telecommunications Councils	0	992,913	992,913	992,913	992,913
Bullying Prevention	0	0	25,000	0	0
Administrator Mentoring			0	1,000,000	1,000,000
<b>English Language Learner Pilots</b>			0	500,000	500,000
<b>TeachIowa Job Board/Licensure System</b>			0	250,000	250,000
<b>Attendance Center/Data Systems</b>			0	500,000	500,000
<b>Council and Task Force Support</b>			0	50,000	50,000
<b>AEA Support System Teacher Leadership</b>			0	1,000,000	1,000,000
Area Education Agencies				1,000,000	1,000,000
<b>UI - IA Online Advanced Placement Acad.</b>	481,849	497,268	481,849	481,849	0
<b>UNI - Math and Science Collaborative</b>	5,200,000	5,200,000	5,200,000	5,200,000	0
ISD/IBS - Licensed Classroom Teachers	82,049	85,331	82,049	82,049	0

\*Those titles highlighted and in bold font include programs or support for education reform initiatives included in education reform legislation enacted during the 2013 and 2014 Legislative Sessions. The DE Request and Governor's recommendation included funding under Education Reform for Iowa Learning Online, support for ongoing Councils and Task Forces, Extended Learning Time Pilots, English-Language Learner Pilot Projects, Principal Academy and Administrative Mentoring Program, TeachIowa Job Board and Licensure System, and an Attendance Center Performance Indicator System but did not include \$10 million for High Needs Schools in FY 2015.

## Other Appropriations Bills Impacting Schools

[HF 2463 Health and Human Services Appropriations](#): This bill creates a new Healthiest Children Initiative. The bill requires the DHS to create a task force to develop an implementation plan supporting the goal of Iowa children becoming the healthiest children in the nation by January 1, 2020. The implementation plan, including findings, recommendations, performance benchmarks, data collection provisions and others, is due December 15, 2014. The task force is directed to work in the following focus areas:

- Physical health,
- Dental health
- Emotional well-being
- Behavioral health
- Mental health and wellness
- Food security and appropriate nutrition
- Safe and quality childcare
- Safe and stable housing, neighborhoods and home environments
- Promotion of healthy, active lifestyles by addressing adverse childhood events
- Reducing exposure to environmental toxins
- Decreasing exposure to violence
- Advancing tobacco-free and drug abuse-free living
- Increasing immunization rates
- Improving family well-being

The Governor vetoed this section in its entirety. His veto message stated:

“I am unable to approve the item designated as Division XIX, in its entirety. This duplicates the work of the Healthiest State Initiative by creating the Healthiest Children Initiative. My administration’s goal is to make Iowa the Healthiest State by 2016. The Healthiest State Initiative is privately led and publicly endorsed and encourages all Iowans to improve their overall health and well-being. Making Iowa the healthiest state in the nation is not only critical to the economic viability of our state, but also critical to the quality of life for all Iowans. Iowans have made great strides in improving their health and continue to work toward my goal of becoming the healthiest state in the nation by 2016. The Healthiest State Initiative has and will continue to assist Iowans, including children, in learning about and applying proven methods to live longer, happier, and healthier lives. There is no need to duplicate programs or grow bureaucracy when a private sector led initiative is working.”

[HF 2473 Standings Appropriations](#): This bill makes adjustments to appropriations that otherwise stand without legislative action, with a total standing appropriation amount of \$3.3 billion, of which \$2.9 billion is state supplemental school aid. The bill continues the appropriation of \$12,606,196 for Child Development Block Grants (no change from FY 2014 level). The bill continues the \$15 million reduction to the AEAs 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 2013-14. The [LSA’s NOBA](#) DETAIL states: “In addition to the \$15,000,000 State aid reduction for FY 2015, 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 2015.” The bill also appropriates \$8.6 million for nonpublic school transportation. The [LSA’s NOBA](#) NOTE states: “Funding for nonpublic school transportation is not impacted by this Bill. The language is simply repeated here as a function of amending legislation from the 2013 Legislative Session.” The bill makes no reductions to the various property tax credits, so allows full standing appropriations for the Ag Land Tax Credit (\$39.1 million), the Homestead Tax Credit (\$135 million), the Elderly and Disabled tax Credit (\$26 million), the Commercial and Industrial Tax Credit (\$70.5 million) and the Business Property Tax Credit (\$50 million).



[SF 2363 One-time Bonding/Savings](#): Appropriates \$79.8 million in FY 2014 supplemental appropriations, of which \$1.0 million is to reimburse school districts for radon-testing. *The UEN supported advancing the funding for school districts with good TLC application rubric scores and lobbied for funding to be included in this bill for those districts with scores above the average. See the position paper and rubric scores in the information section of this Digest for more information.* The Governor vetoed the entire bill, stating in his veto message:

“Senate File 2363 attempts to use one-time dollars to pay for special projects and pay down bonds. In total, it contains nearly \$140 million dollars in one-time spending. Currently, the State of Iowa has a healthy ending balance. However, the most recent state revenue projection, which occurred since the legislature adjourned, shows significant decline in projected revenues. This information was not available to the legislature during the time this legislation was approved. With this new information, it is very important we continue to be prudent with taxpayer dollars.

In 2013, the legislature and I made multi-year commitments with the \$4.4 billion property tax cut and education reform that included investing in our teachers and students. These were historic commitments to the people of Iowa and commitments we must keep to Iowa taxpayers, schools and local governments. Signing this spending bill could jeopardize our ability to fund those commitments in the future.”

## Policy Bills Impacting PK-12 Education

[HF 2109 Alternative Nicotine Products](#): This bill adds alternative nicotine products and vapor products to the list of tobacco products regulated by Iowa law. The bill defines the terms and prohibits sale or distribution to children and prohibits distribution of samples within 500 feet of a school. **Please note:** Although the bill does not require school districts to include such alternative products in their tobacco-free school environment policies, boards might consider such an addition to policy. *UEN registered as undecided on this bill.*

[HF 2170 Instructional Time](#): This bill allows nonpublic schools to have a waiver to start school prior to the first Monday in the week in which Sept. 1 occurs. The waiver opportunity was inadvertently omitted for nonpublic schools in the 2013 Education Reform bill, HF 215. HF 215 also inadvertently deleted the ability of public schools to have a day that was less than 6 hours under the 180-day calendar option. The bill reinstates the previous language allowing one day less than 6 hours under certain circumstances (emergency delay or early release due to weather or other emergency condition) or a day under 6 hours if five consecutive days including that day meet or exceed 30 hours (professional development or parent teacher conferences.) **Please note:** A Public Hearing is now required for both the annual approval of the proposed calendar and any change from 180 days of instruction to 1,080 hours of instruction. Minutes from the board meeting during which the public hearing occurs should reflect holding the public hearing and the calendar or instructional days/hours consideration. Reporting to the DE takes place during the Spring BEDS data submission. *UEN registered in favor of this bill.*



[HF 2172 PERB E-filing:](#) This bill provides for the use of an electronic filing and notice system by the public employment relations board. The bill requires PERB to establish an electronic filing system by rule, allowing the board to notwithstanding (disregard) provisions requiring filing via mail. *UEN registered in favor of this bill.*

[HF 2271 Shared Operational Functions:](#) This bill replaces last year's effort at establishing supplementary weighting for shared operational functions of school districts and area education agencies with new supplementary weightings, effective March 26, 2014 upon the Governor's signature. The bill rewrites the requirements for weightings due to shared operational functions. **Eligible Positions:** the new law would allow the sharing of a curriculum director or school counselor and also the management functions of superintendent, business, human resources, transportation or operations and maintenance, for at least 20% of the school year (the bill eliminates the potential of receiving weighting for sharing a librarian, school nurse or school administration manager). **Calculation of the weighting:** the weighting is calculated as an equivalent number of students; 8 pupils for shared superintendent, 3 pupils for curriculum or school counselor, and all other eligible positions at 5 pupils. The bill limits the maximum total shared weighting for all positions to no more than 21 students, or a maximum of \$133,686 (FY 2015 Cost per Pupil of \$6,366 X 21 = \$133,686). **Other details:** the shared position doesn't have to provide the same duties to both school districts sharing. The weighting applies to both preexisting and new agreements and is available for the budget year beginning July 1, 2014 through the budget year July 1, 2019. The bill requires the DE to pass rules to set criteria for determining qualification to share through consideration of increased student opportunities (as it removes last year's requirement to quantify long term savings). **AEAs too:** the bill also sets the range of sharing revenues for AEAs to a minimum of \$30,000 and a maximum of \$200,000. *UEN registered in favor of this bill, knowing that the alternative was to have no sharing incentives at all, but expressed our concern that the limitations on districts who had received greater funding in prior years were disappointing.*

[HF 2388 Foster Care Transition:](#) This bill encourages Iowa AEA's to employ a child welfare liaison to support continuity of learning for students in foster care or adjudicated under the juvenile justice law and requires school districts to work with the AEA liaison if there is one (though it does not mandate the AEA's have a liaison). It also requires districts to develop a program of continuity of education to ease the transition for the student. Through this bill, the school district is required to develop procedures for awarding credit for coursework completed in another school district and provide intensive services and supports for students affected by foster care transition who are not proficient in elementary school. It also requires districts to establish practices that encourage access to extracurricular programs, summer programs and credit transfer services for these students. The districts are also required to establish procedures to lessen the impact of the enrollment transfer on the students, enter into a memorandum of understanding with the DHS regarding exchange of information appropriate to facilitate the enrollment of the student, and, to provide other assistance as identified by the AEA child welfare liaison, if there is one. *UEN registered as undecided on this bill.*

[HF 2389 Code of Conduct:](#) This bill requires the BOEE to include in the educators' code of conduct a prohibition of sexual or romantic relationship between a licensed staff member and a student they taught, supervised, or coached for at least 90 days after the student graduates or leaves the school. The bill echoes rules that the BOEE put into place that would have moved forward anyway unless the legislature passed a resolution nullifying the proposed rules, although the original draft of BOEE



proposed rules requested a 180-day waiting period (rules revision shortened the window to 90 days.) *UEN registered in support of this bill.*

**HF 2474 Coach/Student Relationship Criminal Conduct:** This bill expands the criminal offense for sexual exploitation to include persons issued a school coaching authorization in response to Nicoletto Supreme Court Decision. In Nicoletto, the Supreme Court overturned a guilty verdict of an Iowa coach who had a relationship with a 16-year-old student, for which he was sentenced to 5 years. Upon appeal, the court stated that Iowa Code 709.15(1)(f) didn't apply to him because he wasn't a "professional practitioner" as defined in Iowa Code 272.1. This bill specifically includes coaches in the criminal code section. *UEN registered in favor of this bill.* Access the Nicoletto decision found here:

[http://www.iowacourts.gov/About\\_the\\_Courts/Supreme\\_Court/Supreme\\_Court\\_Opinions/Recent\\_Opinions/20140411/12-1862.pdf](http://www.iowacourts.gov/About_the_Courts/Supreme_Court/Supreme_Court_Opinions/Recent_Opinions/20140411/12-1862.pdf)

**SF 220 Early Retirement from Management Fund:** This bill relates to retirement incentive programs offered by school districts, was effective 4-3-14 and retroactive to early retirement incentive programs in place on or after July 1, 2013. This bill addresses early retirement and the Management Fund, which currently pays for the costs of retirement incentives for employees participating in the program who are at least 55 years old but not more than 65. Without the legislative approval to use the Management Fund, the benefits for any teachers or administrators participating in an early retirement program must be paid out of the school general fund. This bill allows the Management Fund to cover the costs of retirees over age 65 that elect to participate in the program and is retroactive to early retirement programs in existence on or after July 1, 2013. **Please Note:** A court ruling prohibited school districts from setting an upper age limit on participants. Find the ruling, Jankovitz v. Des Moines. Independent School District, No. 04-3401 (8th Cir. 2005.), [here](#). This bill implements state funding policy consistent with the Jankovitz court ruling. *UEN registered in favor of this bill.*

**SF 366 Radon Reporting:** This bill requires the DE to send information to public and nonpublic schools about dangers of radon, and requires districts and nonpublic schools to report to the DE by year end if the district has a plan to test and mitigate radon in place or if they don't have such a plan, whether they intend to implement one. The DE is required to report to the General Assembly by January 1, 2015, on status of schools actions reported. A fiscal note was written on the bill which details the costs of testing and mitigation, if districts were to undertake mitigation. *UEN registered undecided on this bill.*

**SF 2056 Whole Grade Sharing and Reorganization Incentives:** This bill extends whole grade sharing/reorganization incentives to 2019, for up to three years for the whole grade sharing period and then another three years following reorganization. The fiscal impact is estimated at \$1.6 million for FY 2015. The bill also strikes Iowa Code section 257.11, subsection 5, Code 2014, which effectively duplicates another code section 257.11(2) (d), which provided regional academy supplementary weighting. *UEN registered as undecided on this bill.*

**SF 2228 School Special Drivers' License and Sharing:** This bill allows a person with a special minor's license to drive to a school for the purpose of participating in extracurricular activities conducted under a sharing agreement with the student's school of enrollment. *UEN registered as undecided on this bill.*

**SF 2230 DE Code Corrections:** This bill specifies data reporting requirements for the DE related to core academic indicators and changes references to modified allowable growth to "modified supplemental



amount.” It also replaces a reference to a now nonexistent organization (north central association of colleges and schools) with a reference to a higher learning commission, allows for a reorganization petition to include a vote on a revenue purpose statement for sales tax revenue to be voted on at the reorganization election, reinstates the state board of education’s authority to adopt rules to administer teacher mentoring and induction, and changes publication requirements from two publications to just one for disposal of property that has a resale value of less than \$5,000. The bill also requires proceeds from sales of funds be deposited into the fund from which the property was originally purchased and provides for sale or disposition of real property to be deposited into the PPEL if the original fund of purchase is unknown and proceeds from sale of any property other than real property into the general fund. This bill further requires that proceeds from sale of student constructed-structures reimburse the program, unless the board discontinues the program, at which time funds would go to the general fund. *UEN registered in favor of this bill.*

**SF 2310 Underage Alcohol Possession/Consumption:** This bill prohibits a property owner or lessee from knowingly allowing a person under the age of 18 to possess or consume an alcoholic beverage on their property. Persons under the age of 18 may consume alcohol in a private home with a parent present and with the parent’s consent or if administered by a physician or dentist. Violations are misdemeanors subject to fines, and driving privileges of minors may be suspended for the third offense. A fiscal note estimates there are approximately 5,000 underage alcohol convictions per year and about 3.0% of the convictions involve supplying alcohol to an underage person under current law; the fiscal note estimates an unknown increase in the number of convictions due to this law. *UEN did not lobby this bill.* See the fiscal note here. [https://www.legis.iowa.gov/DOCS/FiscalNotes/85\\_5618SVv1\\_FN.pdf](https://www.legis.iowa.gov/DOCS/FiscalNotes/85_5618SVv1_FN.pdf)

**SF 2319 Dyslexia and Early Literacy:** This bill relates to improving student literacy skills, including addressing dyslexia, and providing teacher assistance to better understand and address these concerns. The bill requires the Reading Research Center to work with the DE and AEAs to provide no cost professional development to early elementary teachers so they can improve skills of all students in reading, conditional on an appropriation in the budget. Since there is not a direct appropriation specifically dedicated to this provision, await DE guidance on which appropriations were meant to fund PD for early elementary teachers at no cost. The bill requires districts to provide assistance to students including but not limited to strategies that formally address dyslexia, when appropriate. The bill defines dyslexia as a specific and significant impairment in the development of reading, including but not limited to phonemic awareness, phonics, fluency, vocabulary, and comprehension not solely accounted for by intellectual disability, sensory disability or impairment, or lack of appropriate instruction. A [fiscal note](#) details the costs of the bill including development and delivery of training. The fiscal note assumes 5,802 teachers in each of two grades levels will receive professional development lasting five days in each of the next two years, with a total cost to the state of \$2.8 million. The fiscal note also estimates that school districts will pay for the cost of substitute teachers to replace the teachers participating in the 5 days of training, estimated to cost school district \$3.2 million statewide for FY 2015 and FY 2016. *UEN registered as undecided on this bill.*

**SF 2337 Child and Dependent Care Credit:** This bill changes the existing Iowa Child and Dependent Care Tax Credit by modifying the requirement that the Iowa credit be calculated as a function of the federal tax credit. Under the federal calculation, the tax credit can be limited by a lack of federal tax liability for the taxpayer. This change will allow the taxpayer to benefit from the full Iowa tax credit even in



instances where they were not allowed the full calculated federal credit due to insufficient federal tax liability. Effective January 1, 2015. This change to the Child and Dependent Care Tax Credit is projected to reduce annual net General Fund revenue by \$2.6 million beginning in FY 2016. *UEN did not lobby this bill.*

[SF 2339 Tax Credits for Abandoned School Buildings](#): This bill allows the buyer of an abandoned school, city or county building to apply for redevelopment tax credits and requires the Iowa Economic Development Authority to determine criteria and an annual application process. The tax credit certificate redevelopment program is repealed June 30, 2021. *UEN did not lobby this bill.*

## Near Misses and Pending Issues:

### Bills Receiving Some Action But Not to the Governor

**Per Pupil Funding for FY 2015-16.** 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. 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 2079: Sets 6% increase to the state cost per pupil** (formerly known as allowable growth) for FY 2016, 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 2077: Sets 6% growth for categorical supplements** (PD, TSS and early intervention/class size) for FY 2016, same status as above. *UEN registered in support of these bills.*
- **SF 2078: Property Tax Replacement Payments:** The bill makes permanent the state’s replacement of the property tax impact of allowable growth/state supplemental assistance, passed unanimously in the Senate (49-0). The bill received no attention in the House Education Committee. *UEN registered as undecided on this bill.*
- **HF 2194: Procedure Change for Setting Cost Per Pupil:** This bill, as originally approved in the House, would set the state cost per pupil for two years at a time, in the odd numbered year (for example, in



2015 Session, the cost per pupil would be set for the years beginning July 1, 2015 and July 1, 2016). The Senate Education Committee recommended an overhaul amendment [S-5059](#) to replace the language in this bill by instead setting a 6% increase in the state cost per pupil for the 2015-16 school year. This bill remained on the Senate Calendar with amendment recommended. A fiscal note was filed on HF 2194 as amended with 6% increase in the state cost per pupil, showing a total cost to the state estimated to be \$175.4 million in FY 2016. See the fiscal note [here](#). *UEN registered as opposed to this bill.*

Other significant bills that received consideration but did not ultimately pass:

- **Anti-Bullying and Anti-Harassment [SF 2318](#):** Between the Governor’s bill and the Senate and House versions, there were many differences including whether a new division of the DE should be created to oversee a grant program to improve culture and climate or the range of investment in training from \$25,000 to \$1,000,000. The [fiscal note](#) written to the House amendment [S-5187](#) of the SF 2318 describes the last iteration of the discussion. The major areas of policy addressed in various versions of the bill reflecting some commonality but by no means, consensus, include:

- Definition of anti-bullying and anti-harassment that included an element of social media or electronic bullying
- Training support for school employees
- Reporting requirements to notify parents of victims and of students alleged to have engaged in bullying or harassing behavior unless the safety of the student was at risk
- Including completion of anti-bullying/anti-harassment training for teacher and administrator license renewal
- Authority for schools to investigate allegations of bullying occurring off school grounds if that bullying creates an objectively hostile school environment
- Allowing a pupil open enrolling into a district following a founded incident of harassment or bullying confirmed by the district residence

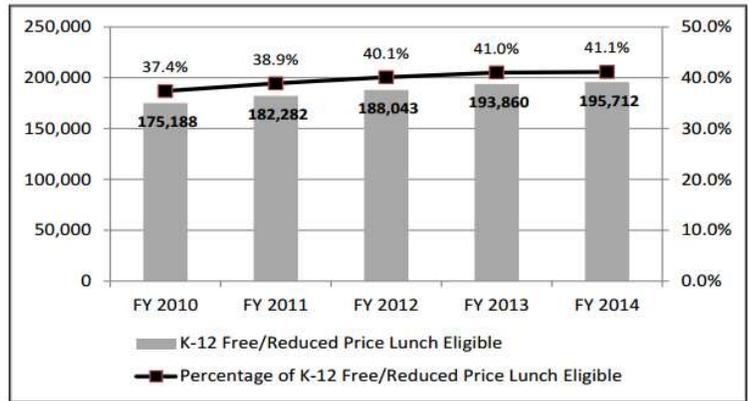
*UEN registered in support of these bills.* To see a Side-by-Side Comparison of Anti-Bullying Proposals authored by the Republican House Caucus Staff, click [here](#) for the report.

- **At-Risk Student Weighting [SF 2226](#):** This bill establishes a low-income program supplement for school districts to provide programs serving low-income pupils. The bill set an additional weighting of 0.04 multiplied by the number of low-income students paid entirely by state aid without a property tax component. The 0.4 weighting multiplied by the FY 2015 cost per pupil of \$6,366 is \$2,546 additional dollars to support the needs of each free and reduced lunch eligible student in the district. The bill required the funds to be used to develop or maintain programs for low-income pupils, including but not limited to before and after school education programs, summer education programs, individual instructional assistance programs, tutoring and mentoring programs, programs to reduce or waive student fees required as part of the school district’s education program, or other programs or assistance approved by the DE. The bill was approved in the Senate but experienced no action in the House Education Committee. The [Fiscal Note](#) estimated a cost to the state of \$49.8 million beginning in FY 2016. *UEN registered in favor of this bill.*

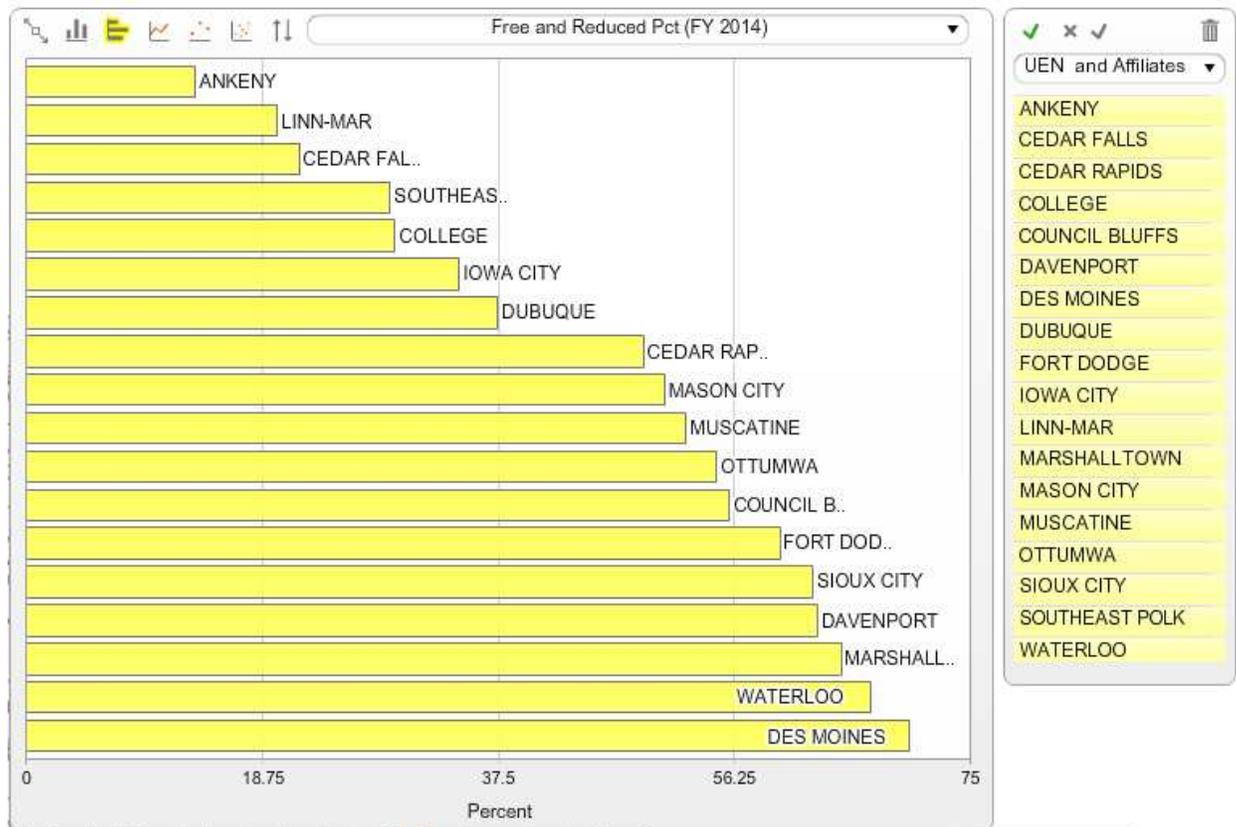


Funding programs to meet the needs of students at-risk of not succeeding in school is a priority issue for many school leaders. Two of the Education Coalition Funding Facts of the Week, included in links in the additional information section of this Digest, specifically addressed Iowa's relatively low investment in the education of students from families with low income compared to the growth in this population in the state and compared to the rest of the nation.

