

Instructions for the Final Annual State Reports under the State Fiscal Stabilization Fund Program

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Instructions for the Final Annual State Reports under the State Fiscal Stabilization Fund Program

Under Section 14008 of Division A of the American Recovery and Reinvestment Act of 2009 (ARRA), each State must submit to the U.S. Department of Education (Department) a report that describes the uses of the funds provided under the State Fiscal Stabilization Fund (SFSF) program and the impact of those funds on education and other areas. The statute requires States to submit these reports for each year of the program at such time and in such manner as the U.S. Secretary of Education may require. The purpose of this document is to provide instructions on the data that States must include in their final SFSF annual reports.

Each State must submit its final SFSF report by February