This table from the Fiscal Note illustrates the growth of students eligible for Free and Reduced Lunch, both in percentage and numerical terms:



UEN districts experience a greater incidence of poverty than the state average. The following chart shows the percentage eligible for free and reduced lunch in UEN member districts, with an average of the group at 46.36% in FY 2014 as reported in the Fall Certified Enrollment to the DE:





- **Preschool flexibility [HF 2390](#) and Preschool Expansion [SF 2268](#):** Both bills included flexibility language for 10% administrative cost and an expanded definition of expenses to include rent, outreach, and transportation in earlier versions of standings appropriations bill. The House reinstated a 95% pass through to community providers which did not allow public school preschools to access 10% administration funds. This action would set up an inequitable funding system for public preschools. The Senate Preschool Expansion bill created financial incentives to expand preschool access for four-year-olds in addition to the flexibility language. Preschool opportunities for three and four-year old students remains a priority for many school leaders and advocacy groups. *UEN registered in favor of both of these bills.*
  
- **Other bills not enacted:**
  - **[HF 2472](#) Broadband Access:** The bill creating tax incentives to expand internet access for rural Iowa proved the example of the rare instance where a bill dies for lack of votes during debate on the floor of the House. Issues of ICN access and property and income tax incentives were unresolved. *UEN registered as undecided on this bill.*
  
  - **[SF 2129](#) Student Philanthropy Account:** The bill authorizes the establishment of a philanthropy account within an agency fund established by a school corporation. The bill was approved in the Senate but did not move out of the House Education Committee. *UEN registered as undecided on this bill.*
  
  - **[SF 2286](#) Fine Arts Standards:** The bill created a Fine Arts standards task force required to recommend inclusion of fine arts standards in academic standards, specified membership of the task force, and required a report due January 15, 2015. The bill was approved in the Senate but did not move out of the House Education Committee. *UEN registered as undecided on this bill.*
  
  - **[HF 2180](#) Transitional Coaching:** The bill created a process regulated by the BOEE for a transitional coaching license for one year for an individual at least 18 years of age who has not completed coursework required for a coaching authorization but has an offer from a school or consortium of schools to coach. The bill was approved in the House but did not move out of the Senate Education Committee. *UEN registered as undecided on this bill.*



## Education Coalition Funding Fact of the Week

The following publication is the final 2014 Session issue of the Our Children, Our Future Education Coalition, dated April 24, 2014. The coalition is a joint effort of the Iowa Association of School Boards, School Administrators of Iowa, Iowa Areas Education Agencies, Iowa State Education Association, and Urban Education Network. This final edition includes links to every weekly call for adequate and timely funding for Iowa schools that was shared with school advocates, Iowa legislators and the Governor's office during the 2014 Legislative Session.

The in depth analysis in each issue provides relevant Iowa Code references, fiscal analysis, explanations of funding related to student needs, and Iowa's relative position in the nation, both economically and in terms of an investment in education. School leaders and advocates are encouraged to access the earlier publications from the links provided and inform the public, stakeholders, staff and legislative candidates about the rationale for adequate and timely funding to support the education of Iowa students. District specific details can be added and information shared with media. The Legislature and Governor should determine the 2015-16 cost per pupil very early in the 2015 Session. Advocacy work done prior to the Session will help make a strong case for quick action at a sufficient level.



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The April 24, 2014 edition follows and can be accessed electronically here and includes links to all prior editions:

<http://us5.campaign-archive1.com/?u=e0acb6236d9a5dbd136a38ef4&id=948ddcee87&e=2570288da8>

Apr. 24, 2014



Our Children,  
Our Future

## Education Funding Fact of the Week:

### Legislature Should (Have) Set the 2015-16 Cost per Pupil Before 2014 Adjournment

The legislature and the Governor should establish the cost per pupil according to the law, within 30 days of the release of the Governor's budget in the year prior to the budget year, to give school districts adequate time to thought fully plan and focus on school improvement. Here's what Iowa law says about the deadline: ***Iowa Code 257.8 (1) State percent of growth — supplemental state aid.***

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.

During the 2014 legislative session, the Iowa Education Coalition has shared the following details through the weekly funding fact. Each alone is important, but when combined, these facts accumulate a substantial case for this legislature and the Governor to set the cost per pupil before adjourning the 2014 Legislative Session:



- [Jan. 6: Iowa Expenditures per Pupil Lag the Nation](#) - showing Iowa's meager 37<sup>th</sup> in the nation ranking, with Iowa total expenditures per student at \$1,514 below the national average.
- [Jan. 13: Student Need Increasing While Funding Lags: The Poverty Example](#) – while the percentage of students in poverty now exceeds 40% based on free and reduced lunch participation and has doubled in the last ten years, Iowa's funding for low-income students, at less than 9% of the state cost per student, is well below the national average of 29% additional funding.
- [Jan. 20: Special Education Deficits](#) – growth in the shortfall of special education resources to cover services for special education is staggering, closing in on \$70 million. An LSA Issue Review states: "An allowable growth rate of 0.0% in FY 2012 impacted FY 2012 balances negatively." This means low supplemental state aid (formerly allowable growth) impacts [property taxes](#) negatively as well since special education deficits are paid by property taxes.
- [Jan. 27: Growth in English-Language Learner Students Not Supported by Iowa Funding Levels](#): highlights the findings of the Iowa ELL Task Force, which show Iowa's meager weighting of 0.22 falls well short of the national average of a 39% weighting for programs for ELL students.
- [Feb. 3: Iowa's Per Pupil Expenditures](#) - compared NCES and NEA data on per pupil expenditures, with both showing a significant downward trend compared to the rest of the nation.
- [Feb. 10: Timing/Affordability of Adequate Education Funding and NAEP Rankings](#)– compared Iowa's relatively low cost of living (ranking 15-16 in the nation) and a strong upward trend in per capita personal income, above USA average since 2011, as indicators that Iowans can afford to invest in education. This issue also showed Iowa's NAEP rankings for reading and mathematics, with other state's students making gains as Iowa's relative funding level has slipped.
- [Feb. 17: Across-the-Board History and Rationale for Timely School Funding Decision](#) – provided a history of ATB cuts, the rationale for prioritizing school funding. The Cedar Rapids Gazette editorial **Lawmakers should follow laws**, Feb. 6, 2014, says it best. "The not quite 20-year-old state law directs the Legislature to set state per-pupil funding two years in advance, and within 30 days of receiving a Governor's budget. The goals are pretty simple. Make school funding a top priority, give school districts ample time to plan ahead and make it less likely that critical school bucks will get tangled up in all the budgetary horse-trading that happens late in a session."
- [Feb. 24: Education as a Percent of the State Budget: A Measure of Priority](#) - referenced *The National Association of State Budget Officers (NASBO) annual [State Expenditure Report](#)*.



Report. They report Iowa 2012 State Spending by Function, as a Percent of Total State Expenditures, was 16.8% of total state spending, well below the national average of 20.0%.

- [Mar. 3: It's All About the Timing](#) – reported the bargaining and budget deadlines that schools must follow, even if the legislature doesn't follow the law to set the cost per pupil within 30 days of the Governor's budget. The result is lots of scenario [planning](#) and unnecessary reductions that harm staff morale and student program opportunities.
- [Mar. 10: Ending Balances and Revenues](#) – shared the extent of state cash reserve and economic [emergency](#) funds, currently full to statutory maximum, and ending balance surpluses sufficient to pay for a reasonable 6 percent increase in the cost per pupil. Also provided several other indicators of economic growth and stability to show Iowa's good economic horizon.
- [Mar. 25: School Budget Cuts Show Stress of Low State Funding, REC Estimate, and Impact of HF 2194 on ATB Cuts](#) – The Revenue Estimating Conference met Thursday, March 20, 2014 and discussed the condition of the state revenue picture, anticipating a solid 4.5% growth in FY 2015. Despite the state's recovery, there are many school districts with significant budget cuts being reported in the news. This issue also discussed the hypothetical impact of a two-year budget plan laid out in HF 2194 and seriously doubted fewer ATB cuts, unless the legislature were to set very low or no increases in school funding.
- [Mar. 31: Overdue Notice](#) – sent a notice to the legislature that they were 46 days past due on the state cost per pupil decision, which Iowa law requires to be enacted within 30 days of the release of the Governor's budget (see *Iowa Code* 257.8).
- [Apr. 8: Iowa's Per Pupil Expenditure Gap Widens](#) – more recent data shows that Iowa's spending gap is now \$1,657 below the national average, still ranked 37<sup>th</sup> for the 2012-13 school year.
- [Apr. 15: Increase in Iowa Per Pupil Funding Since 2008: Is it Really More Than 10%?](#) – takes a close look at the Center on Budget and Policy Priorities, Sept. 2013, which reported that most states' funding for schools is less than before the 2008 recession. The Center showed Iowa experienced an increase greater than 10% in school formula funding. The study specifically did not consider categorical funds, and they cite that assumption in the study. This analysis excluded the accounting change of teacher salary, professional development and early intervention class size supplements as they rolled into the formula in 2010, which accounts for \$648 per pupil. Adjustment for this item alone would show Iowa's per pupil funding formula adjusted for inflation at a reduction of \$96 per student since 2008, not the \$552 increase cited in the report. **Note:** the Center's research and report is solid and we agree with their conclusions. Our point was and still is, that policy makers should consider all expenditures per pupil when drawing conclusions about adequate support for education.



- [April 21: Late Decision on Cost Per Pupil Impacts Dropout Prevention](#) – shows once again the timing impact of delayed action on the cost per pupil, which impacts budgets for dropout prevention programs which must be requested the December prior to the budget year. With over \$104 million dedicated to dropout prevention in 304 districts in 2014-15, delayed action, even if set next February at 4% increase in the cost per pupil, means a loss of \$4.2 million for support of this critical population.

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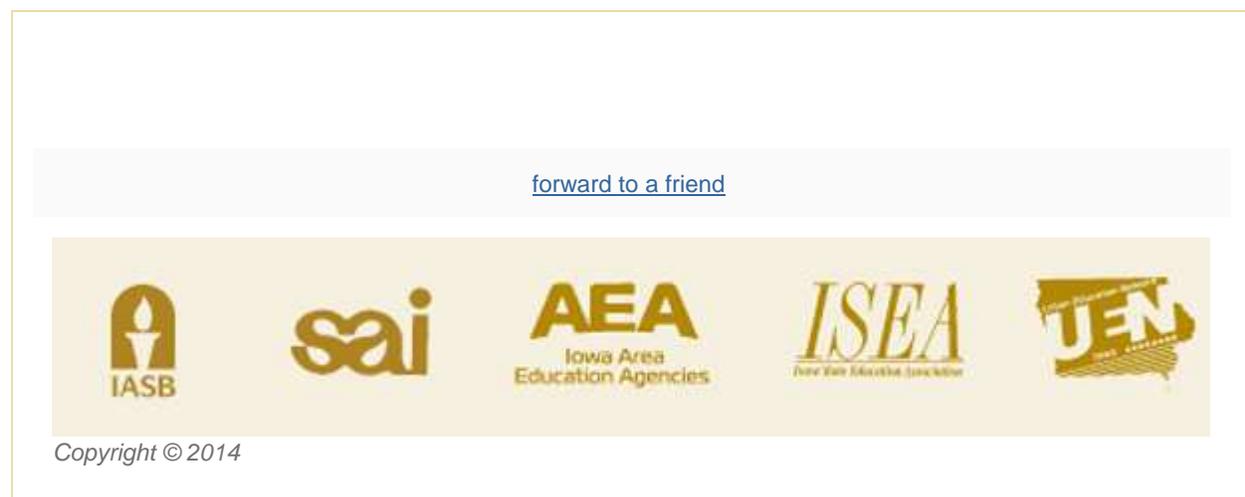
**The legislature and the Governor should set the 2015-16 cost per pupil before adjourning the 2014 Legislative Session to confirm that education is the priority, to allow school districts time to plan and meet imposed bargaining and budgeting deadlines and to reverse the downward trend in Iowa's commitment to funding students.**

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**Sources:** See each [Education Funding Fact of the Week](#) for citations pertinent to each subject area.

*Brought to you by the joint efforts of Iowa Association of School Boards, School Administrators of Iowa, Iowa Area Education Agencies, Iowa State Education Association, and the Urban Education Network of Iowa in support of adequate and timely school funding.*

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The April 24, 2014 edition includes links to all prior editions: All editions are also posted on the UEN web site <http://www.uen-ia.org/funding.htm>



## Additional Information: Glossary of Terms, Acronyms and Abbreviations

AEA	Area Education Agency	These are intermediate educational service agencies that provide support to local school districts in educational services like professional development, special education, and media.
ATB	Across the Board	This is generally used when referring to cuts and the only option required for the Governor to reduce budgets when the legislature isn't in session. If there is a 10% ATB cut, then the budgets of all programs, unless specifically exempted, will be cut by 10%.
DE	Department of Education	This is the state agency that regulates education in Iowa. The Governor appoints and the Senate confirms the Director. Brad Buck was confirmed as the new DE director March 17, 2014
DOM	Department of Management	This is the state agency that regulates school budgets and property taxes
DOR	Department of Revenue	This is the state agency that regulates and collects taxes
DPH	Department of Public Health	This is the state agency that regulates public health issues and programs
FTE	Full Time Equivalent	This is used when referring to employee positions in a business/organization.
FY	Fiscal Year	July 1 through June 30 is the budget year for Iowa schools.
HF	House File	A bill generated in the House of Representatives.
IASB	Iowa Association of School Boards	This is an organization representing school boards in Iowa.
ILO	Iowa Learning Online	This is the organization in Iowa charged with providing on-line learning to Iowa K-12 students.
ISEA	Iowa State Education Association	This is an organization representing teachers in Iowa.
NCLB	No Child Left Behind	This is the most recent reauthorization of the federal Elementary and Secondary Education Act which provides schools funding for programs like Title I.
PD	Professional Development	Adult learning for school staff.
PK	Pre-Kindergarten	Refers to students who have not yet begun kindergarten.
RPSC	Regular Program State Cost	Cost per pupil set by the legislature annually pursuant to allowable growth percentage increase
SAI	School Administrators of Iowa	This is an organization representing school administrators in Iowa.
SBRC	School Budget Review Committee	This group hears appeals from Iowa School Districts regarding requests for additional unspent budget authority.
SF	Senate File	A bill generated in the Senate
TLC	Teacher Leadership and Compensation	Term used to describe the education reform frameworks for teacher career advancement from HF 215 enacted in 2013 Session.
UEN	Urban Education Network	An organization serving Iowa's largest school districts with two high schools or urban tendencies

## Successful Progression for Early Readers

In HF 604, Education Appropriations for 2013-14 school year, \$8.0 million was appropriated to DE for FY 2014 to provide intensive instructional services, curricula, initiatives, programs and supports in accordance with section 279.68 subsection 2. During the 2014 Session, SF 2346 Education Appropriations continued the \$8.0 million appropriation for early literacy and directed the DE to distribute the funds to school districts. The following Code Section, originally enacted in SF 2284, Education Reform, in the 2012 Legislative Session, spells out the requirements for schools, including eventual third grade retention of students not proficient in reading under some circumstances.

[Iowa Code 279.68](#) subsection 2

2. *Successful progression for early readers.* If funds are appropriated by the General Assembly for purposes of implementing this subsection, a school district shall do all of the following:

a. Provide students who are identified as having a substantial deficiency in reading under subsection 1, paragraph "a", with intensive instructional services and supports, free of charge, to remediate the identified areas of reading deficiency, including a minimum of ninety minutes daily of scientific, research-based reading instruction and other strategies prescribed by the school district which may include but are not limited to the following:

- (1) Small group instruction.
- (2) Reduced teacher-student ratios.
- (3) More frequent progress monitoring.
- (4) Tutoring or mentoring.
- (5) Extended school day, week, or year.
- (6) Summer reading programs.

b. At regular intervals, apprise the parent or guardian of academic and other progress being made by the student and give the parent or guardian other useful information.

c. In addition to required reading enhancement and acceleration strategies, provide parents of students who are identified as having a substantial deficiency in reading under subsection 1, paragraph "a", with a plan outlined in a parental contract, including participation in regular parent-guided home reading.

d. Establish a reading enhancement and acceleration development initiative designed to offer intensive accelerated reading instruction to each kindergarten through grade three student who is assessed as exhibiting a substantial deficiency in reading. The initiative shall comply with all of the following criteria:

- (1) Be provided to all kindergarten through grade three students who exhibit a substantial deficiency in reading under this section. The assessment initiative shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(2) Be provided during regular school hours in addition to the regular reading instruction.

(3) Provide a reading curriculum that meets guidelines adopted pursuant to section 256.7, subsection 31, and at a minimum has the following specifications:

- (a) Assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level.
- (b) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- (c) Includes a scientifically based and reliable assessment.
- (d) Provides initial and ongoing analysis of each student's reading progress.
- (e) Is implemented during regular school hours.
- (f) Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

e. Offer each summer, beginning in the summer of 2017, unless the school district receives a waiver from this requirement from the department of education for the summer of 2017, an intensive summer literacy program for students assessed as exhibiting a substantial deficiency in reading. The program shall meet the criteria and follow the guidelines established pursuant to [section 256.9](#), subsection 53, paragraph "c", subparagraph (1), subparagraph division (g). (Recommendations of the Iowa Reading Research Center program criteria and guidelines for implementation established through State BOE Rules)

f. Report to the department of education the specific intensive reading interventions and supports implemented by the school district pursuant to this section. The department shall annually prescribe the components of required or requested reports.

## Fact Trail on Minimum Teacher Salaries and Teacher Leadership and Compensation System Implementation

### **Iowa Code 284.7 Iowa teacher career path defines minimum teacher pay:**

To promote continuous improvement in Iowa's quality teaching workforce and to give Iowa teachers the opportunity for career recognition that reflects the various roles teachers play as educational leaders, an Iowa teacher career path is established for teachers employed by school districts. A school district shall use funding calculated and paid pursuant to section 257.10, subsection 9, to raise teacher salaries to meet the requirements of this section. The Iowa teacher career path and salary minimums are as follows:

1. The following career path levels are established and shall be implemented in accordance with this chapter:

a. Beginning teacher.

(1) A beginning teacher is a teacher who meets the following requirements:

- (a) Has successfully completed an approved practitioner preparation program as defined in section 272.1 or holds an intern teacher license issued by the board of educational examiners under chapter 272.
- (b) Holds an initial or intern teacher license issued by the board of educational examiners.
- (c) Participates in the beginning teacher mentoring and induction program as provided in this chapter.

(2) Beginning July 1, 2008, the minimum salary for a beginning teacher shall be **\$28,000**.

b. Career teacher.

(1) A career teacher is a teacher who holds a statement of professional recognition issued by the board of educational examiners under chapter 272 or who meets the following requirements:

- (a) Has successfully completed the beginning teacher mentoring and induction program and has successfully completed a comprehensive evaluation as provided in this chapter.
- (b) Is reviewed by the school district as demonstrating the competencies of a career teacher.
- (c) Holds a valid license issued by the board of educational examiners.
- (d) Participates in teacher professional development as set forth in this chapter and demonstrates continuous improvement in teaching.

(2) Beginning July 1, 2008, the minimum salary for a first-year career teacher shall be **\$30,000**.

### **From HF 215 Education Reform, new minimum set for district receiving TLC grant funding:**

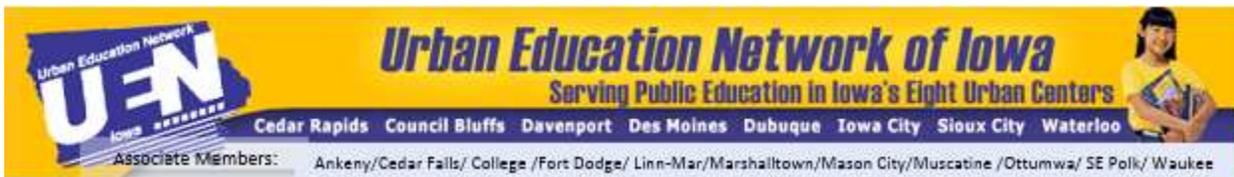
HF 215 Sec. 55 Section 257.10, Code 2013, is amended by adding the following new subsection:

**NEW SUBSECTION.** 12. *Teacher leadership supplement cost per pupil and district cost.*

a. The teacher leadership supplement district cost per pupil amount for the budget year beginning July 1, 2014, shall be calculated by the department of management by dividing the allocation amount for the budget year beginning July 1, 2014, in section 284.13, subsection 1, paragraph "Oe", subparagraph (5), by one-third of the statewide total budget enrollment for the fiscal year beginning July 1, 2014. For the budget year beginning July 1, 2015, and succeeding budget years, the teacher leadership supplement district cost per pupil for each school district for a budget year is the teacher leadership supplement program district cost per pupil for the base year plus the teacher leadership supplement supplemental state aid amount for the budget year.

b. For the budget year beginning July 1, 2015, and succeeding budget years, if the department of management determines that the unadjusted teacher leadership supplement district cost of a school district for a budget year is less than one hundred percent of the unadjusted teacher leadership supplement district cost for the base year for the school district, the school district shall receive a budget adjustment for that budget year equal to the difference.

c. (1) The unadjusted teacher leadership supplement district cost is the teacher leadership supplement



district cost per pupil for each school district for a budget year multiplied by the budget enrollment for that school district.

(2) The total teacher leadership supplement district cost is the sum of the unadjusted teacher leadership supplement district cost plus the budget adjustment for that budget year.

d. For the budget year beginning July 1, 2014, and succeeding budget years, the use of the funds calculated under this subsection shall comply with the requirements of chapter 284 and shall be distributed to teachers pursuant to section 284.15. The funds shall be used only to increase the payment for a teacher assigned to a leadership role pursuant to a framework or comparable system approved pursuant to section 284.15; to increase the percentages of teachers assigned to leadership roles; to increase the minimum teacher starting salary to \$33,500; to cover the costs for the time mentor and lead teachers are not providing instruction to students in a classroom; for coverage of a classroom when an initial or career teacher is observing or co-teaching with a teacher assigned to a leadership role; for professional development time to learn best practices associated with the career pathways leadership process; and for other costs associated with a framework or comparable system approved by the department of education under section 284.15 with the goals of improving instruction and elevating the quality of teaching and student learning.

HF 215 Education Reform strikes existing teacher minimum salaries from Iowa Code in 2016. From HF 215 Sec. 64. Section 284.7, Code 2013, is amended by adding the following new subsection:

NEW SUBSECTION. 6. This section is repealed July 1, 2016.

From HF 215 Sec. 60. Section 284.3A, subsection 2, paragraph a, Code 2013, is amended to read as follows: . . . If a school district or area education agency uses a salary schedule, a combined salary schedule shall be used for regular wages and for distribution of payments under sections 257.10 and 257.37A, incorporating the salary minimums required in section 284.7, or required under a framework or comparable system approved pursuant to section 284.15.

These two sections combined may effectively eliminate the \$28K and 30K minimum and replace with \$33.5K as the new minimum effective July 1, 2016, depending on the DE's interpretation of "approved pursuant to section 284.15"



FY 2015 Regular Program New Authority Report UEN Member Districts and State Data

Based on 4 percent State Percent of Growth

District	FY 2014					FY 2015					Change in	
	Budget Enrollment	District Cost Per Pupil	Regular Program District Cost	Budget Guarantee	Regular Program District Cost w/Adjustment	Budget Enrollment	District Cost Per Pupil	Regular Program District Cost	Budget Guarantee	Regular Program District Cost w/Adjustment	Total Regular Program District Cost	Percent Change in RPDC
DES MOINES	32,062.1	\$ 6,189	\$ 198,432,337	\$ -	\$ 198,432,337	32,413.2	\$ 6,434	\$ 208,546,529	\$ -	\$ 208,546,529	\$ 10,114,192	5.1%
CEDAR RAPIDS	16,651.1	\$ 6,121	\$ 101,921,383	\$ -	\$ 101,921,383	16,864.7	\$ 6,366	\$ 107,360,680	\$ -	\$ 107,360,680	\$ 5,439,297	5.3%
DAVENPORT	15,940.2	\$ 6,121	\$ 97,569,964	\$ 201,400	\$ 97,771,364	15,981.1	\$ 6,366	\$ 101,735,683	\$ -	\$ 101,735,683	\$ 3,964,319	4.1%
SIoux CITY	13,929.9	\$ 6,121	\$ 85,264,918	\$ -	\$ 85,264,918	14,132.2	\$ 6,366	\$ 89,965,585	\$ -	\$ 89,965,585	\$ 4,700,667	5.5%
IOWA CITY	12,774.4	\$ 6,138	\$ 78,409,267	\$ -	\$ 78,409,267	13,159.9	\$ 6,383	\$ 83,999,642	\$ -	\$ 83,999,642	\$ 5,590,375	7.1%
WATERLOO	10,803.7	\$ 6,121	\$ 66,129,448	\$ -	\$ 66,129,448	10,992.3	\$ 6,366	\$ 69,976,982	\$ -	\$ 69,976,982	\$ 3,847,534	5.8%
DUBUQUE	10,513.3	\$ 6,128	\$ 64,425,502	\$ -	\$ 64,425,502	10,578.6	\$ 6,373	\$ 67,417,418	\$ -	\$ 67,417,418	\$ 2,991,916	4.6%
ANKENY	9,386.3	\$ 6,121	\$ 57,453,542	\$ -	\$ 57,453,542	9,901.9	\$ 6,366	\$ 63,035,495	\$ -	\$ 63,035,495	\$ 5,581,953	9.7%
COUNCIL BLUFFS	8,944.6	\$ 6,190	\$ 55,367,074	\$ 10,926	\$ 55,378,000	8,995.9	\$ 6,435	\$ 57,888,617	\$ -	\$ 57,888,617	\$ 2,510,617	4.5%
WAUKEE	7,721.3	\$ 6,121	\$ 47,262,077	\$ -	\$ 47,262,077	8,288.6	\$ 6,366	\$ 52,765,228	\$ -	\$ 52,765,228	\$ 5,503,151	11.6%
LINN-MAR	6,879.9	\$ 6,122	\$ 42,118,748	\$ -	\$ 42,118,748	6,943.0	\$ 6,367	\$ 44,206,081	\$ -	\$ 44,206,081	\$ 2,087,333	5.0%
SOUTHEAST POLK	6,399.7	\$ 6,121	\$ 39,172,564	\$ -	\$ 39,172,564	6,616.9	\$ 6,366	\$ 42,123,185	\$ -	\$ 42,123,185	\$ 2,950,621	7.5%
MARSHALLTOWN	5,308.2	\$ 6,162	\$ 32,709,128	\$ -	\$ 32,709,128	5,388.5	\$ 6,407	\$ 34,524,120	\$ -	\$ 34,524,120	\$ 1,814,992	5.5%
MUSCATINE	5,299.5	\$ 6,121	\$ 32,438,240	\$ -	\$ 32,438,240	5,344.4	\$ 6,366	\$ 34,022,450	\$ -	\$ 34,022,450	\$ 1,584,210	4.9%
CEDAR FALLS	4,862.4	\$ 6,128	\$ 29,796,787	\$ -	\$ 29,796,787	4,859.1	\$ 6,373	\$ 30,967,044	\$ -	\$ 30,967,044	\$ 1,170,257	3.9%
COLLEGE	4,568.0	\$ 6,121	\$ 27,960,728	\$ -	\$ 27,960,728	4,685.3	\$ 6,366	\$ 29,826,620	\$ -	\$ 29,826,620	\$ 1,865,892	6.7%
OTTUMWA	4,531.2	\$ 6,121	\$ 27,735,475	\$ -	\$ 27,735,475	4,577.4	\$ 6,366	\$ 29,139,728	\$ -	\$ 29,139,728	\$ 1,404,253	5.1%
FORT DODGE	3,711.8	\$ 6,148	\$ 22,820,146	\$ -	\$ 22,820,146	3,729.9	\$ 6,393	\$ 23,845,251	\$ -	\$ 23,845,251	\$ 1,025,105	4.5%
MASON CITY	3,751.1	\$ 6,193	\$ 23,230,562	\$ 54,917	\$ 23,285,479	3,724.7	\$ 6,438	\$ 23,979,619	\$ -	\$ 23,979,619	\$ 694,140	3.0%
State Minimum	76.0	\$ 6,121	\$ 478,496	\$ -	\$ 478,496	76.0	\$ 6,366	\$ 497,116	\$ -	\$ 497,116	\$ (281,317)	-10.5%
State Maximum	32,062.1	\$ 6,296	\$ 198,432,337	\$ 389,860	\$ 198,432,337	32,413.2	\$ 6,541	\$ 208,546,529	\$ 182,105	\$ 208,546,529	\$ 10,114,192	16.0%
State Average (Mean)	1,408.8	\$ 6,153	\$ 8,655,678	\$ 32,960	\$ 8,688,637	1,416.9	\$ 6,398	\$ 9,052,769	\$ 9,384	\$ 9,062,153	\$ 373,516	3.2%
State Median	669.5	\$ 6,124	\$ 4,113,925	\$ -	\$ 4,139,297	669.4	\$ 6,369	\$ 4,309,498	\$ -	\$ 4,309,498	\$ 114,924	2.9%
Count > 0	338.0	338	338	\$ 129	338	338	338	338	66	338	301	301
Total	476,162.9		\$ 2,925,619,046	\$ 11,140,394	\$ 2,936,759,440	478,920.9		\$ 3,059,835,950	\$ 3,171,868	\$ 3,063,007,818	#####	

**Analysis of Early Intervention/Class Size Block Grant Including  
March 2013 Iowa Department of Education Report  
Iowa Early Intervention Block Grant Program (Class Size)  
2012-13**

A number of legislators have always questioned whether school districts were using Early Intervention Class Size funds properly. They have expressed their understanding of the intent of the program, created back in 1999, to reduce class sizes for K-3 grades to a goal of 17 students per teacher for these grades. The following description of the program, the DE report, and current economics of teacher pay and educational costs should help school leaders better understand and advocate for repeal of the sunset of the program authority.

**From DE's report: Appropriation History**

**STATE CLASS SIZE REDUCTION ALLOCATIONS  
FOR IOWA PUBLIC SCHOOLS**

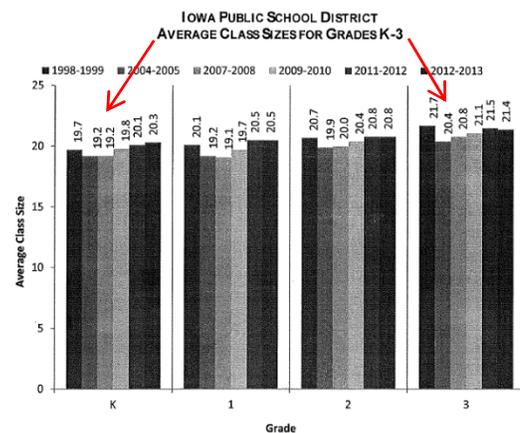
Fiscal Year	State Allocation
FY 2000	\$10 million
FY 2001	\$20 million
FY 2002	\$30 million
FY 2003	\$30 million
FY 2004	\$29.325 million*
FY 2005	\$29.250 million
FY 2006	\$29.250 million
FY 2007	\$29.250 million
FY 2008	\$29.250 million
FY 2009	\$29.250 million
FY 2010	\$29.250 million <sup>1</sup>
FY 2011	\$29.8 million
FY 2012	\$29.9 million
FY 2013	\$30.3 million

Note the appropriation was scaled up to \$30 million by FY 2002. Since then, the appropriation has been fairly constant, at \$30 million, while teacher salaries and other costs of education continued to increase. The appropriation hasn't kept pace with those costs. It was actually lowered due to an across-the-board cut in FY 2004 and wasn't restored until it was rolled into the formula in FY 2011, when it received its first allowable growth increase in the history of the block grant.

At a very conservative average cost of \$60,000 per classroom (salaries, benefits, curriculum and support), it would take at least an additional \$7.8 million to achieve the average goal of 17 students per classroom on a statewide basis. That estimate is calculated by dividing the FY2013

K-3 total enrollment by 17 and does not account for any classrooms already below the goal of 17 students per teacher, so should be considered a conservative estimate.

**Figure 1**



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basico Educational Data Survey, Class Size Survey File

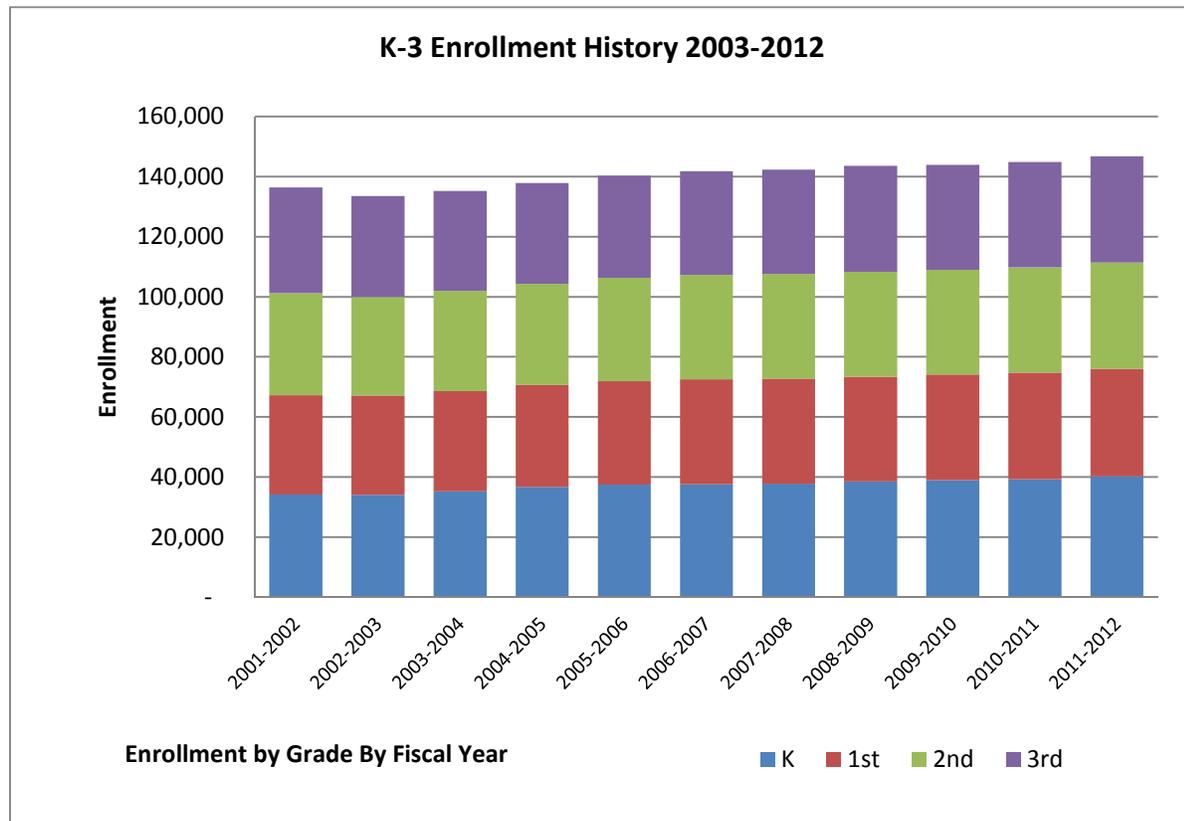
**Class Size History**

Class sizes in K-3 dropped prior to 2004 (see chart from the DE report to the right.) This was directly after the appropriation reached its highest amount of \$30 million. After that, with increasing cost of staff (salaries, benefits, IPERS) but level funding, it should be no surprise that class sizes began to creep back up.

## Enrollment History – K-3 student growth exceeded 7.7% during time of 1% increase in Block Grant appropriation.

From 2001-02 through 2011-12, during which the appropriation varied from \$29.3 to \$30.3 million, K-3 enrollments grew by 10,352 students. To deliver a class size of 17 students per teacher for just these additional students, districts would have had to add 608 classrooms. The Block Grant appropriation would have required an increase of an additional 7.7% (another \$2.3 million) just to keep pace with growing enrollment, assuming no other increases in cost. Please note, there may not be enough classrooms in some school facilities to accommodate additional classrooms – those costs are not included in this estimate. The following K-3 enrollment history is compiled from the DE web site at

[http://educateiowa.gov/index.php?option=com\\_docman&task=cat\\_view&gid=561&Itemid=1563](http://educateiowa.gov/index.php?option=com_docman&task=cat_view&gid=561&Itemid=1563)



## Grant was Flexible, not Exclusive to Class Size Reduction

The original block grant was intended to be flexible and allocated locally to whatever districts decided was the best way to increase reading outcomes. For some districts, that was lowering class size. In others, there were reading coaches and paraprofessionals hired to lower the class size during reading time, but that wouldn't show on the teacher FTE to student ratio used to determine class size. With limited resources, the early intervention block grant goals listed in the Code may compete with each other for resources. Districts prioritized what they knew would work. Also note that the class size goal was in the basic skills instruction time and not in the generic sense of class sizes. The DE data reported may not be reflecting the correct measure, since it was from the BEDS file and didn't distinguish number of students receiving instruction during reading. See the three goals in 256D:

*256D.1 Iowa early intervention block grant program established — goals.*

1. An Iowa early intervention block grant program is established within the department of education. The program's goals for kindergarten through grade three are to provide the resources needed to reduce class sizes in basic skills instruction to the state goal of seventeen students for every one teacher; provide direction and resources for early intervention efforts by school districts to achieve a higher level of student success in the basic skills, especially reading skills; and increase communication and accountability regarding student performance.

## Cost Increases: Teacher Pay

Fourth, Iowa teacher pay has increased 34.6% since 2002. The Early Intervention Block Grant was lowered, eventually restored after the ATB cut, but over the same time has increased only 1%. It is important to note that some of the teacher pay increase was due to direct appropriation through increases in the teacher salary supplement and rolling that into the formula.

Table 1<sup>5</sup> provides annual data on average salaries for teachers, superintendents, and other administrators from FY 2002 through FY 2012.

**Table 1**  
**Average Regular Salary of Full-Time Iowa Public PK-12 Teachers and Administrators**  
**FY 2002 – FY 2012**

	Teachers		Other Administrators		Superintendents	
	Avg Salary	% Change	Avg Salary	% Change	Avg Salary	% Change
FY 2002	\$ 37,240		\$ 62,740		\$ 84,148	
FY 2003	37,976	1.97%	63,662	1.47%	87,124	3.54%
FY 2004	38,358	1.01%	64,744	1.70%	90,608	4.00%
FY 2005	39,248	2.32%	66,632	2.92%	94,163	3.92%
FY 2006	40,835	4.04%	68,893	3.39%	97,725	3.78%
FY 2007	42,880	5.01%	71,555	3.87%	101,902	4.27%
FY 2008	45,379	5.83%	79,611	11.26%	105,986	4.01%
FY 2009	48,390	6.64%	82,770	3.97%	111,333	5.05%
FY 2010	49,407	2.10%	84,693	2.32%	115,006	3.30%
FY 2011	49,691	0.58%	85,428	0.87%	117,320	2.01%
FY 2012	50,116	0.85%	86,900	1.72%	120,984	3.12%
<b>Ten-Year Total % Change</b>		<b>34.57%</b>		<b>38.51%</b>		<b>43.78%</b>
<b>Average Annual % Change</b>		<b>3.01%</b>		<b>3.31%</b>		<b>3.70%</b>

Source: Iowa Department of Education, Basic Educational Data Survey (BEDS), Staff File

<sup>5</sup> The percentage in Table 1 for administrators in FY 2008 may result from a change in the organization of administrative position codes in the staff file.

<https://www.legis.iowa.gov/DOCS/LSA/IssReview/2013/IRRKM001.PDF> (teacher salary change data from this LSA Issue Review.)

## K-3 Class Size Increases Very Modest Since 1998

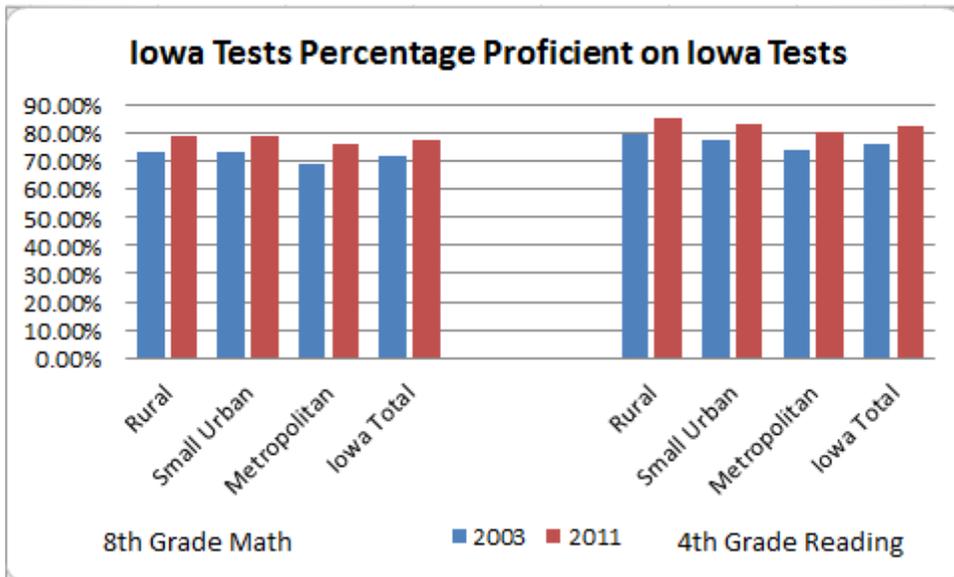
Meanwhile, class size has increased between a high of 3% in kindergarten to a low of a decrease at third grade of 1.4%. This very small increase in class sizes for early elementary should be celebrated given the larger percentage increases in K-3 Enrollments and teacher pay and benefits costs during years of historic low allowable growth increases.

Early Elementary Class Size Change				
Grade	1998-99	2011-12	Change	Percent Change
K	19.7	20.3	0.6	3.0%
1	20.1	20.5	0.4	2.0%
2	20.7	20.8	0.1	0.5%
3	21.7	21.4	-0.3	-1.4%

## Proficient Increases Despite Increased Poverty

Free and Reduced Lunch Eligible Students, total percent of enrollment has increased from 28% in 2001 to 40.3% in 2013. Yet, the percent proficient in 4<sup>th</sup> grade reading has increased in every

category since 2003. Data for the following chart came from *Iowa Kids Count 2011, Trends in the Well-Being of Iowa Children*:





## **Instructional Days and Hours *Guidance by the Iowa Department of Education***

### **Overview**

Effective **July 1, 2014**, districts and accredited nonpublic schools have the option to choose between 180 days or 1,080 hours of instruction according to Iowa Code section 256.7(19). School boards and authorities in charge of an accredited nonpublic school are authorized to determine the days or hours of their school calendars; however, public schools must hold a public hearing prior to adoption.

This guidance includes changes adopted in House File 2170 and signed by the Governor on March 7, 2014. References to accredited nonpublic schools include independently accredited schools.

### **Guidance**

#### **1. Who must meet the 1,080 hours or 180 days of instruction?**

Districts and accredited nonpublic schools must meet the 1,080 hours or 180 days requirement. Specially accredited schools are not required to meet this requirement.

#### **2. When are districts and accredited nonpublic schools required to submit calendar information to the Department of Education?**

The district/school's decision on 1,080 hours or 180 days will be reported in Spring BEDS.

#### **3. Where does the 6 hour minimum come from?**

House File 215 struck the 5.5 minimum hours in favor of 6 hours per day for 180 days or 1,080 hours.

#### **4. Must a calendar based on 1,080 hours include a minimum of 6 hours in a day?**

No. For districts and accredited nonpublic schools using the 1,080 hours of instruction, the district does not need to meet the 6-hour minimum day. For districts/schools using the 1,080 hours of instruction there is no minimum or maximum day length. Day length is a local district/school decision and may vary. The number to be reported is the annual sum of hours districts and accredited nonpublic schools have documented to meet 1,080 hours.

#### **5. How does this relate to an early start date waiver?**

The district's request for early start date will be submitted in Spring BEDS. This is a separate and distinct process from hours/days, but is included in Iowa Code section 279.10.

#### **6. How does this relate to an innovative calendar waiver?**

The district's request for an innovative calendar is a separate and distinct process. The application is due November 1 of the preceding school year. The request is only available for districts/schools following the instructional days model according to Iowa Code section 279.10(3).

#### **7. Is a public hearing required before a school district establishes a calendar?**

Yes. School districts are required to hold a public hearing for the calendar. This hearing may include start date and hours vs. days. Accredited nonpublic schools are not required to hold a public meeting. The public hearing must be conducted prior to certifying Spring BEDS.

#### **8. If parent-teacher conferences are held will the time count as instructional time?**

Yes. The law states, "Time spent on parent-teacher conferences shall be considered instructional time." If the district/school is using hours, the time may apply to the hours. If a district/school is using days, a 6-hour parent-teacher conference day will count as one day toward the 180 days.

**9. Can schools still have a school day that is less than 5.5 hours of instruction if the previous 5 consecutive days equals 27.5 hours?**

No. Due to changes in House File 2170, districts or schools which select days may use the following: If the total hours of instructional school time for grades one through twelve for any five consecutive school days equal a minimum of **30 hours**, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the professional instructional staff or because parent-teacher conferences have been scheduled beyond the regular school day, then the school can have a day of school less than the 6 hours. If the total hours of instructional time for the first four consecutive days equal at least **30 hours** because parent-teacher conferences have been scheduled beyond the regular school day, a school or school district may record zero hours of instructional time on the fifth consecutive school day as a minimum school day.

**10. What happens if a district/school encounters inclement weather?**

According to HF 2170: School districts and accredited nonpublic schools that are using day, may record a day of school with less than the minimum instructional hours as a minimum school day if emergency health or safety factors require the late arrival or early dismissal of students on a specific day for districts or schools that designated 180 days per year. Districts or schools using hours may not count the time missed due to health or safety factors.

**11. May a district or accredited nonpublic school count professional development toward the 1,080 hours of instruction or 6 hours toward 180 days?**

No.

**12. May a district or accredited nonpublic school count lunch toward the 1,080 hours of instruction or 6 hours toward 180 days?**

No.

**13. May a district/school count passing time toward the 1,080 hours of instruction or 6 hours toward 180 days?**

Yes.

**14. If a district/school has multiple attendance centers, which center is used to determine minutes of instruction per day to meet the 1,080 hours of instruction or 6 hours toward 180 days?**

The center (grades 1-12) that meets the least amount of time per day will be the one that will be used to count toward the 1,080 hours or 6-hour minimum per day for districts/schools looking at 180 days.

**15. Can a district with multiple buildings put some buildings on hours and some on days?**

No.

**16. May a district or accredited nonpublic school using the 180-day calendar that exceeds the 6-hour minimum count the extra hours toward one of the 180-day count?**

No. A district or accredited nonpublic school using the 180-day calendar must meet 180 days for at least 6 hours.

**17. When will these changes take effect?**

July 1, 2014.

**18. Is there a requirement that lunch must be served if the school is in session for a certain amount of time?**

Iowa Administrative Code section 281-58.7 states a district shall provide a lunch program for all students if the school is in session for 4 or more hours.

**19. Would time for students transported to a different building for class and back during the school day count toward instructional time?**

No.

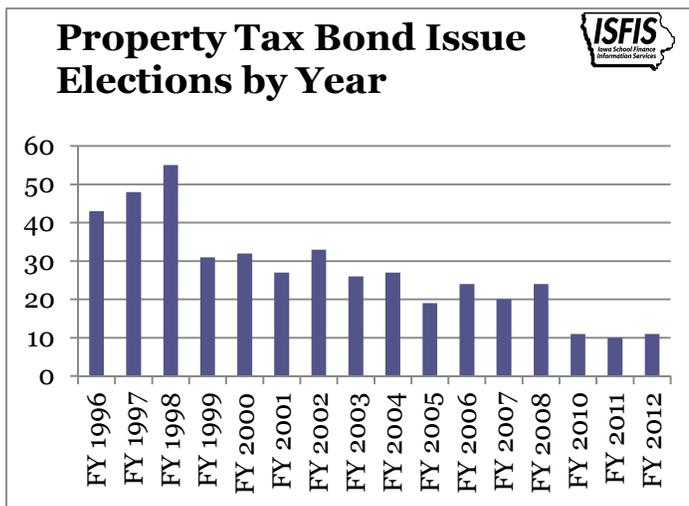
The Urban Education Network (UEN) is dedicated to the needs of students in preparing them for success in 21<sup>st</sup> Century work and life. The UEN's eight urban member school districts and eleven associate member districts enroll nearly 40 percent of Iowa's students, but when it comes to poverty, 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.

*UEN Issue Brief*  
**Repeal of the State Penny for School Infrastructure Sunset**

When the State Penny for School Infrastructure was created in 2008, the legislation put in place a December 31, 2029 sunset. That was a legitimate 20-year timeframe that matched the typical bonding period for property-tax backed construction projects.

- Six years later, schools are starting to feel the pinch of a shortened bonding period:
  - With only 15 years of bonding capacity, the shortened bonding stream – already approximately \$700 million dollars of borrowing capacity, is unavailable compared to if schools had a full 20 years.
  - 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.
- 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:
  - 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

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. 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.



**The UEN supports repeal of the sunset.** It would be prudent to have the school foundation formula interim committee that meets every five years consider future repeal of the State Penny sometime beyond the 20 years following their study.



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#### *Issue Brief*

### **Accelerate Second Year of TLC Grant Participation for Qualified Applicants**

The UEN supported the Education Reform Initiative contained in HF 215 of the 2013 Legislative Session and many UEN districts, as well as our non-UEN neighbors, worked hard to submit an application to participate in the Teacher Leadership and Compensation System grants for the 2014-15 school year. The Legislature and Governor approved a three-year budget with \$50 million annually, beginning 2014-15 school year and the subsequent two school years. The original appropriation was based on an estimate that districts representing 1/3 of the students in Iowa would participate in the first year. From the [DE Press Release](#): "Based on the recommendations of the 19-member Commission on Teacher Leadership and Compensation, Director Buck selected 39 school districts out of 146 applicants from across the state. The districts – serving a mix of urban, suburban and rural communities to best reflect Iowa's district landscape – enroll about one-third of Iowa students. Two of the districts will share teacher leadership systems."

The TLC commission is to be thanked for their hard work in reading and scoring the grants. The Commission received applications from 146 school districts/consortiums, representing nearly 2/3rds of the students in Iowa. The rubric used to score the applications delivered a range from a high of 89 to a low of 48. The process to select among districts within AEAs to ensure geographic representation was a good process. However, there are school districts in Iowa with rubric scores on the grant application that are higher than other scores for districts approved to participate, simply because of the geographic representation and size distribution requirements. As a comparison, the highest score submitted that was not approved was 81, while the lowest score submitted and approved was 73. The districts that received approval are deserving and have amassed energy to get started. Other districts that were not approved have also built up internal capacity and enthusiasm to begin the work. The students in these districts would be well served if the legislature and the Governor capitalize on their enthusiasm this year to include an additional 29 school districts.

The system of compensating teachers for leadership and coaching work to improve instruction and creating capacity for increasing the skill level of teachers so all students learn at high levels is a worthy goal. The time is right to build on the enthusiasm of the team work local districts demonstrated during the application process.

**The UEN supports advancing a portion of the 2015-16 TLC allocation into the 2014-15 school year to allow all districts with a score of 73 or greater to participate beginning July 1 of this year.** It is our estimate that approximately \$26 million would accomplish that goal. Since the money is already included in the budget for 2015-16, this acceleration would be using one-time money, not obligating a future legislature beyond what has already been put into place. We support including this appropriation in the one-time funding and bonding bill discussions. The spreadsheet, ranking the districts high-low based on rubric score of their TLC application, shows the impact of including 29 school districts educating over 84,000 students in the first year of participation and can be found on the UEN web site [www.uen-ia.org](http://www.uen-ia.org)

## The Iowa Core

Overview and timeline from LSA Fiscal Topics Nov. 2013 Budget Unit: Core Curriculum  
[https://www.legis.iowa.gov/docs/Fiscal\\_Topics/2014/FTJPP011.PDF](https://www.legis.iowa.gov/docs/Fiscal_Topics/2014/FTJPP011.PDF)

**Overview:** The Core Curriculum (formerly Iowa Core Curriculum and Model Core Curriculum) are state standards and expectations for PK-12 to improve academic achievement in the classroom. The DE refers to the Core Curriculum as the Iowa Core. The Core identifies standards in literacy and math and essential concepts and skills in science, social studies, 21<sup>st</sup> Century learning skills (civics literacy, financial literacy, technology literacy, health literacy and employability skills) that all students must know by the time they graduate high school.

### Timeline:

- 2005 Iowa Acts established Model Core Curriculum K-12 (literacy, math and 21<sup>st</sup> Century skills above)
- 2008 Iowa Acts transformed from voluntary to required in high schools by 2012-13 school year and K-8 by 2014-15.
- Iowa was already implementing when the Common Core, a consortium of the nation's Governors and education commissioners (Judy Jeffrey in Iowa at the time) led an effort to develop Common Core State Standards. This was a state-led effort to establish a single set of educational standards for K-12 in English language arts and math that state voluntary adopt. These standards were designed to ensure that high school graduates are prepared to enter two- or four-year colleges or the workforce. 45 state including Iowa have adopted.
- July 2010: Iowa State Board of Education adopted the Common Core standards in English, language arts and math. The DE conducted an alignment study and had extensive discussions with Iowa experts in the content areas before adoption. The essential concepts and skills of Iowa's Core Curriculum in literacy and math were replaced with the Common Core State Standards with some additional Iowa specific content.

### Local Control Remains on Curriculum, Instruction and Assessment

Iowa districts retain control of text books adoption, reading lists, curriculum and instruction in order to teach the standards. A simple example to understand the relationship between local decision-making and the Core with one of the third-grade standards: **CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.** In each district, school and classroom around the country, there are very different books being read and instructional strategies used to help third graders determine the main idea.

The Code of Iowa prohibits further limitation on district choice of curriculum materials:

*256.7 subsection 26(c): Neither the state board nor the department shall require school districts or accredited nonpublic schools to adopt a specific textbook, textbook series, or specific instructional methodology, or acquire specific textbooks, curriculum materials, or educational products from a specific vendor in order to meet the core curriculum requirements of this subsection or the core content standards adopted pursuant to subsection 28.*



UEN Written Testimony Jan. 3, 2014

## State Board of Education Proposed Rules Revision to Rule 62

<https://www.legis.iowa.gov/DOCS/ACO/IAC/LINC/ARC.1245C.pdf>

to implement Iowa Code 279.68 <https://www.legis.iowa.gov/DOCS/ACO/IC/LINC/2013.Section.279.68.PDF>

The Urban Education Network (UEN) is dedicated to the needs of students in preparing them for success in 21<sup>st</sup> Century work and life. The UEN's eight urban member school districts and ten 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 early elementary students not yet reading on grade level, and we collectively serve many of them. Our comments are based in experience, best practice and are heart-felt in that we want the very best for all students.

Our comments will address:

- 90 minutes of reading instruction as the core, best practice
- Flexibility for district choice and administration of assessment
- Reading Curriculum as purview of the district
- Nonpublic school student attendance at public summer school
- Contingent Appropriations
- Summer school compulsory attendance

**90 Minutes of Reading in 62.6(1) Intensive instructional services.** The rules should more clearly state that the 90 minutes of research-based reading instruction is the minimum required, is core instruction and serves as a baseline for best practice. As proposed in 62.6(1), it is unclear whether the 90 minutes is in addition to or duplicates regular core instruction. Without clarity, it could be interpreted that districts double up core reading instruction (90 minutes + 90 minutes) and then add the subsequent intensive instructional services and corresponding interventions yet beyond 180 minutes of core instruction. Lastly, districts must maintain the flexibility to determine how to administer the 90 minutes and the subsequent interventions.

**Flexibility for Choice and Administration of Assessment:** Original legislation creating 256.7 subsection 31 clearly allowed locally determined assessment and State Board of Education development of tools that districts **MAY** use in implementing the early literacy provisions of 279.68 Student Progression. The text of Iowa Code 256.7 subsection 31 follows:

256.7 subsection 31.

a. By July 1, 2013, adopt by rule guidelines for school district implementation of section 279.68, including but not limited to basic levels of reading proficiency on approved **locally determined** or statewide assessments and identification of tools that school districts **may** use in evaluating and reevaluating any student who may be or who is determined to be deficient in reading, including but not limited to initial assessments and subsequent assessments, alternative assessments, and portfolio reviews. The state board shall adopt standards that provide a reasonable expectation that a student's progress toward reading proficiency under section 279.68 is sufficient to master appropriate grade four level reading skills prior to the student's promotion to grade four.

b. Adopt rules for the Iowa reading research center and for implementation of the intensive summer literacy program developed and administered pursuant to section 256.9, subsection 53.

These proposed rules go well beyond the flexibility originally envisioned in the statute by essentially mandating a state chosen assessment. The rules as proposed prohibit district use of local assessments:

“62.2(8) *Noncompliant assessments.* Assessments that do not meet the requirements of this rule shall not be used by any school district to implement this chapter.”

**DE Approved Assessments:** When the DE originally began reviewing assessments for RtI purposes, they specifically stated they were not going to have an “approved” list, but rather, a review of how each assessment fared on the criteria. This list was to provide districts with feedback and information to help with assessment



choices, not as a screening tool to effectively outlaw district choice. The stamp of DE approval and the lengthy process to review future tools and assessments will essentially codify the DE’s favorite. The DE will never be able to keep up with changing science in the world of assessments and districts will be chilled from learning about and implementing tools that better fit their staff and students.

Many UEN districts have robust assessment systems that serve multiple purposes. Districts should be given the latitude to determine how to meet expectations, but remain accountable for the results on the Iowa Assessments (or future assessment aligned to the Iowa Core.) Districts need the flexibility to determine best instructional practice based on student needs and staff capacity.

Two of the state created criteria are cost and time to administer, for example. If a district chooses a more robust assessment system, perhaps one that is standards based and determines specific focus areas of student performance to address, that includes a formative assessment component, it’s possible it costs more and takes longer to administer than what the DE determined as minimum for approval. The Department’s good work to evaluate assessments used for screening and monitoring was originally intended to inform districts. From the DE’s [A Summary Report of Iowa’s Review of PreK-6 Reading Assessment for Universal Screening and Progress](#) April 2013 Page 12 Question: Is the DE going to require specific assessments or practices?

*“The DE is buying assessments that are high quality and will provide them for all schools to use at no cost. A school can decide to use something different. We hope that the information shared on assessments for universal screening and progress monitoring helps schools make decisions about which assessments are helpful for specific purposes.”*

DE’s Summary Report deferred to district choice. We agree. Districts should have the choice to determine the criteria for assessments and be held accountable for outcomes; these proposed rules set up state micromanagement of the assessments, the curriculum, and professional development regarding them. If anything, they do little to support districts in improving instruction. The accreditation process is a better place for the DE to discuss the quality of assessments used at the local level, based on student outcomes, rather than the one-size-fits all mandate these rules effectively propose.

Contrast this assessment-heavy approach with the legislative charge for the Reading Research Center, including State Board of Education Rules in Chapter 61, which specifically talk about development and dissemination, not mandates:

281—61.2 (256) Purpose. The purpose of the center shall be to apply current research on literacy to provide for the development and dissemination of all of the following, although each of the following will not necessarily be of equal priority or immediacy:

1. Instructional strategies for prekindergarten through grade 12 to achieve literacy proficiency that includes reading, reading comprehension, and writing for all students.
2. Strategies for identifying and providing evidence-based interventions for students, beginning in kindergarten, who are at risk of not achieving literacy proficiency.
3. Models for effective school, parent, and community partnerships to improve student literacy.
4. Reading assessments.
5. Professional development strategies and materials to support teacher effectiveness in student literacy development.
6. Data reports on attendance center, school district, and statewide progress toward literacy proficiency in the context of student, attendance center, and school district demographic characteristics.
7. An intensive summer literacy program, referred to in rule 281—61.3(256).

**Curriculum: The entire proposed curriculum rules are an overreach not required by Iowa Code**

The only mention of curriculum in 279.68 subsection d (3) is the requirement that a school district adopt a curriculum that meets certain requirements, not that the DE and State Board of Education limit the choices of that curriculum. There is no mention in 256.7 subsection 31, of curriculum or State Board of Education

authority to compel a specific curriculum. (Refer to text on page one of this testimony to see subsection 31, which deals with assessment, rules for retention, and the reading research center standards for summer literacy programs.) The standards articulated under proposed rules 62.6(3) (d and e) are not mentioned in the legislation or Iowa Code and generate great concern. When curriculum and textbook companies get to define the minimum training and professional development requirements to implement with fidelity, this could easily become an expensive unfunded mandate.

Subrule (j) is disconcerting. Chapter 61 is the Iowa Reading Research Center. The entire purpose of the Center was to define models and disseminate information about best practice and how to improve instruction (see purpose statement on Page 2 above in this testimony). There is nothing about mandates or compelling particular practice from schools in the charge of Center.

Consider the comparison of the Iowa Code requirements and this proposed rule 62.6(3) **Reading Curriculum for students with substantial deficiencies in reading**, which shows rule making beyond the original legislative direction for help with intensive summer school program.

Proposed Rules	Iowa Code 279.68
<p><b>62.6(3) Reading curriculum for students with substantial deficiencies in reading.</b> A curriculum that does not meet the standards of this subrule shall not be used to implement this chapter. To implement this subrule, a school district shall provide a curriculum that meets the following guidelines and specifications:</p> <p>a. Assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level.</p> <p>b. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>c. Is supported by scientifically based research in reading.</p> <p>d. Is implemented by certified instructional staff with appropriate training and professional development, which at a minimum shall be the training and professional development described by the developer of the curriculum as necessary for its successful implementation.</p> <p>e. Is implemented by certified instructional staff with fidelity, which at a minimum shall be the training and professional development described by the developer of the curriculum as necessary for its successful implementation.</p> <p>f. Includes a scientifically based and reliable assessment, which shall meet the requirements of rule 281—62.1(256,279).</p> <p>g. Provides initial and ongoing analysis of each student’s reading progress, which shall meet the requirements of rule 281—62.1(256,279), with notice provided to parents pursuant to subrule 62.6(4).</p> <p>h. Is implemented during regular school hours.</p> <p>i. Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.</p> <p>j. Complies with any other standards established by the department, including but not limited to standards established under 281—Chapter 61.</p>	<p>(3) Provide a reading curriculum that meets guidelines adopted pursuant to section 256.7, subsection 31, and at a minimum has the following specifications:</p> <p>(a) Assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level.</p> <p>(b) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>(c) Includes a scientifically based and reliable assessment. <b>(Note the rules apply the scientific base to curriculum, not assessment)</b></p> <p><b>Note, the Iowa Code does not mention the training and PD requirements or anticipate that curriculum developers would be able to define the minimum as the rules suggest in (d) and (e).</b></p> <p>(d) Provides initial and ongoing analysis of each student’s reading progress.</p> <p>(e) Is implemented during regular school hours.</p> <p>(f) Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects. <b>Iowa Code does not mandate compliance with the reading research center standards in Chapter 61 as this subrule j suggests.</b></p>

**Nonpublic School Participation:** Proposed Rules: no concerns with the following proposal.  
**62.10(3) Accredited nonpublic schools.** *Nothing in this chapter shall be construed to prevent an accredited nonpublic school from voluntarily complying with this chapter. Nothing in this chapter shall be construed to prevent the department from offering universal screening or progress monitoring instruments to accredited*



*nonpublic school students or to prevent the department from allowing inclusion of those students' data in the database described in subrule 62.10(2).*

However, we are concerned with the DE Early Literacy guidance issued Dec. 12, 2013, answer to Question 40: “May a nonpublic school that chooses to collect information and provide the services in Iowa Code 279.68 and IAC 281-62, though not required, send students to the public school’s summer reading program? Answer: Yes.”

We would suggest the rules either set the expectation that nonpublic schools would provide summer school for their students or be required to compensate the public school for the cost, especially since the \$8.0 million initial implementation funding is based on public school enrollment.

**Contingent Appropriations in the law: From Iowa Code Chapter 279.69:**

*Subsection 2. Successful progression for early readers. If funds are appropriated by the general assembly for purposes of implementing this subsection, a school district shall do all of the following: (includes a long list, but provision of summer school and establishment of a reading enhancement and acceleration development initiative are the most costly)*

*Subsection 4. b. Each school district, subject to an appropriation of funds by the general assembly, shall provide professional development services to enhance the skills of elementary teachers in responding to children’s unique reading issues and needs and to increase the use of evidence-based strategies.*

In both of these cases, school districts will need annual appropriation to cover the costs of summer school staff and ongoing professional development. Although the \$8.0 million is a good start to begin the process, the per pupil amount of that, approximately \$8.40 per student, is not sufficient to provide a quality summer school experience. Consider these details: \$8.40 per student, prorated to K-3 students, nets approximately \$27 per K-3 student (assuming 150,688 K-3 students statewide based on BEDS grade level enrollments.) Districts are required to train over 10,000 K-3 teachers to provide universal screening, weekly progress monitoring, and deliver intensive reading instructional services and subsequent interventions. All of this happens prior to provision of summer school, which is the most staff intensive, and thus, expensive piece of the puzzle.

The continuance of the program, including summer school, is contingent on the provision of ongoing funding for implementation. The rules correctly reference the provision of professional development subject to appropriation of funds (*under 62.9(4) Professional development*), but should also state the same contingency for the provision of intensive reading services and summer school.

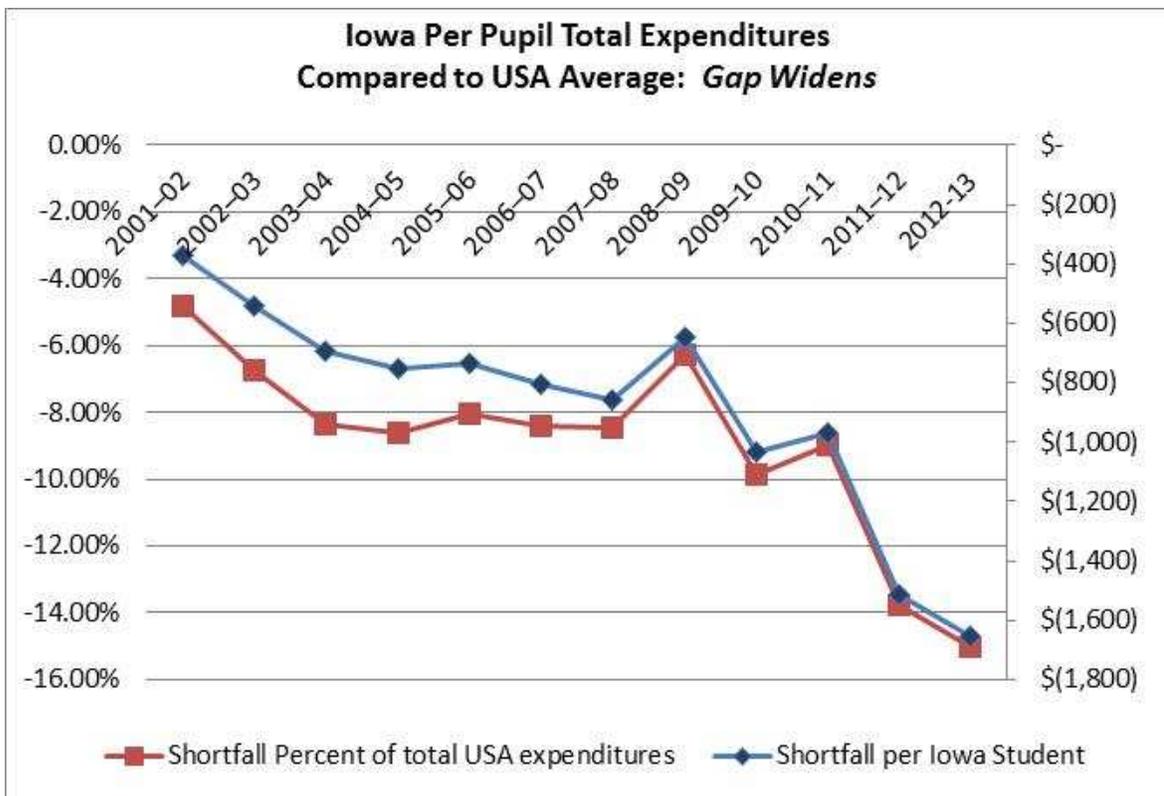
**Completion of the Summer School Program:** To eliminate confusion, it would be helpful for the rule statement to reiterate the district’s authority to apply compulsory attendance rules and practices to students attending summer school pursuant to the required intensive summer literacy program for students assessed as exhibiting a substantial deficiency in reading in 279.68 subsection 2(e). We don’t believe the legislature intended students to merely enroll in summer school to advance, but the student should attend and complete the summer program. The rules might further state that the district has the authority to compel attendance to the summer school program or the student will be retained in 3<sup>rd</sup> grade:

*62.5(2) Parent or guardian does not enroll child in intensive summer reading program. If the parent or guardian does not enroll the student in the intensive summer reading program and the student is ineligible for the good-cause exemption under rule 281—62.8(256,279), the student shall be retained in grade three pursuant to rule 281—62.7(256,279).*

**Thank You:** Urban Education Network members and associates appreciate the opportunity to comment on the proposed rules and encourage the DE and State Board of Education to implement rules that continue to respect the long standing tradition of local choice and control on the “how” while clearly articulating expectations for student performance. We appreciate the Center’s goal to provide supports for improving instruction and agree with the priority of early literacy as a great place to start this work.

ISFIS Maps, Data and other Source Comparisons: The following maps, charts and graphs, many of which provided supportive documentation for the Education Coalition Funding Fact weekly publication, provide understanding of finance issues and help fuel conversations with stakeholders and candidates during the interim.

Iowa total expenditures per pupil have fallen in recent years, compared to the rest of the nation. In just twelve months, Iowa fell from 31st to 37th in per pupil spending in 2011-12 as compared to the national average. Although Iowa maintained its 37<sup>th</sup> in the nation ranking for the 2012-13 school year, Iowa per pupil expenditures continued the 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. See the March 10, 2014 Funding Fact of the Week for information on the state's ending balances and ability to pay for school funding. The following chart shows the widening gap over the last 12 years:



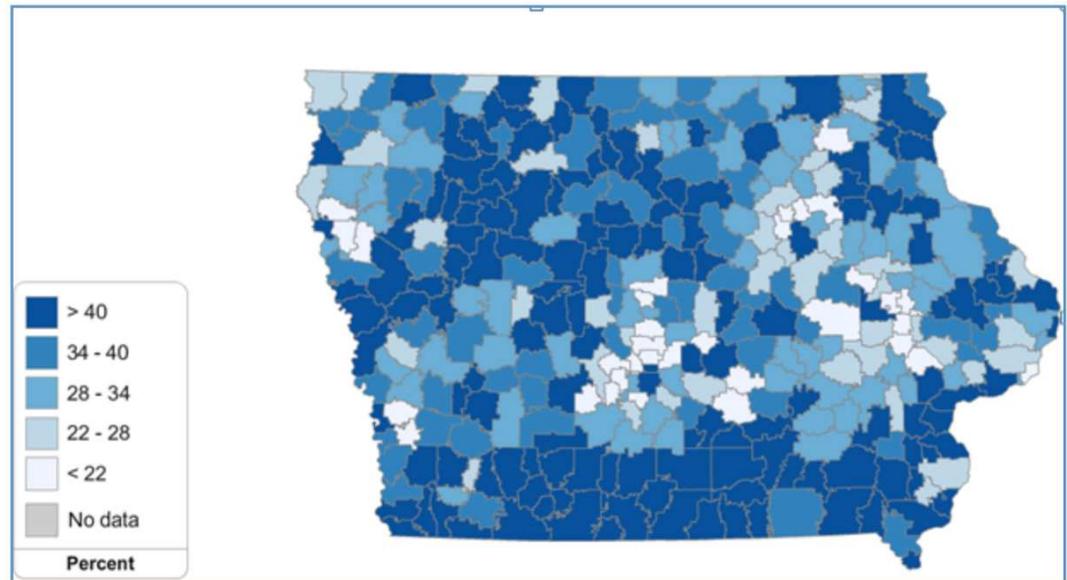
Source data: Iowa Legislative Services Agency 2013 FACTBOOK  
<https://www.legis.iowa.gov/docs/publications/FCT/2014/25037/25037.pdf>

This next map shows poverty concentration, more than 40% of students in a district eligible for free and reduced lunch, is a statewide challenge in the 2012-13 school year, in rural and urban districts alike.

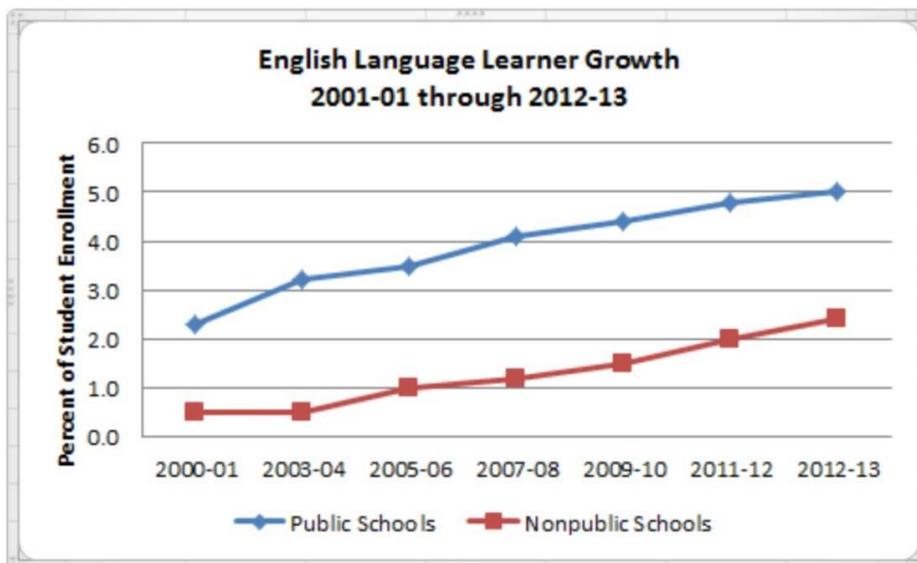
Iowa's funding for at-risk students and dropout prevention resources, combined with targeted grant funds for high-needs schools soon to be appropriated in July 2015, translates into a 9.8% additional funding commitment for these students. Meanwhile, other states invest resources in educating needy students. The national average investment is an additional 29% funding per pupil beyond the base for low-income students. Most states provide an additional 20-25%.

Source data: Free and Reduced Lunch Percentage Count data from [Iowa Department of Education BEDS data collection](#).

National statistics from American Institutes for Research, Study of New Funding Method for Nevada Public Schools, Sept. 25, 2012.



This next chart shows the growth in ELL students for both public and nonpublic schools: During the 2013 interim, an ELL task force met and studied needs of students, best practice and funding considerations.



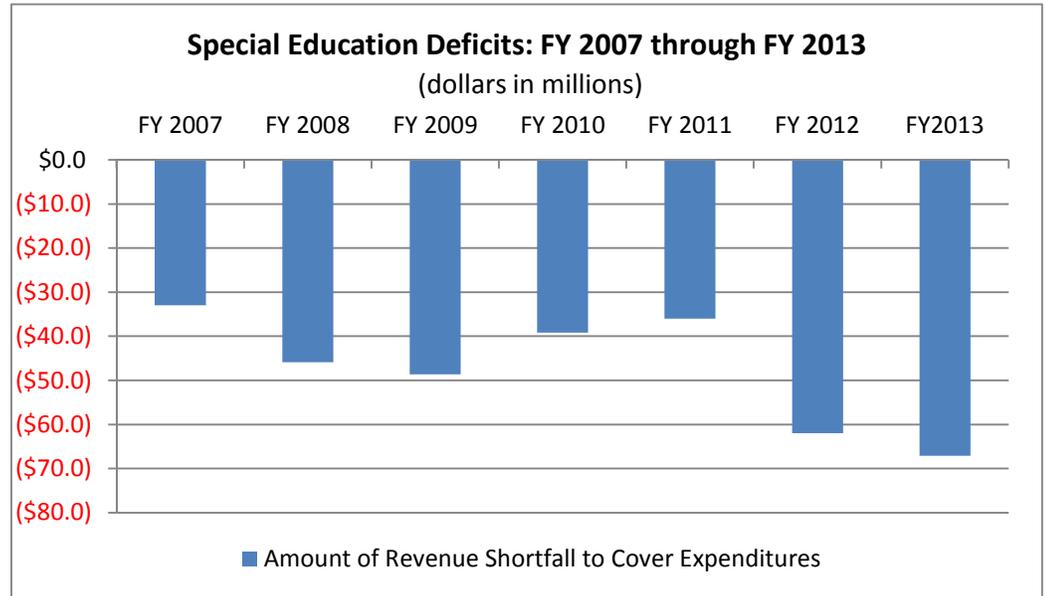
In their report, they recommended "weighted funding closer to the national average by increasing from .22 to .39 through a phase-in formula over a three-year period." The weighting provides resources for curriculum, individualized instruction, professional development for teachers, lower class sizes for ELL students, translators, software programs, assessment and other specific supports to help student reach proficiency in English. This weighting is applied to the cost per pupil

set by the state every year, so it's critical that the base is sufficient from the beginning.

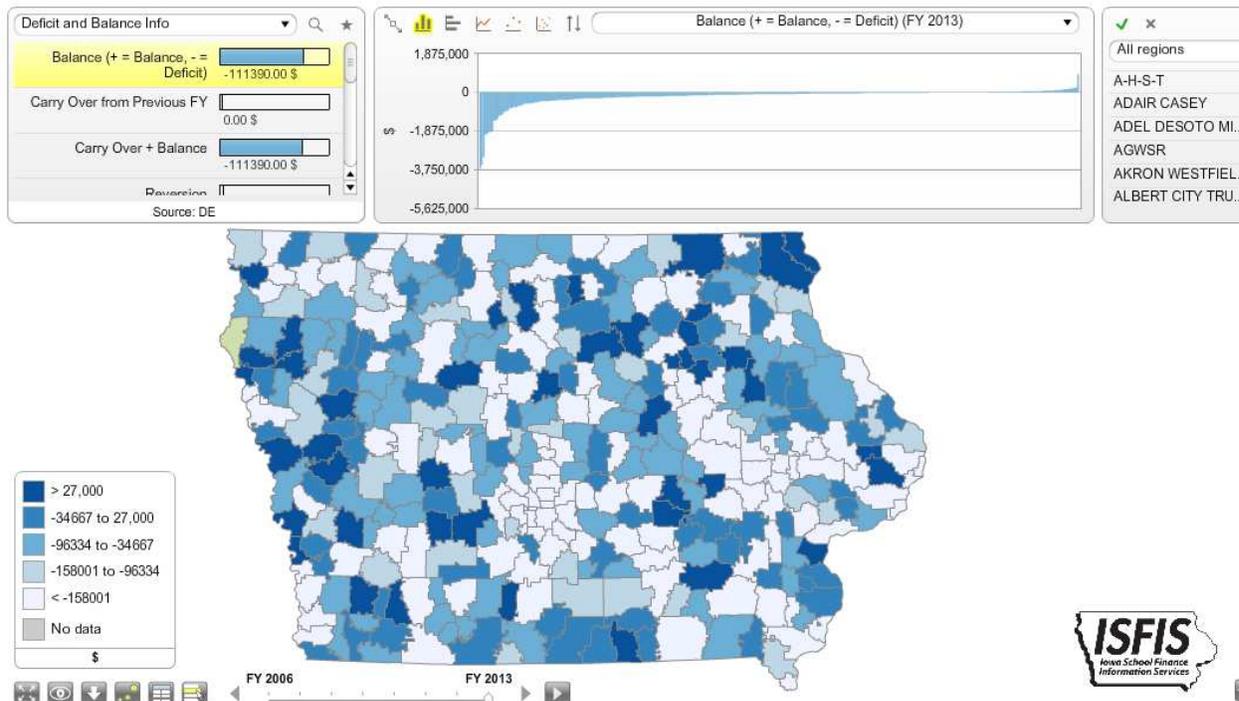
The next issue we address is increasing special education deficits, funded with property taxes, to pay for special education services required in students' Individual Education Plans (IEPs). It's important to note: in Fiscal Years 2010 and 2011, Iowa schools received federal stimulus funds dedicated for special education services which partially offsetting some deficits, explaining the slight relief from the trend of increasing deficits, but that funding is gone.

To quote the recent LSA Issue Review: "An allowable growth rate of 0.0% in FY 2012 impacted FY 2012 balances negatively." The addition of FY 2013 special education deficits in the following chart shows the trend continues.

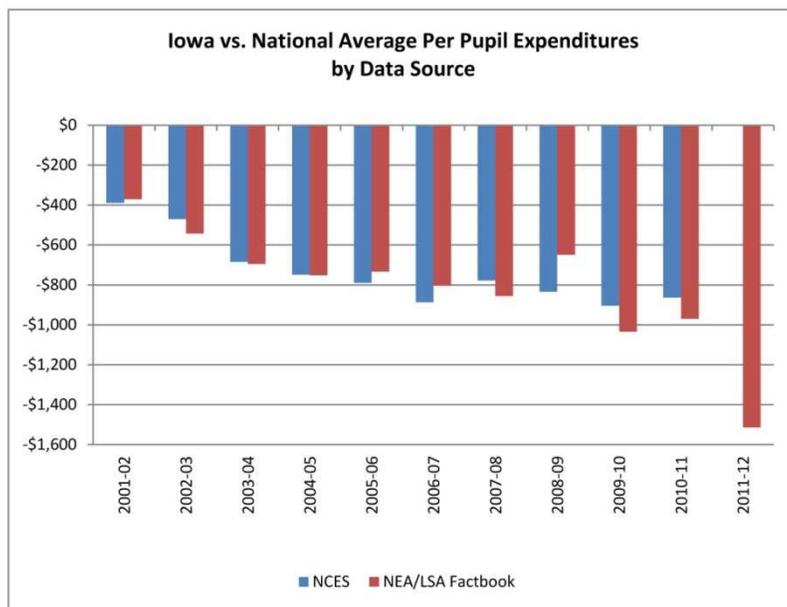
**Source Data:** Legislative Services Agency, Fiscal Division, Issue Review, Dec. 12, 2013, *State School Aid Funding for Special Education*



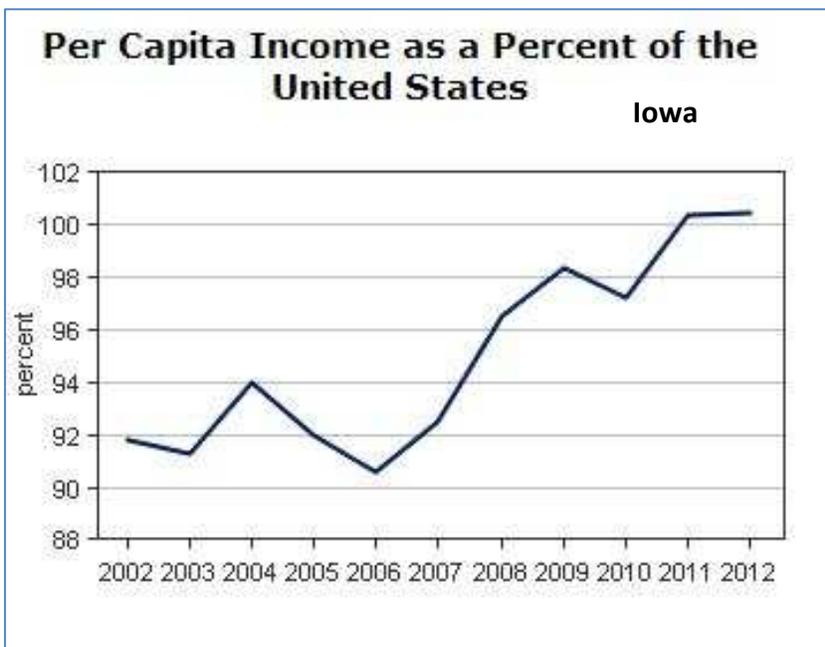
This map shows both the range of special education deficits/surpluses and the geographic dispersion the dollar amounts for FY 2013.



Iowa total expenditures per pupil continued to be a topic of conversation as the Session progressed. During the 2014 Legislative Session, some legislators' communications indicated that data from the LSA Factbook, which is based on NEA data comparisons, may be suspect and instead suggested National Commission of Education Statistics (NCES) as a reliable source. One of the differences in ranking estimates has to do with the years compared; NCES, current through 2010-11, ranked Iowa 28th in the nation (31st according to NEA for the same year.) Other assumptions can make a difference in the dollars and rankings, but the trend regardless of source is inescapable. This chart shows comparisons of NEA and NCES expenditures per pupil, remarkably similar over time. Additionally, with zero allowable growth in 2011-12, it's not surprising to see Iowa's per pupil spending gap widen.



Sources: LSA 2012 FACTBOOK and NCES Table 217. Current expenditure per pupil in fall enrollment in public elementary and secondary schools, by state or jurisdiction [http://nces.ed.gov/programs/digest/2012menu\\_tables.asp](http://nces.ed.gov/programs/digest/2012menu_tables.asp) and NCES Table 236.65 . Current expenditure per pupil in fall enrollment in public elementary and secondary schools, by state or jurisdiction, [http://nces.ed.gov/programs/digest/d13/tables/dt13\\_236.65.asp](http://nces.ed.gov/programs/digest/d13/tables/dt13_236.65.asp)



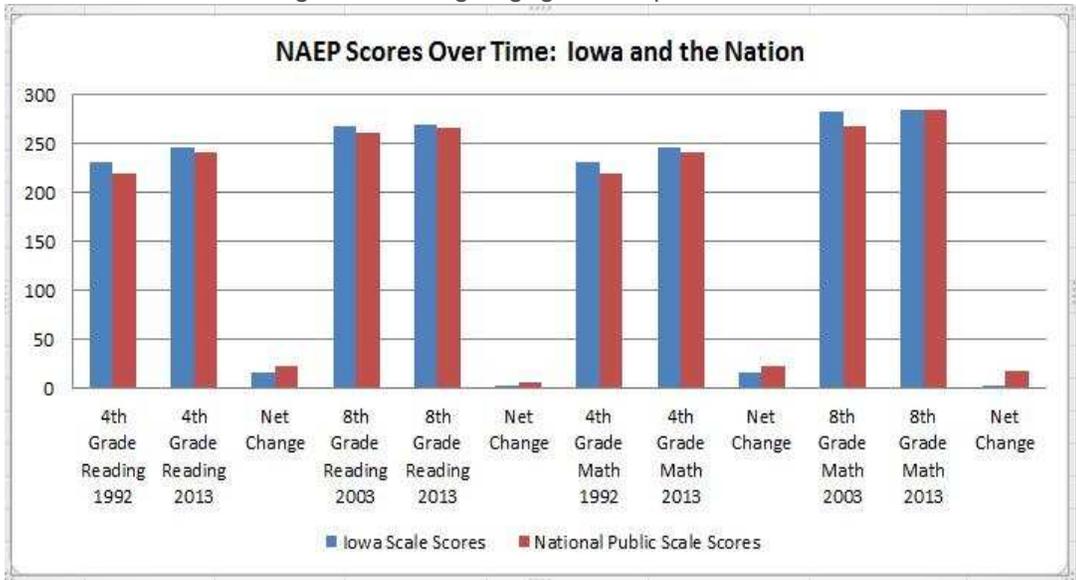
This chart shows Iowa Per Capita Personal Income, historically below the national average, has surpassed the average (at the 100% bar) for two consecutive years.

Source Data: Bureau of Economic Analysis, per capita personal income history by state [www.bea.gov](http://www.bea.gov)

**Student Achievement:** Although money doesn't mean everything, we know that other states have gained ground on Iowa's rankings in National Assessment of Educational Progress (NAEP) math and reading at exactly the same time that our investment in education ranking has slipped (see last week's funding fact for per pupil expenditure state ranking data.), We have accountability provisions in state and federal law and research-based strategies are being engaged to improve outcomes for students. Iowa education leaders will continue to invest our resources well with the intention of improving opportunities for students. We believe a world class education is important and possible for Iowa students, but can't be done on the cheap.

This chart shows net change in NAEP scores for Iowa and the nation over time.

Source data:



<http://nationsreportcard.gov/> Official site of the National Assessment of Educational Progress

**Across the Board (ATB) Cut History:** This chart from the nonpartisan legislative staff Legislative Services Agency (LSA) Fiscal Topics, shows the history of Executive Orders issued by Iowa Governors to enact ATB

Executive Order	Budget Year	Governor	% Reduction	Estimated Dollar Reduction
#38	FY 1981	Ray	3.60%	\$66.1M
#40	FY 1981	Ray	1.00%	\$18.4M
#4	FY 1984	Branstad	2.80%	\$56.9M
#19	FY 1986	Branstad	3.85%	\$85.2M
#42	FY 1992	Branstad	3.25%	\$107.2M
#43	FY 1992	Branstad	0.62%	\$19.8M
#24	FY 2002	Vilsack	4.30%	\$200.0M
#31	FY 2004	Vilsack	2.50%	\$82.5M *
#10	FY 2009	Culver	1.50%	\$89.1M
#19	FY 2010	Culver	10.00%	\$564.4M

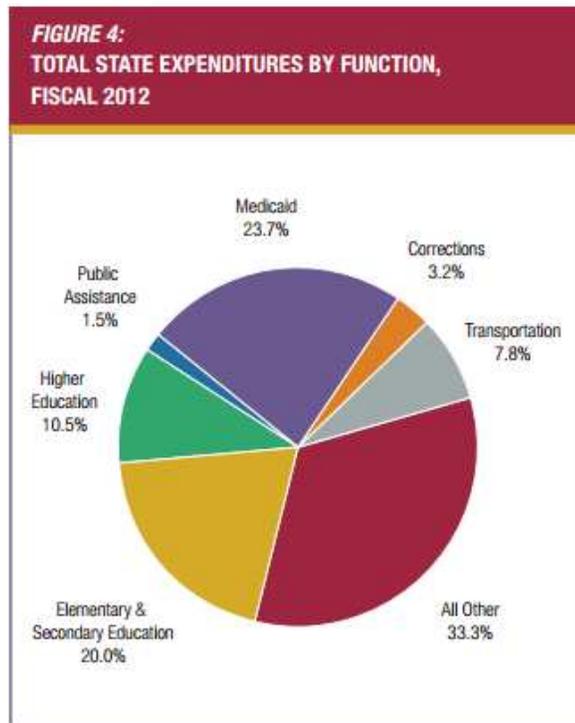
\* Governor Vilsack issued Executive Order 34 on June 25, 2004, that rescinded 10% of the across-the-board reduction issued in Executive Order 31. This action added back \$8.3 million in State General Fund appropriations.

reductions to state appropriations in the middle of the fiscal year. This is the only option available to the Governor and may be reversed by legislative action to increase revenue or alter the reductions based on priorities. There were ATB orders in eight of the 33 years shown.

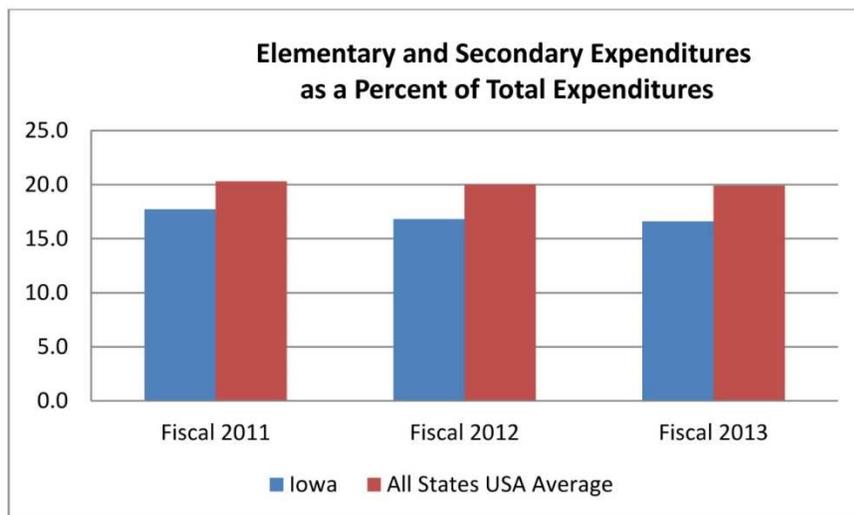
**Apples to Apples State Expenditures as a Percent of Total Spending:** The National Association of State Budget Officers (NASBO) published their annual [State Expenditure Report](#) analyzing all state expenditures excluding bonds (not just general fund.) In their analysis on Table 5, page 11, titled State Spending by Function, as a Percent of Total State Expenditures, Fiscal 2012, they report the following percentages:

Iowa Elementary and Secondary Education for FY 2012 was **16.8% of total state spending**. That compares with an average of 18.9% in the plain states region in which Iowa is categorized and well below the national average of 20.0% for all states.

Also worthy to note: The State Expenditure Report concludes that Iowa dedicates 25% of total state spending to Higher Education, which is well above the national average of 10.5%. Although Iowa is fortunate to have three regents' institutions, including higher education in total educational expenditures masks Iowa's lower investment in K-12 compared to the nation. Although the detail isn't shown in the report, this analysis may be further complicated since University of Iowa's hospital system may be categorized as Higher Education Expenditures that others might consider to be health care. This graphic, from page 4 of the Report, shows the total state expenditures (aggregated nationally) by function for Fiscal 2012, delineating K-12 and higher education for the nation:



The history of Iowa's percentage of total state funds compared to the nation includes data from the Report as follows:



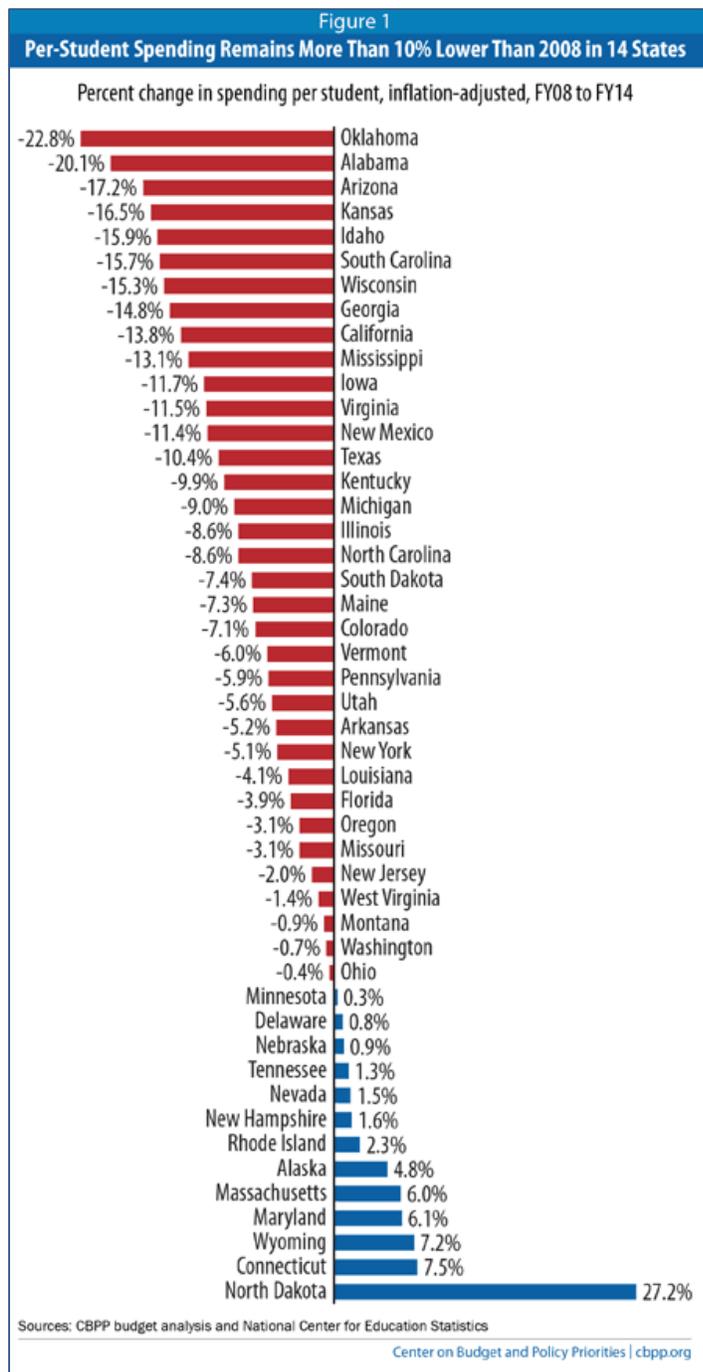
**Changes in Spending Per Student, inflation-adjusted, FY2008 to FY 2014:** The Center on Budget and Policy Priorities further analyzed changes in spending per student, with the following statistics specific to Iowa reported in the May 20, 2014 analysis:

- Iowa experienced -11.7% change in spending per student, inflation-adjusted, since 2008.
- Only 10 states lowered spending more than Iowa on a percentage basis (Oklahoma, Alabama, Arizona, Kansas, Idaho, South Carolina, Wisconsin, Georgia, California, and Mississippi.)
- Study reports that Iowa has lost \$641 per student, inflation-adjusted, since 2008.
- Increases in per student spending this year don't fully compensate for the prior cuts: Iowa's change in spending per student, inflation-adjusted, FY2013 to FY2014 is \$23.

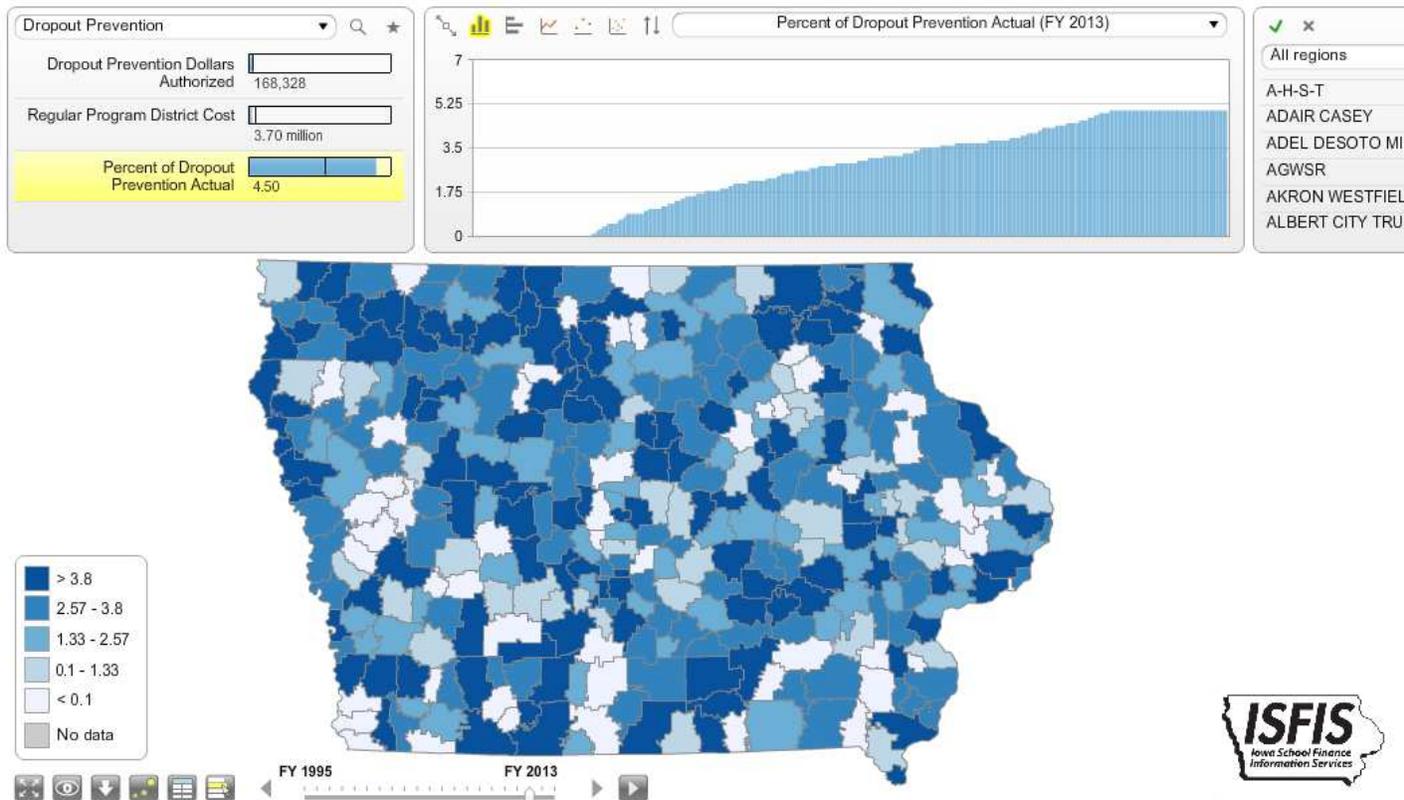
The study concludes: ***“Restoring school funding should be an urgent priority. The steep state-level K-12 spending cuts of the last several years have serious consequences for the nation.”*** One of the consequences specifically mentioned is certainly applicable to Iowa as education reform unfolds:

**“The cuts undermine education reform and hinder school districts’ ability to deliver high-quality education, with long-term negative consequences for the nation’s economic competitiveness.** Many states and school districts have undertaken important school reform initiatives to prepare children better for the future, but deep funding cuts hamper their ability to implement many of these reforms. At a time when producing workers with high-level technical and analytical skills is increasingly important to a country’s prosperity, large cuts in funding for basic education threaten to undermine the nation’s economic future.”

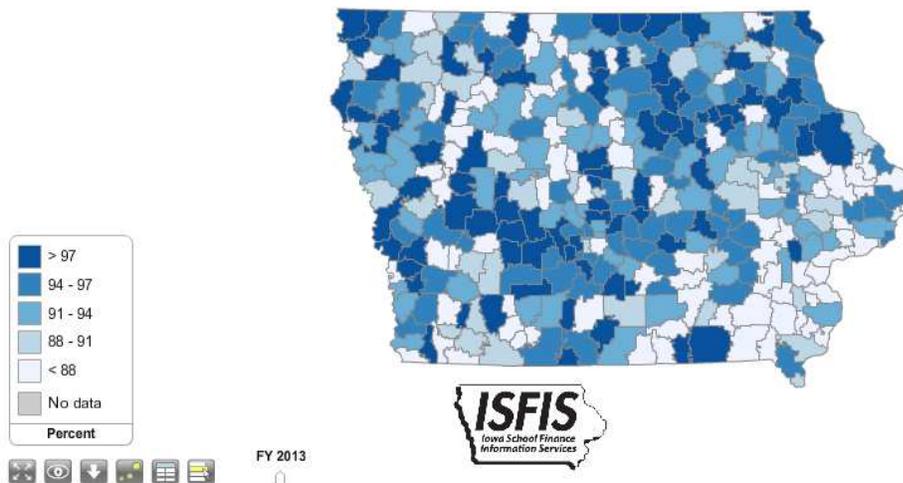
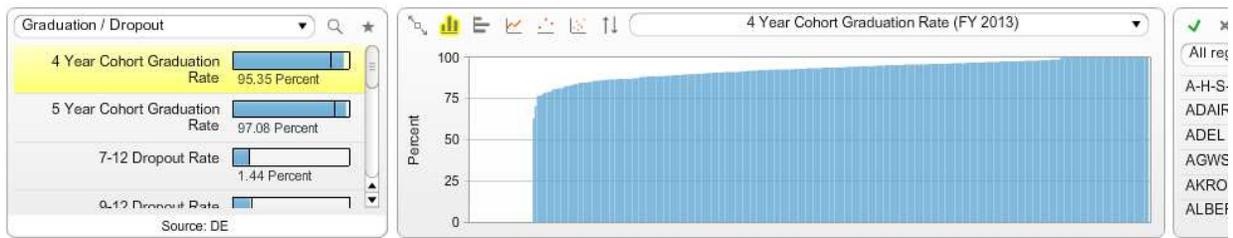
Source: Center on Budget and Policy Priorities, May 20, 2014  
<http://www.cbpp.org/cms/?fa=view&id=4011>



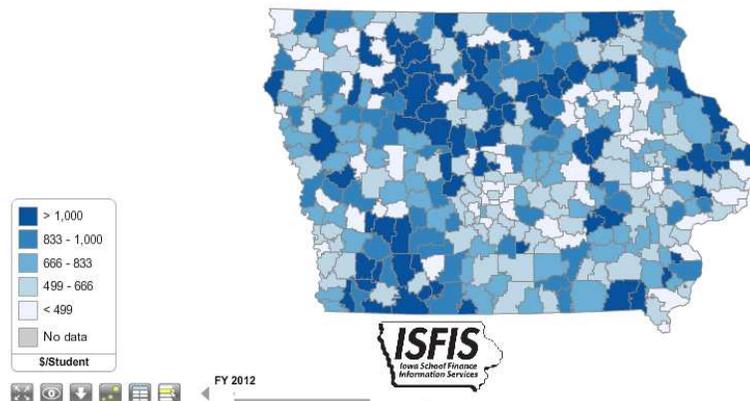
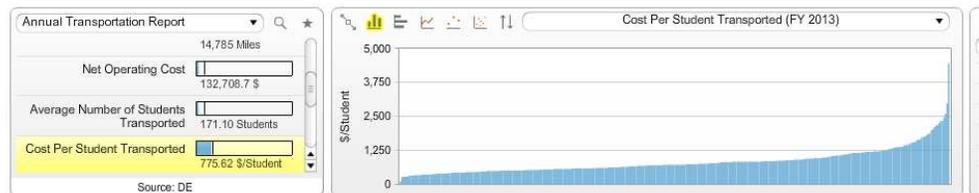
**Dropout Prevention:** The following map shows the range of Dropout Prevention actual percentage of regular program district cost accessed by school districts to provide services to students meeting strict at-risk criteria defined in Iowa law. The ceiling in the law is either 2.5% of regular program budget for the fiscal year or a percentage that historically exceed 2.5% (as high as 5% was authorized in law prior to 2013) in any year from July 1, 2009 through July 1, 2013. The funding is stipulated in Iowa Code 257.41. Click [here](#) for DE's annual report, June 2013, on dropout prevention activities.



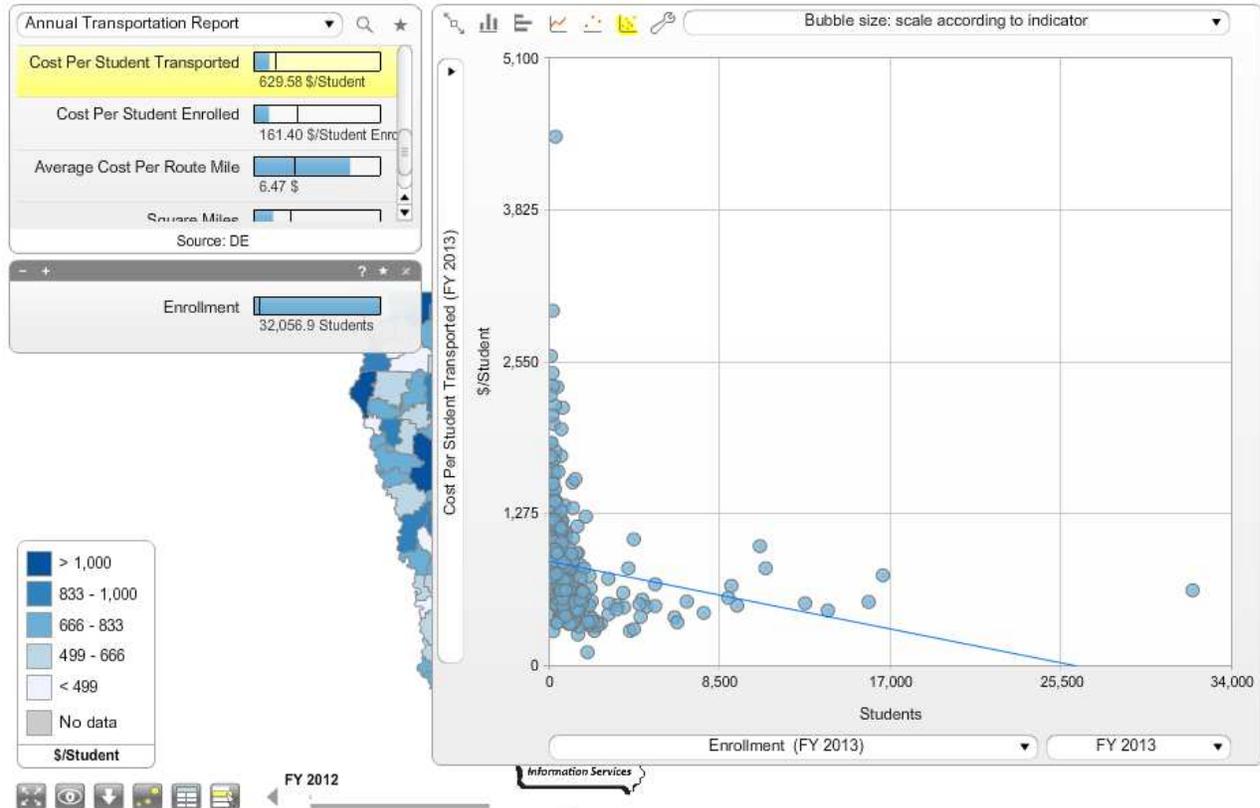
This next map shows the variance in graduation rates for a 4-year cohort, with variance among Iowa districts from a low of 63.2% to a high of 100%.



**Transportation Expenditures:** Iowa has no weighting for transportation or population sparsity. The FY 2013 range of transportation cost per student enrolled varies from a low of \$29.60 to a high of \$1,121.19, (average of \$418.08.) Since this expense is a general fund expense, it takes away from the cost per pupil in the school district's general fund that otherwise provides for educational expenses. Those districts with very high transportation costs per student have less resource available for teachers, courses, curriculum, professional development, utilities, and all other general fund expenditures.



**Transportation and Enrollment:** This next scatterplot shows the relationship between the total enrollment of the district and the average cost per student transported. As district enrollment increases, cost per student transported decreases, although there are outliers.



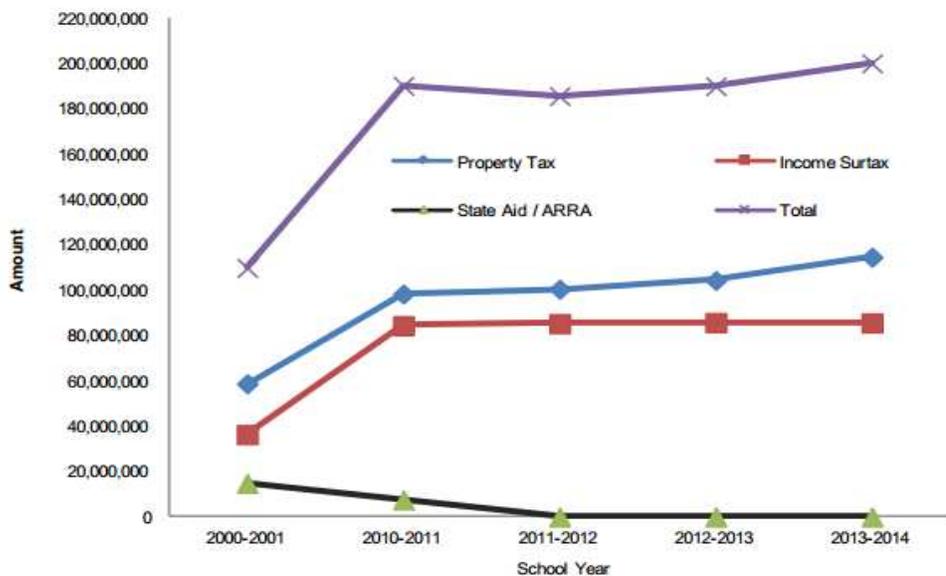
**The Instructional Support Levy** was enacted in the mid-90s to provide funds the school board and voters could use to support improved instruction. Most school districts use the ISL as the following data indicates:

- ▶ 335 out of 346 districts have some form of the ISL (97%) in FY 2014 (only 11 districts do not have the ISL in FY 2014).
- ▶ 276 districts use income surtax to fund ISL to some degree.
- ▶ ISL provides from a low of \$70 per student to a high of \$657 per student. The average statewide is \$451 per student.
- ▶ Property tax rates to fund the ISL average 53 cents per \$1,000, with a high of \$1.97 per \$1,000.

Although the original intent in legislation specified the state would provide a 25% match to help equalize local effort and address property tax valuation differences, the legislature capped the amount at \$14 million for several years, then during the recent economic downturn, eliminated the state appropriation altogether. The following chart from the Iowa DE **Annual Condition of Education Report**, November 2013, demonstrates the total funding for Instructional Support and the gradual elimination of the state's contribution.

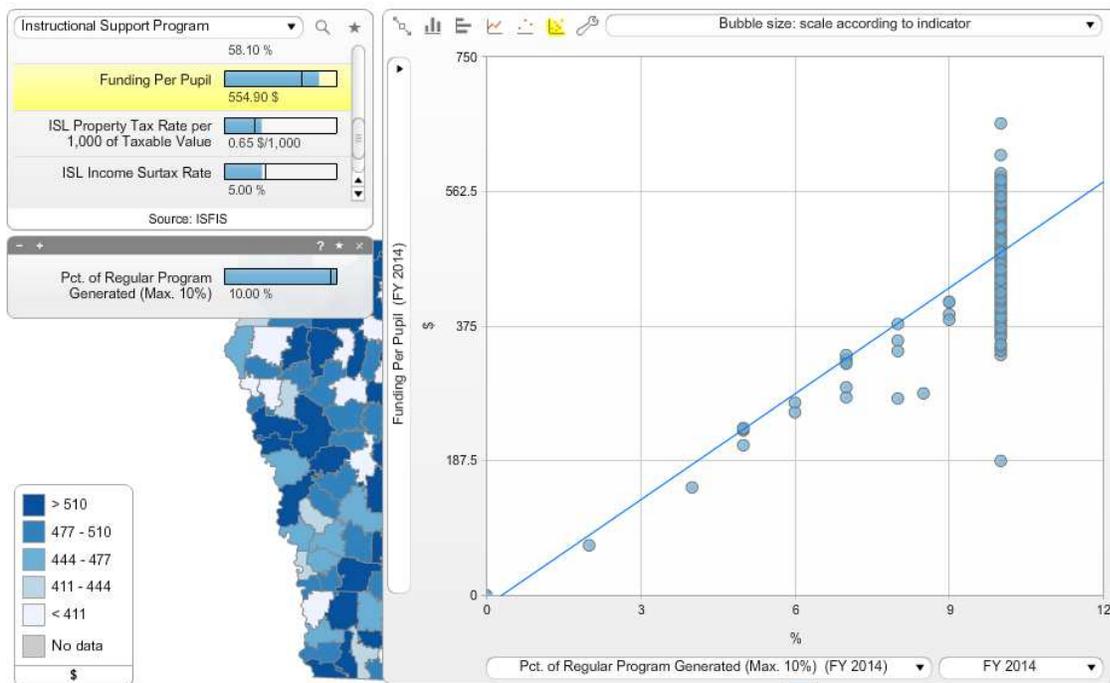
Figure 7-5

Instructional Support Program Revenues, 2000-2001, and 2010-2011 to 2013-2014

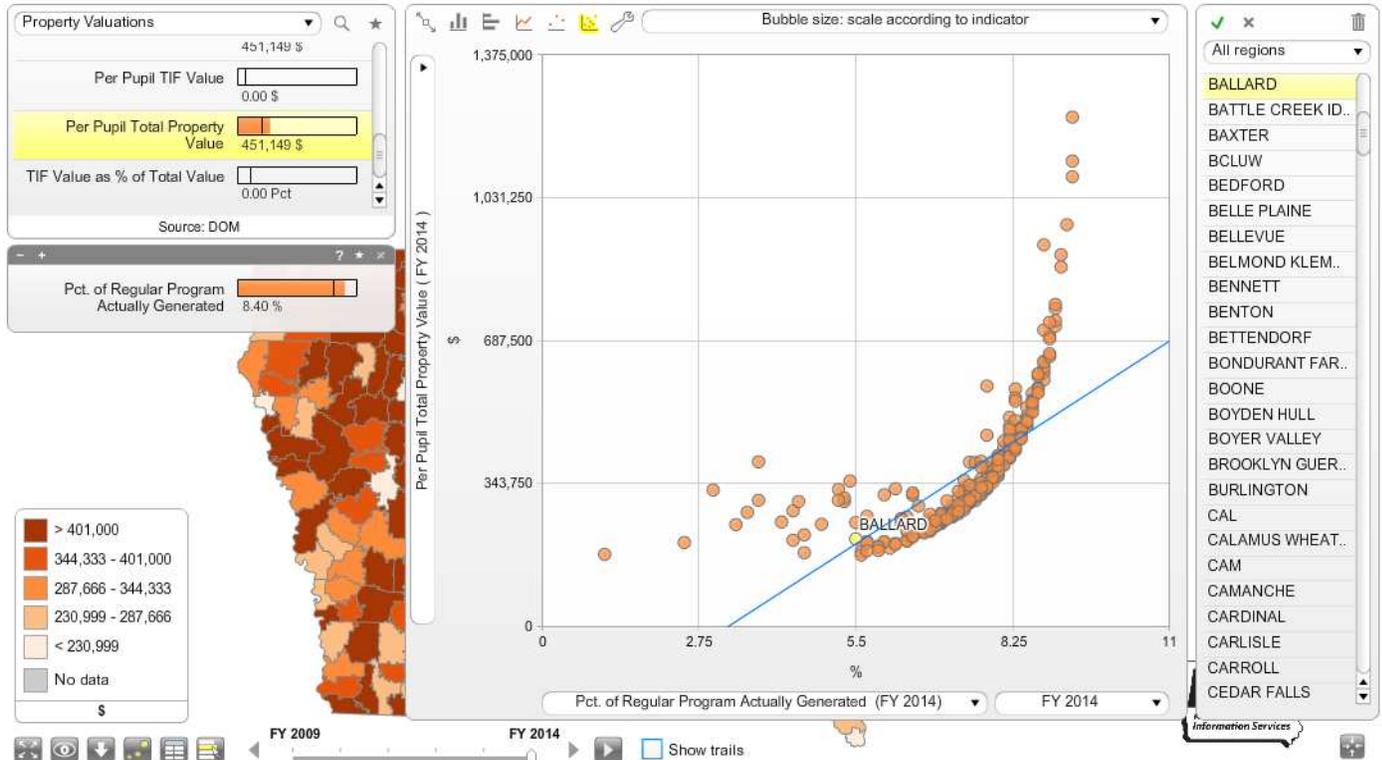


Source: Iowa Department of Management, Master Budget Files.

The loss of state funding is not merely an adequacy issue, but also furthers concerns of student equity. The state funding was originally designed to promote taxpayer equity, with property poor districts receiving more assistance from the state and district with higher property value per pupil receiving less. The lack of state contribution results in a large disparity per pupil in resources available for instructional support. The following chart shows the variance per pupil.



Another way to consider the disparity created by the ISL proration formula is to consider the relationship of ISL revenues to property value supporting each student. Although the vast majority of districts (and their voters) have elected to receive the full 10% of regular program district cost in their instructional support program, those with lower property value supporting each student are held to a much lower amount (as low as 5.5% in the case of Ballard Community Schools which has a property valuation per pupil of \$163,142.)





The following charts and tables are included in the LSA's 2013 Iowa FACTBOOK, published in February 2014.

Access the entire LSA FACTBOOK which is posted on the legislative web site here:

<https://www.legis.iowa.gov/DOCS/LSA/FCT/2012/FCTMMT000.pdf>

## Economic Indicators: Iowa and the Nation

The following statistics and rankings are included in the LSA's 2013 Iowa FACTBOOK, published in February 2014. Access the entire LSA FACTBOOK which is posted on the legislative web site here:

<https://www.legis.iowa.gov/DOCS/LSA/FCT/2012/FCTMMT000.pdf>

<b>2011 State Government Expenditures (1)</b>					
	Expenditures in billions	Per Capita Expenditures	Rank	Per Capita Expenditures as % of Per Capita Personal Income	Rank
Iowa	\$20	\$6,537	26	16.7%	28
National	\$2,004.0	\$6,492		16.2%	

<b>2012 National Per Capita Income (2)</b>					
	2012 Amount	% of National Average	2012 Rank	2011 Rank	2010 Rank
Iowa	\$43,935	100.5%	24	25	28
National	\$43,735	100.0%			

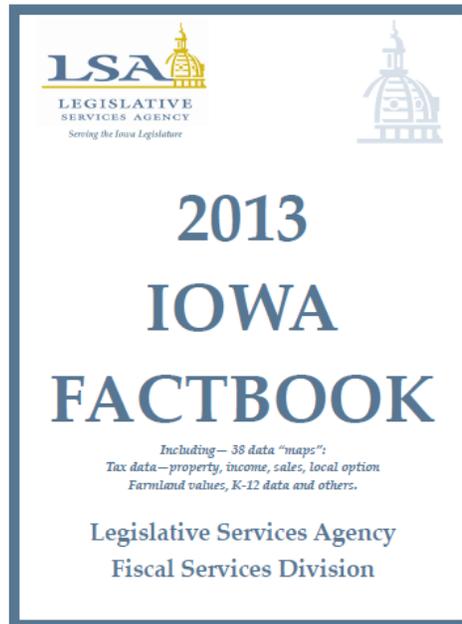
<b>State Living Standards (3)</b>							
	Cost of Living 2013	% of population not covered by Health Insurance	Livability of the State				
	Score	Rank	Score	Rank	2013 Score	2013 Rank	2012 Rank
Iowa	91.3	9	11.0	41	32.39	6	6

<b>Percentage of Persons in Poverty Two-Year Average Rate by State (4)</b>							
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Rank 2012
Iowa	9.6%	9.2%	10.1%	10.5%	10.4%	10.4%	6
USA	12.4%	12.9%	13.8%	14.7%	15.1%	15.1%	

<b>Median Household Income (5)</b>									
	2004	2005	2006	2007	2008	2009	2010	2011	2011 Rank
Iowa	\$43,042	\$45,086	\$47,489	\$49,262	\$50,774	\$50,422	\$50,504	\$51,322	24
USA	\$44,473	\$46,037	\$48,200	\$50,233	\$51,297	\$50,618	\$50,328	\$51,027	

The following sources were included in the 2013 FACTBOOK:

- **2011 State Government Expenditures (1) Sources:** 2011 State Government Expenditures and 2011 Population Estimates (both U.S. Census Bureau). 2011 Per Capita Personal Income (U. S. Bureau of Economic Analysis). All data accessed October 2011.
- **2012 National Per Capita Income (2) Source:** Regional Economic Information System, Bureau of Economic Analysis, U.S. Department of Commerce
- **State Living Standards (3) Sources:** U.S. Bureau of the Census, Morgan Quitno Press, *Income, Poverty, and Health Insurance Coverage 2011*, CQ's State Rankings 2013, and MERIC Cost of Living Data Series 2<sup>nd</sup> Quarter 2013
- **Percentage of Persons in Poverty Two-Year Average Rate by State (4) Source:** U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplements
- **Median Household Income (5) Source:** U.S. Bureau of the Census, *Median Household Income by State*



## ***ELEMENTARY AND SECONDARY EDUCATION***

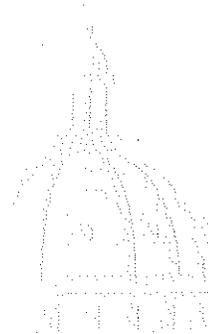
The following charts and tables are included in the LSA’s 2013 Iowa FACTBOOK, published in February 2014, Elementary and Secondary Education section. These provide additional information on the mix of Iowa school revenue sources, annual changes in school revenue, revenues by program area, national comparative 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/LSA/FCT/2012/FCTMMT000.pdf>



**LEGISLATIVE  
SERVICES AGENCY**

*Serving the Iowa Legislature*



# 2013 IOWA FACTBOOK

*Including— 38 data “maps”:  
Tax data—property, income, sales, local option  
Farmland values, K-12 data and others.*

**Legislative Services Agency  
Fiscal Services Division**

***ELEMENTARY AND  
SECONDARY EDUCATION***

Elementary and Secondary Education Funding Amounts for Iowa

FY	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 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	729.4	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%	4,846.2
FY 2014	759.3	15.1%	578.6	11.5%	115.0	2.3%	2,725.6	54.2%	118.1	2.4%	86.7	1.7%	643.2	12.8%	5,025.5

Elementary and Secondary Education Funding Amounts for Iowa - Annual Changes

FY	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	
FY 2001	\$ 19.5	4.1%	\$ 28.5	7.0%	\$ 8.4	16.6%	\$ 48.8	2.9%	\$ 6.4	3.8%	\$ -1.9	-5.0%	\$ 20.5	6.4%	\$ 128.2
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
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
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
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
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
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
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
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%	20.3	39.7%	350.5
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
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
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
FY 2013	26.1	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
FY 2014	29.6	4.1%	-2.5	-0.4%	10.2	9.7%	64.5	2.4%	77.7	192.3%	-0.2	-0.2%	0.0	0.0%	179.3

"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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shawn.snyder@legis.iowa.gov

**ELEMENTARY AND SECONDARY EDUCATION**  
**K-12 BUDGETED REVENUES BY PROGRAM AREA**  
**IOWA SCHOOL YEAR 2013-2014**  
(dollars in millions)

Source of Funds	State Aid	Local Taxes	Total	Percent	Number of Districts	% of Districts
<b>Local Education Agency (LEA) General Fund Revenues</b>						
Regular Program	\$ 1,791.5	\$ 1,134.7	\$ 2,926.1	55.5%	346	100.0%
Budget Guarantee	0.0	11.2	11.2	0.2	133	38.4
Teacher Salary Supplement (LEA)	252.1	0.0	252.1	4.8	346	100.0
Professional Development Supplement (LEA)	28.6	0.0	28.6	0.5	346	100.0
Early Intervention Supplement (LEA)	31.1	0.0	31.1	0.6	346	100.0
Supplementary Weighting	58.2	8.6	66.8	1.3	346	100.0
Special Education Weighting	339.3	50.0	389.3	7.4	346	100.0
AEA Sharing Supplementary Weighting	0.1	0.0	0.2	0.0	0	0.0
AEA Media Services	0.0	25.5	25.5	0.5	346	100.0
AEA Education Services	0.0	28.2	28.2	0.5	346	100.0
AEA Special Education Support Services	114.4	30.9	145.3	2.8	346	100.0
AEA Special Education Support Services Adj.	0.0	2.2	2.2	0.0	202	58.4
AEA Pro-rata State Aid Reduction	-22.5	0.0	-22.5	-0.4	346	100.0
AEA Teacher Salary Supplement	14.2	0.0	14.2	0.3	346	100.0
AEA Professional Development Supplement	1.7	0.0	1.7	0.0	346	100.0
Adjusted Additional Property Tax Levy State Aid	32.7	-32.7	0.0	0.0	78	22.5
Property Tax Replacement Payment	8.3	-8.3	0.0	0.0	346	100.0
Dropout Prevention Program	0.0	97.2	97.2	1.9	298	86.1
Other Property Tax Adjustments	10.0	-10.1	0.0	0.0	346	100.0
Enrollment Audit Adjustment	-0.2	0.3	0.1	0.0	174	50.3
Preschool State Aid	66.1	0.0	66.1	1.2	66	19.1
Adjusted Property Tax Repayment	0.2	0.0	0.2	0.0	7	2.0
Instructional Support	0.0	200.0	200.0	3.8	335	96.8
Educational Improvement	0.0	0.7	0.7	0.0	5	1.4
<b>General Fund Revenues</b>	<b>\$ 2,725.6</b>	<b>\$ 1,538.6</b>	<b>\$ 4,264.2</b>	<b>80.9%</b>		
<b>Other Revenue Sources</b>						
Regular PPEL	\$ 0.0	\$ 48.2	\$ 48.2	0.9%	335	96.8%
Voter Approved PPEL	0.0	113.6	113.6	2.2	243	70.2
Management Levy	0.0	150.7	150.7	2.9	338	97.7
Educational and Recreational Levy (Playground)	0.0	2.3	2.3	0.0	19	5.5
Bonds/Debt Service Levy	0.0	148.2	148.2	2.8	181	52.3
State Sales/Use Tax for School Infrastructure	430.0	0.0	430.0	8.2	346	100.0
Other State Appropriations	116.2	0.0	116.2	2.2	346	100.0
<b>Total</b>	<b>\$ 3,271.8</b>	<b>\$ 2,001.6</b>	<b>\$ 5,273.4</b>	<b>100.0%</b>		

NOTES:

- 1) State aid for the Instructional Support Program was not funded in FY 2014.
- 2) 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 2014.
- 3) Other State Appropriations are based on FY 2013 appropriations for the following programs:
  - 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
  - Education Reform
  - Early Literacy
  - FY 2013 General Fund Supplemental Appropriations (one-time funding) School districts in FY 2014

AEA = Area Education Agency

LEA = Local Education Agency (school district)

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

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**ELEMENTARY AND SECONDARY EDUCATION**  
**NATIONAL COMPARATIVE DATA**  
**K-12 PUBLIC SCHOOL RATES**

State	Estimated 2010 Public High School Graduation Rate		2010 High School Drop Out Rate		Percent of Population* Graduated From High School (2008-2010)	
	Rate	Rank	Rate	Rank	Rate	Rank
Alabama	71.8%	43	1.8%	6	82.0%	46
Alaska	75.5%	37	6.9%	47	91.5%	3
Arizona	74.7%	42	7.8%	51	85.0%	35
Arkansas	75.0%	41	3.6%	29	82.5%	44
California	78.2%	29	4.6%	40	80.7%	49
Colorado	79.8%	24	5.3%	45	89.5%	17
Connecticut	75.1%	40	3.0%	23	88.5%	21
Delaware	75.5%	37	3.9%	32	87.2%	27
Florida	70.8%	44	2.3%	13	85.4%	34
Georgia	69.9%	45	3.8%	31	84.1%	39
Hawaii	75.4%	39	5.2%	44	90.2%	9
Idaho	84.0%	10	1.4%	2	88.4%	22
Illinois	81.9%	16	2.9%	22	86.5%	31
Indiana	77.2%	30	1.6%	3	86.6%	30
<b>IOWA</b>	<b>87.9%</b>	<b>5</b>	<b>3.4%</b>	<b>26</b>	<b>90.4%</b>	<b>8</b>
Kansas	84.5%	8	2.1%	7	89.5%	16
Kentucky	79.9%	23	3.2%	25	81.7%	48
Louisiana	68.8%	46	4.8%	43	81.8%	47
Maine	82.8%	13	4.2%	34	90.1%	11
Maryland	82.2%	15	2.7%	18	87.9%	24
Massachusetts	82.6%	14	2.8%	21	89.0%	18
Michigan	75.9%	36	4.3%	37	88.6%	20
Minnesota	88.2%	4	1.6%	3	91.4%	4
Mississippi	63.8%	49	7.4%	50	80.7%	50
Missouri	83.7%	12	3.5%	28	86.8%	29
Montana	81.9%	16	4.3%	37	91.7%	2
Nebraska	83.8%	11	2.2%	10	90.1%	12
Nevada	57.8%	51	4.5%	39	84.1%	37
New Hampshire	86.3%	7	1.2%	1	91.3%	5
New Jersey	87.2%	6	1.6%	3	87.7%	26
New Mexico	67.3%	48	6.9%	47	83.1%	43
New York	76.0%	35	3.6%	29	84.5%	36
North Carolina	76.9%	32	4.7%	42	84.1%	38
North Dakota	88.4%	3	2.2%	10	90.1%	10
Ohio	81.4%	19	4.2%	34	87.7%	25
Oklahoma	78.5%	27	2.4%	14	85.8%	33
Oregon	76.3%	34	3.4%	26	88.8%	19
Pennsylvania	84.1%	9	2.1%	7	88.0%	23
Rhode Island	76.4%	33	4.6%	40	84.0%	40
South Carolina	68.2%	47	3.0%	23	83.7%	41
South Dakota	81.8%	18	2.6%	16	89.9%	13
Tennessee	80.4%	21	2.7%	18	83.2%	42
Texas	78.9%	25	2.7%	18	80.3%	51
Utah	78.6%	26	2.6%	16	90.5%	7
Vermont	91.4%	1	2.4%	14	91.1%	6
Virginia	81.2%	20	2.1%	7	86.2%	32
Washington	77.2%	30	4.2%	34	89.7%	15
West Virginia	78.3%	28	4.0%	33	82.5%	45
Wisconsin	91.1%	2	2.2%	10	89.9%	14
Wyoming	80.3%	22	6.0%	46	92.2%	1
District of Columbia	59.9%	50	7.0%	49	87.0%	28
<b>National Rate</b>	<b>78.2%</b>		<b>4.1%</b>		<b>85.3%</b>	

\*Persons age 25 and older (Table 15, NCES Digest of Education Statistics).

NOTE: Graduation rates are calculated by the NCES and are estimated based on average freshman graduation rates.

Sources: U.S. Dept. of Education, National Center for Education Statistics (NCES), and U.S. Bureau of Census

**ELEMENTARY AND SECONDARY EDUCATION**

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

State	2012 - 2013 Per Pupil Expenditures*			2012 -13 % of Revenue by Source		
	Total	% of Average	Rank	State	Local	Federal
Alabama	\$ 8,779 *	79%	42	56.1%	32.0%	11.9% *
Alaska	18,192 *	164%	4	61.6 *	23.5	14.9
Arizona	6,949 *	63%	51	53.3	38.9	7.8 *
Arkansas	13,215 *	119%	15	49.1	37.2	13.7 *
California	9,202 *	83%	39	57.0	32.3	10.7 *
Colorado	10,199 *	92%	29	41.5	49.8	8.7
Connecticut	16,272 *	147%	7	36.7 *	55.9	7.4 *
Delaware	14,890 *	135%	11	61.9 *	30.8	7.3 *
District of Columbia	14,406 *	130%	13	0.0 *	89.1	10.9 *
Florida	8,637 *	78%	44	39.6	48.6	11.7
Georgia	9,654 *	87%	34	41.9 *	47.8	10.3 *
Hawaii	11,569 *	105%	20	87.6	2.2	10.3
Idaho	8,528 *	77%	45	72.9 *	17.9	9.2 *
Illinois	12,927 *	117%	16	20.5 *	65.9	13.6 *
Indiana	11,129 *	101%	23	46.4	34.4	9.2
<b>IOWA</b>	<b>9,411 *</b>	<b>85%</b>	<b>37</b>	<b>46.2</b>	<b>45.7</b>	<b>8.1</b>
Kansas	9,689 *	88%	33	55.3 *	36.8	7.9 *
Kentucky	9,891 *	89%	32	46.9	37.1	16.0
Louisiana	10,310 *	93%	28	45.0 *	39.6	15.4 *
Maine	10,414 *	94%	25	36.1 *	52.0	11.8 *
Maryland	15,287 *	138%	9	44.3 *	48.9	6.8 *
Massachusetts	15,211 *	137%	10	42.7	52.0	5.4
Michigan	13,686 *	124%	14	68.3	18.7	13.0
Minnesota	11,632 *	105%	19	81.7 *	12.8	5.5 *
Mississippi	9,427 *	85%	36	50.9 *	33.7	15.4 *
Missouri	10,093 *	91%	30	29.8 *	59.4 *	10.8 *
Montana	10,645 *	96%	24	48.1 *	38.9	13.0 *
Nebraska	9,621 *	87%	35	36.1 *	55.9	8.1 *
Nevada	8,501 *	77%	46	35.6 *	56.2	8.3 *
New Hampshire	15,394 *	139%	8	32.8 *	61.7	5.5 *
New Jersey	19,291 *	174%	3	33.1 *	63.8	3.1 *
New Mexico	10,397 *	94%	26	65.1	17.5	17.4
New York	19,523 *	176%	2	44.8 *	46.0	9.2 *
North Carolina	8,433 *	76%	48	56.0	32.8	11.2
North Dakota	8,849 *	80%	41	41.1	49.3	9.5
Ohio	9,941 *	90%	31	46.0 *	44.3	9.7 *
Oklahoma	8,481 *	77%	47	44.7 *	36.2	19.2 *
Oregon	11,254 *	102%	22	45.3 *	41.4	13.3 *
Pennsylvania	14,467 *	131%	12	39.6 *	54.6	5.8 *
Rhode Island	17,666 *	160%	5	30.0 *	62.8 *	7.2 *
South Carolina	8,898 *	80%	40	42.6 *	45.2 *	12.2 *
South Dakota	9,347 *	84%	38	30.1 *	53.3 *	16.7 *
Tennessee	8,695 *	79%	43	46.8 *	38.6 *	14.5 *
Texas	7,886 *	71%	49	38.6 *	50.1 *	11.2 *
Utah	7,129 *	64%	50	5.0 *	38.2 *	10.6 *
Vermont	19,752 *	178%	1	87.6 *	4.6 *	7.8 *
Virginia	11,457 *	104%	21	38.0 *	55.6 *	6.4 *
Washington	10,313 *	93%	27	57.0 *	30.3 *	12.8 *
West Virginia	12,116 *	109%	18	59.3 *	26.8 *	13.9 *
Wisconsin	12,555 *	113%	17	41.6 *	43.7 *	14.7 *
Wyoming	16,577 *	150%	6	51.7 *	39.8 *	8.4 *
National Average	\$ 11,068			45.8%	44.2%	10.1%

\* Estimated by National Education Association.

Source: National Education Association, *Rankings of the States 2012 and Estimates of School Statistics 2013*

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ELEMENTARY AND SECONDARY EDUCATION

NATIONAL COMPARATIVE DATA  
AVERAGE K-12 TEACHER SALARY AND NUMBER OF DISTRICTS

State	2012-13 Average Teacher Salary			2012-13 Number of Districts
	Dollars	% of Average	Rank	
Alabama	\$ 47,949	85%	39	134
Alaska	65,468	116%	7	54
Arizona	49,885 *	88%	30	627 *
Arkansas	46,632 *	83%	45	255
California	69,324 *	123%	5	1042 *
Colorado	49,844 *	88%	32	178 *
Connecticut	69,766 *	124%	4	199 *
Delaware	59,679 *	106%	12	37 *
District of Columbia	70,906 *	126%	3	41 *
Florida	46,944	83%	44	67 *
Georgia	52,880	94%	23	198
Hawaii	54,300	96%	21	1
Idaho	49,734 *	88%	33	137 *
Illinois	59,113 *	105%	13	866 *
Indiana	51,456	91%	26	371
<b>IOWA</b>	<b>51,528 *</b>	<b>91%</b>	<b>25</b>	<b>348</b>
Kansas	47,464	84%	42	286 *
Kentucky	50,326	89%	28	174 *
Louisiana	51,381 *	91%	27	126 *
Maine	48,119	85%	37	288 *
Maryland	65,265	116%	8	24
Massachusetts	73,129	130%	2	519
Michigan	61,560	109%	11	855
Minnesota	56,268 *	100%	17	521 *
Mississippi	41,994 *	74%	50	151
Missouri	47,517 *	84%	41	524 *
Montana	49,999 *	89%	29	422 *
Nebraska	48,931	87%	35	256
Nevada	55,957 *	99%	18	17 *
New Hampshire	55,599 *	99%	19	175 *
New Jersey	68,797 *	122%	6	605
New Mexico	46,573 *	83%	46	89
New York	75,279 *	134%	1	696 *
North Carolina	45,947	81%	48	115
North Dakota	47,344 *	84%	43	181
Ohio	58,092 *	103%	15	1016 *
Oklahoma	44,128	78%	49	521
Oregon	58,758	104%	14	197 *
Pennsylvania	63,521 *	113%	9	500 *
Rhode Island	63,474 *	113%	10	49 *
South Carolina	47,924 *	85%	40	87
South Dakota	39,580	70%	51	151
Tennessee	48,289 *	86%	36	137
Texas	48,110	85%	38	1234
Utah	49,393 *	88%	34	41 *
Vermont	52,526 *	93%	24	352 *
Virginia	49,869 *	88%	31	136
Washington	53,571 *	95%	22	295
West Virginia	46,405 *	82%	47	55 *
Wisconsin	55,171 *	98%	20	424
Wyoming	57,920	103%	16	48
Total				15,822
National Average	\$ 56,383			

\*Estimated by National Education Association.

Source: National Education Association, *Rankings of the States 2012 and Estimates of School Statistics 2013*

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**ELEMENTARY AND SECONDARY 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	Salaries and Benefits	Purchased Services	Supplies and Equipment	Other
				Percentage Change				
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	NA	NA	NA	NA	80.47%	11.77%	7.54%	0.22%
FY 2012	NA	NA	NA	NA	80.59%	11.86%	7.32%	0.23%

**Function Expenditures as a Percentage of General Fund Expenditures**

	Instruction	Student Support	Staff Support	Administration and Central Services	Operations and Maintenance	Transportation	Other
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%

**NOTE:**

Total public elementary and secondary expenditures are based on the total current expenditures for public elementary and secondary education from the National Center of Education Statistics (NCES). Additional expenditures per pupil are based on the NCES expenditure figure divided by the enrollment figure 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

**ELEMENTARY AND SECONDARY EDUCATION**

**PUBLIC SCHOOL STUDENT PERFORMANCE INDICATORS FOR IOWA  
DROPOUT RATES, GRADUATION RATES, AND AVERAGE  
DAILY ATTENDANCE RATE**

<u>School Year</u>	<u>Grade 7-12 Dropouts</u>	<u>Grade 7-12 Dropout Rate</u>	<u>Grade 9-12 Dropout Rate</u>	<u>Number of Graduates</u>	<u>Graduation Rate</u>	<u>Average Daily Attendance Rate</u>
1998-1999	4,023	1.7%	2.6%	34,378	88.2%	95.9%
1999-2000	4,027	1.8%	2.6%	33,834	88.7%	96.1%
2000-2001	4,220	1.9%	2.7%	33,774	89.2%	95.8%
2001-2002	3,711	1.6%	2.4%	33,789	89.4%	95.8%
2002-2003	3,036	1.3%	2.0%	34,858	90.4%	95.6%
2003-2004	3,626	1.6%	2.4%	34,339	89.8%	95.9%
2004-2005	3,319	1.4%	2.1%	33,547	90.7%	95.8%
2005-2006	3,383	1.5%	2.1%	33,693	90.8%	95.8%
2006-2007	3,617	1.6%	2.3%	34,140	90.5%	95.8%
2007-2008	4,442	2.0%	2.9%	34,573	88.7%	95.9%
2008-2009	4,807	2.2%	3.2%	33,926	87.2%	95.8%
2009-2010	5,149	2.3%	3.4%	34,462	88.8%	95.5%
2010-2011	5,070	2.3%	3.4%	33,853	88.3%	95.6%
2011-2012	4,733	2.2%	3.2%	30,367	89.3%	96.1%

NOTES:

- 1) Prior to the 2007-2008 school year, graduation rates were calculated based on the National Center for Education Statistics (NCES) leaver rate formula. The formula was modified beginning in 2007-2008 and is based on the National Governor's Association (NGA) cohort rate formula.
- 2) Average daily attendance rate is based on grades K-8.

Source: Iowa Department of Education, State Report Card for No Child Left Behind

# ELEMENTARY AND SECONDARY 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.
2003	\$ 24,500	\$ 30,239	\$ 31,742	\$ 33,543	\$ 35,031	\$ 37,457	\$ 39,864	\$ 42,038	\$ 38,801	\$ 38,000	\$ 45,891
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	56,643
2013	28,000	40,243	42,658	45,407	47,305	50,382	53,725	54,465	58,480	50,914	

**NOTE:**

- 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	% Change in Average Salary		Number of Principals	Average Principal Salary	% Change in Average Principal Salary	Number of Supt.	Average Supt. Salary	AEA		Number of Staff	Average Staff Salary	AEA Admin. Average Salary
		Average Salary	Salary						Average Supt. Salary	Staff Salary			
2003	33,425	\$ 38,000	2.0%	1,091	\$ 67,768	2.4%	342	\$ 87,010	3.6%	2,287	\$ 46,363	1.4%	
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%	

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 Rankings and Estimates data  
 Legislative Services Agency (LSA) analysis and calculations

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PUBLIC SCHOOL AND SPECIAL EDUCATION ENROLLMENTS STATE OF IOWA

Fiscal Year	Elementary (K-6)	Secondary (7-12)	Other	Total Enrollment	% Change		Special Education Enrollment	Special Education as a % of Total Enrollment
					Enrollment	Enrollment		
1992	262,225	207,948	21,278	491,451	1.7%	3.4%	47,176	9.6%
1993	259,854	214,157	21,331	495,342	0.8%	3.4%	48,756	9.8%
1994	256,067	219,708	21,234	497,009	0.3%	2.3%	49,876	10.0%
1995	255,340	225,443	19,809	500,592	0.7%	4.4%	52,048	10.0%
1996	254,401	230,039	20,065	504,505	0.8%	5.1%	54,705	10.4%
1997	253,397	231,603	20,523	505,523	0.2%	4.2%	56,996	10.8%
1998	250,854	231,295	22,984	505,130	-0.1%	3.5%	58,976	11.3%
1999	250,148	231,737	20,649	502,534	-0.5%	2.4%	60,419	11.7%
2000	250,293	229,779	18,535	498,607	-0.8%	2.4%	61,880	12.0%
2001	248,692	228,235	17,364	494,291	-0.9%	1.4%	62,742	12.4%
2002	246,772	228,637	14,114	489,523	-1.0%	1.0%	63,397	12.7%
2003	240,802	227,121	19,098	487,021	-0.5%	3.0%	65,327	13.0%
2004	241,777	228,912	14,322	485,011	-0.4%	-1.6%	64,267	13.4%
2005	242,443	229,768	11,124	483,335	-0.3%	0.0%	64,283	13.3%
2006	244,149	232,507	6,449	483,105	0.0%	-1.1%	63,551	13.3%
2007	244,461	229,906	7,117	482,084	-0.2%	-1.3%	62,695	13.2%
2008	245,825	226,803	7,981	480,609	-0.3%	-2.4%	61,215	12.7%
2009	248,113	222,424	6,482	477,019	-0.7%	-2.1%	59,924	12.6%
2010	249,001	219,672	5,554	474,227	-0.6%	-1.0%	59,323	12.5%
2011	250,340	218,349	4,804	473,493	-0.2%	0.3%	59,508	12.6%
2012	252,340	216,759	4,405	473,504	0.0%	-1.9%	58,400	12.3%
2013	256,006	217,608	2,631	476,245	0.6%	-2.7%	56,806	11.9%

NOTES:

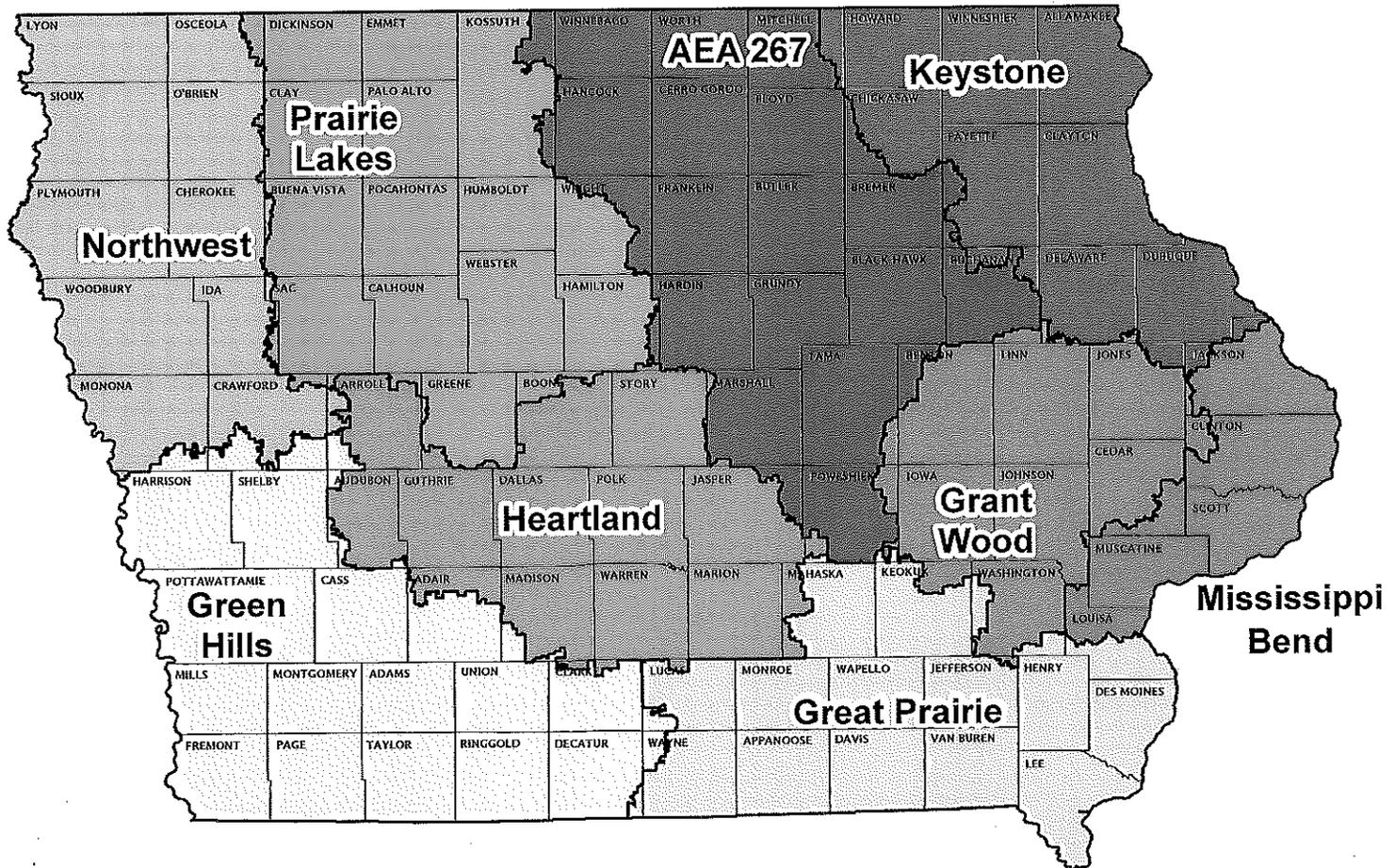
- 1) Enrollments reflect certified enrollment reported as of October 1 (or the first Monday in October if the 1st falls on a weekend).
- 2) "Other" refers primarily to special education students not associated with a given grade level. This is not a count of the number of special education students in 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

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ELEMENTARY AND SECONDARY EDUCATION

AREA EDUCATION AGENCIES  
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	24	6.9%	29,300	6.2%	33,630	6.6%
AEA 267	56	16.2	62,643	13.2	65,957	12.9
Prairie Lakes AEA 8	44	12.7	29,923	6.3	32,218	6.3
Mississippi Bend AEA 9	21	6.1	47,272	9.9	50,206	9.9
Grant Wood AEA 10	32	9.2	66,663	14.0	71,082	13.9
Heartland AEA 11	53	15.3	128,033	26.9	136,809	26.8
Northwest AEA	35	10.1	38,261	8.0	43,188	8.5
Green Hills AEA 13	48	13.9	38,435	8.1	39,571	7.8
Great Prairie AEA 15	33	9.5	35,716	7.5	36,915	7.2
<b>Total</b>	<b>346</b>	<b>100.0%</b>	<b>476,245</b>	<b>100.0%</b>	<b>509,576</b>	<b>100.0%</b>

NOTES:

- 1) Enrollments are based on the October 2012 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.

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LEGISLATIVE  
SERVICES AGENCY

*Serving the Iowa Legislature*

# 2013 IOWA FACTBOOK

*Including— 38 data “maps”:*

*Tax data—property, income, sales, local option*

*Farmland values, K-12 data and others.*

Legislative Services Agency

Fiscal Services Division

# TOURISM AND RECREATION

## STATE FAIR STATISTICS

### Operating and Special Revenue (dollars in thousands)

<u>State Fair Authority Revenues</u>	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>
Admissions	\$ 5,813.0	\$ 6,335.8	\$ 6,428.9	\$ 6,513.6	\$ 7,032.7	\$ 6,012.9
Concessions	2,187.1	2,926.8	2,870.4	2,969.2	3,352.5	3,425.9
Grandstand and Racetrack	1,584.1	1,752.7	2,100.4	2,573.2	3,055.6	2,995.3
Other	3,782.8	4,769.9	4,893.3	5,016.0	5,197.9	6,400.2
Interim Events	1,599.9	1,735.4	1,673.6	1,760.8	1,999.4	2,278.4
<b>Total Operating Revenues</b>	<b>\$ 14,966.9</b>	<b>\$ 17,520.6</b>	<b>\$ 17,966.6</b>	<b>\$ 18,832.8</b>	<b>\$ 20,638.1</b>	<b>\$ 21,112.7</b>

### Special Revenue Fund

State Appropriations - Capitals	\$ 3,000.0	\$ 0.0	\$ 5,500.0	\$ 2,500.0	\$ 0.0	\$ 250.0
Contributions	2,970.0	1,915.9	3,334.0	3,319.5	1,689.4	3,306.1
Other	678.0	768.5	671.4	706.4	757.4	634.2
<b>Total</b>	<b>\$ 6,648.0</b>	<b>\$ 2,684.4</b>	<b>\$ 9,505.4</b>	<b>\$ 6,525.9</b>	<b>\$ 2,446.8</b>	<b>\$ 4,190.3</b>

<u>Fiscal Year</u>	<u>Operating Revenue</u>	<u>Vendor Sales</u>	<u>Unaudited Attendance</u>
1994	\$ 7,201,782	\$ 6,014,251	913,000
1995	6,437,826	5,439,547	790,000
1996	8,676,311	6,733,142	918,000
1997	8,721,165	7,148,260	946,000
1998	8,882,179	7,338,439	941,000
1999	10,473,274	7,874,921	969,000
2000	10,417,274	8,125,805	979,000
2001	10,706,254	7,730,715	986,000
2002	13,368,569	8,296,370	1,008,000
2003	13,350,962	8,426,499	1,012,000
2004	14,743,748	9,983,544	1,054,000
2005	14,191,542	9,727,970	1,005,000
2006	15,436,587	10,143,976	1,014,000
2007	14,966,864	9,595,751	1,002,000
2008	17,520,625	11,079,318	1,109,000
2009	17,966,604	10,834,108	1,006,000
2010	18,832,776	10,736,443	967,000
2011	20,638,067	12,173,913	1,081,000
2012	21,112,711	12,806,935	1,097,000

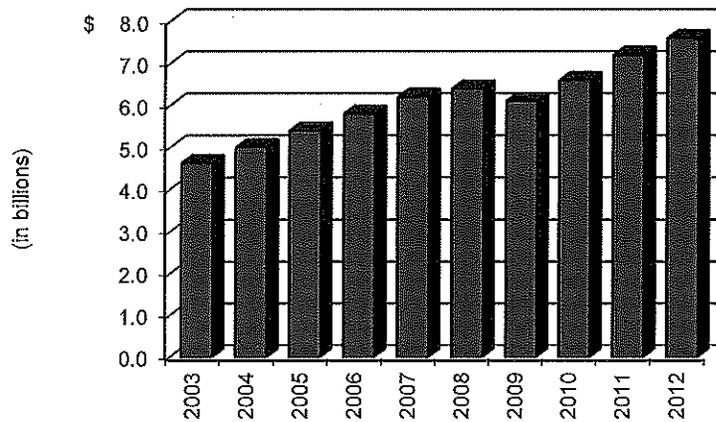
#### NOTES:

- 1) State Fair fiscal years run November 1 to October 31. State capital appropriations are reflected in the prior fiscal year. For example, for SFY 2006 the State appropriated \$750,000 for capitals. This is reflected in the State Fair's fiscal year 2005.
- 2) Other revenue includes campground fees, attractions, commercial exhibitors, sales of promotional items, and miscellaneous sources.
- 3) Vendor Sales are as reported by vendors and include food, beer, and merchandise. The State Fair receives a varying percentage of vendor proceeds.
- 4) For FY 2001, the number for vendor sales does not include beer sales. In FY 2001, the State Fair changed the payment method used by vendors on beer sales. Vendors paid a flat rate of \$125 per keg rather than 25.0% of sales.

Sources: State Auditor's Reports and State Fair Reports

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**DOLLARS GENERATED THROUGH TOURISM**



Year	Requests for Travel Guides	Unique visitors to traveliowa.com	Annual Number of Travel Parties at the Welcome Centers	Calendar Year Travel Expenditures (in billions)
2003	178,947	n/a	264,554	\$ 4.6
2004	192,507	n/a	257,353	5.0
2005	182,683	n/a	224,837	5.4
2006	166,161	252,503	217,678	5.8
2007	197,625	268,777	206,730	6.2
2008	168,629	435,054	192,018	6.4
2009	162,628	346,832	202,149	6.1
2010	126,262	398,219	196,303	6.6
2011	85,391	396,323	231,571	7.2
2012	118,700	405,679	170,612	7.6

**NOTES:**

- 1) Dollars generated through tourism were provided by the Travel Industry Association in Washington, D.C., and represent expenditures by U.S. residents traveling in Iowa.
- 2) Amana and Amana I-80 Welcome Centers closed in 2005.
- 3) Beginning in 2011, the Tourism Office no longer has a presence at the State Fair distributing travel guides, and requests for travel guides in advance of publication were handled differently.

Source: Economic Development Authority

**POPULATION AND VITAL STATISTICS**

**STATE OF IOWA PROFILE**

**CY 2010 AND PROJECTIONS FOR CY 2030 AND CY 2040**

<u>Category</u>	<u>CY 2010</u>	<u>Est. CY 2030</u>	<u>Est. CY 2040</u>
Total Population (in thousands)	3,050.2	3,309.0	3,441.2
0 to 19 Years	819.1	896.6	925.0
20 to 64 Years	1,777.4	1,735.0	1,835.3
65 Years and Older	453.7	677.4	680.8
Caucasian Population	2,726.4	2,736.5	2,685.2
African American Population	102.8	157.2	196.1
Hispanic Population	152.6	310.6	436.1
Asian & Pacific Islander	58.6	91.9	110.0
Other Populations	9.7	12.8	13.8
Median Age of Population (Years)	38.1	38.9	38.2
Total Employment (in thousands of jobs)	1,953.1	2,328.6	2,561.0
Farm	92.4	75.8	69.4
Agricultural Services, Other	14.5	23.2	28.0
Mining	3.9	4.7	5.3
Utilities	7.1	6.3	6.2
Construction	102.2	128.9	142.8
Manufacturing	207.5	193.5	181.1
Wholesale Trade	71.2	81.4	85.3
Retail Trade	216.5	261.8	287.4
Transportation and Warehousing	71.4	93.5	107.3
Information	32.9	34.5	36.6
Finance and Insurance	129.0	146.2	158.8
Real Estate/Rental/Lease	55.9	65.8	72.4
Professional and Technical	70.9	98.4	114.9
Management of Companies and Enterprises	13.8	24.8	31.1
Administrative and Waste Services	90.9	139.4	172.5
Educational Services	44.6	60.3	69.2
Health Care and Social Assistance	210.3	289.3	345.5
Arts, Entertainment, and Recreation	34.3	45.0	50.8
Accommodation and Food Services	119.6	152.2	169.5
Other Services, Except Public Admin.	97.0	112.6	122.1
Federal Civilian Government	19.2	19.0	19.0
Federal Military	13.0	12.8	12.9
State and Local Government	234.8	259.2	272.9
Persons Per Household (People)	2.4	2.4	2.4
Retail Sales Per Household (in 2004 dollars)	\$ 30,020	\$ 36,993	\$ 41,740
Mean Household Income (in 2004 dollars)	\$ 83,191	\$ 112,548	\$ 136,419
Mean Household Income (current dollars)	\$ 92,415	\$ 230,453	\$ 397,081
Number of Households (in thousands)	1,223.2	1,353.7	1,378.7
Total Retail Sales (in millions - 2005 dollars)	\$ 36,719.5	\$ 50,076.9	\$ 57,546.8
Motor Vehicles and Parts Dealers	6,305.0	9,442.5	11,057.1
Furniture and Home Furnishings	578.4	829.2	991.3
Electronics and Appliance Stores	676.8	810.0	925.2
Bldg. Materials, Garden Equip., and Supplies	3,005.9	4,235.7	5,009.9
Food and Beverage	4,621.4	5,091.7	5,285.2
Health and Personal Care	2,012.7	3,281.4	4,306.2
Gasoline Stations	6,044.8	7,595.2	7,941.4
Clothing and Clothing Accessories	1,109.5	1,428.2	1,590.5
Sporting Goods, Hobby, Book, and Music	642.0	701.1	720.0
General Merchandise Stores	5,881.6	7,499.8	8,648.6
Misc. Store	691.9	1,002.0	1,179.3
Nonstore Retailers	2,078.1	4,030.5	5,208.7
Eating and Drinking	3,071.5	4,129.6	4,683.5

NOTE: This is an estimated projection prepared by Woods & Poole Economics, Inc.

Source: Woods & Poole Economics, Inc., Washington D.C., 2013 State Profile

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## **2010 CENSUS INFORMATION FOR IOWA**

### **NATIONAL COMPARISON**

- Iowa had an estimated 3,046,355 residents in 2010 according to the U.S. Census Bureau, a gain of 120,031 compared to the 2000 census. This gain of 4.1% was less than the growth rate for the nation (9.7%).
- With the exception of Illinois, surrounding state populations grew at a rate greater than Iowa in the last decade. However, their growth rates were also less than the national average.
- Ten states, (Michigan, Rhode Island, Louisiana, Ohio, New York, West Virginia, Vermont, Massachusetts, Illinois, and Pennsylvania) had a slower growth rate than Iowa.
- Six states accounted for 54.0% of the total national population growth: Texas, California, Florida, Georgia, North Carolina, and Arizona.
- Iowa's population increased by 10.5% since 1960. Only two states, North Dakota and West Virginia, had a smaller growth rate than Iowa during this time.
- Iowa's population growth of 27.0% during the last 100 years is the lowest growth rate in the nation during this time period.
- In 1910, Iowa was the 15th most populous of the 46 states and the District of Columbia. By 2010, Iowa ranked 30th in terms of population.

### **IOWA FACTS**

- The farm population decreased substantially while small towns remained relatively stable. The number of people living in the country, but not in small towns or on farms, increased throughout the last 55 years.
- The total number of people aged 75 years or older has increased each of the last five decades. Data from the 2010 Census indicates Iowa had more residents 75 years old or older than children under the age of 5. There are 21 other states where this occurred.
- Projections by Woods and Poole Economics, Inc., indicate that Iowa's population will continue to age and grow slowly.
- In 2010 Iowa had 947 incorporated places.
  - There were 663 places with less than 1,000 residents.
  - There were 124 places with between 1,000 and 1,999 residents.
  - There were 80 places with between 2,000 and 4,999 residents.
  - There were 42 places with between 5,000 and 9,999 residents.
  - There were 28 places with between 10,000 and 49,999 residents.
  - There were 10 places with greater than 50,000 residents.
- Twenty-two of Iowa's counties gained residents since 2000. Of these, 16 counties had increases greater than 1,000 people.
- Population gains for Polk, Dallas, Johnson, and Linn counties exceeded 10,000 people.
- Sixty-six counties experienced declining populations. Forty-four had population declines of at least 500 people. A total of 17 counties had declines greater than 1,000 people.
- Six counties had populations in excess of 100,000 people: Black Hawk, Johnson, Linn, Polk, Scott, and Woodbury. These six counties account for 38.4% of Iowa's total population.
- A total of 51.3% of Iowa's population is concentrated in 11 counties: Black Hawk, Clinton, Dallas, Dubuque, Johnson, Linn, Polk, Pottawattamie, Scott, Story, and Woodbury.

Source: U.S. Census Bureau

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## CRIME AND ENFORCEMENT

### AVERAGE ANNUAL COST PER INMATE BY IOWA INSTITUTION

Fiscal Year	Ft. Madison	Anamosa	Oakdale	Mt. Pleasant	Clarinda	Rockwell City	Newton	Mitchellville	Ft. Dodge
1989	\$ 25,171	\$ 14,423	\$ 29,676	\$ 17,845	\$ 25,431	\$ 23,519	\$ 21,612	\$ 26,424	\$ 0
1990	24,729	11,873	25,130	16,973	21,157	18,765	20,687	21,249	0
1991	25,205	14,823	26,243	17,385	20,191	17,883	22,177	21,113	0
1992	24,152	11,037	21,388	13,966	18,896	17,043	18,595	22,484	0
1993	27,547	12,802	21,496	15,539	21,804	22,304	28,000	25,408	0
1994	29,117	12,904	19,447	16,004	23,674	16,545	21,794	19,474	0
1995	28,148	13,101	16,632	15,100	23,371	13,317	17,059	20,442	0
1996	29,181	12,925	15,415	15,016	26,622	12,548	19,192	17,590	0
1997	29,204	14,489	17,486	15,904	16,274	13,362	32,776	17,047	0
1998	30,552	15,938	18,699	17,256	15,949	13,873	21,924	15,898	0
1999	33,056	18,542	20,974	23,341	17,536	15,256	19,665	19,348	27,906
2000	32,975	19,124	25,463	21,136	21,462	18,760	22,441	30,282	26,616
2001	35,134	19,150	26,911	21,418	21,248	18,286	21,697	26,232	23,011
2002	34,565	18,533	26,855	21,891	21,234	16,332	21,098	24,257	20,475
2003	37,676	19,434	25,345	21,634	21,063	15,557	20,397	23,709	20,118
2004	37,664	20,367	31,285	20,673	24,055	16,626	20,274	24,029	20,866
2005	39,727	20,724	29,556	21,704	24,530	16,848	21,617	23,665	21,154
2006	43,123	22,008	31,620	23,269	24,033	18,464	22,041	24,753	23,841
2007	42,729	22,553	38,039	25,071	24,190	19,110	23,169	26,237	25,876
2008	43,482	24,203	52,134	26,393	25,973	20,545	25,203	28,640	27,644
2009	43,873	25,357	59,301	26,972	27,410	20,498	24,071	28,005	26,667
2010	40,598	27,876	60,860	26,784	26,292	19,059	23,884	28,660	24,482
2011	43,388	26,215	58,005	24,975	24,104	19,390	21,884	27,880	22,871
2012	44,197	26,817	58,313	26,553	26,375	20,509	22,140	29,760	24,209
2013	46,530	30,872	60,648	29,162	30,533	20,715	22,402	30,408	24,743

NOTES:

- 1) Costs for certain Institutions are inflated for years that included one-time expansion costs that materially increased the average annual cost per inmate.
- 2) The average annual cost is based on all expenditures from all funding sources.
- 3) In FY 2013, the total budget for the prisons was \$271.9 million. Of this amount, 79.8% was spent on personnel; 12.2% on food, clothing, and medical expenses; 3.6% on equipment, maintenance, and facilities repair; and 4.4% on other support items.
- 4) From FY 1989 through FY 2013, the year-end prison population increased by 143.1%. During the same period, prison staffing, as measured by FTE usage, increased 79.8%.

Sources: Department of Corrections and Office of the Auditor of State

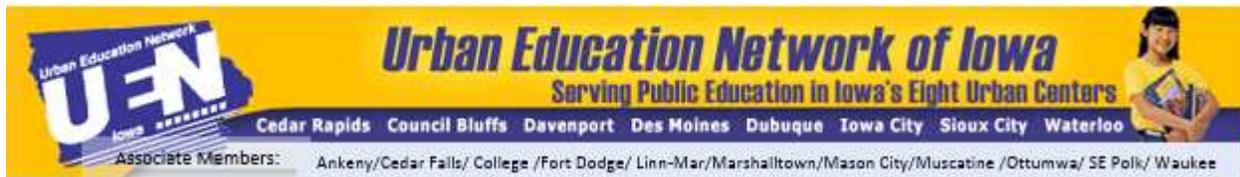
**STATE GOVERNMENT**

**IOWA PUBLIC EMPLOYEES  
RETIREMENT SYSTEM (IPERS) MEMBERS**

<u>Fiscal Year</u>	<u>Number of Active Members</u>	<u>Number of Retirees Receiving Benefits</u>	<u>Average Annual Payment</u>	<u>Employer Contributions</u>	<u>Employee Contributions</u>
2001	153,880	68,706	\$ 8,292	5.75%	3.7%
2002	158,469	71,715	8,293	5.75%	3.7%
2003	159,353	74,336	9,288	5.75%	3.7%
2004	160,034	76,961	9,996	5.75%	3.7%
2005	160,905	79,604	10,392	5.75%	3.7%
2006	163,091	82,204	10,836	5.75%	3.7%
2007	165,241	84,949	11,424	5.75%	3.7%
2008	167,850	87,490	11,952	6.05%	3.9%
2009	167,717	89,852	12,468	6.35%	4.1%
2010	165,660	93,692	13,020	6.65%	4.3%
2011	164,467	98,312	13,939	6.95%	4.5%
2012	164,200	101,677	14,441	8.07%	5.4%
2013	165,095	104,640	14,883	8.93%	6.0%

The employer contributions represent general member contribution rates. Protection occupation employees contribute 5.95% with an employer contribution of 8.93%, and sheriff and deputy employees contribute 9.88% with an employer contribution of 9.88%.

Source: June 30, 2013, Actuarial Report, IPERS



## UEN Contact Information

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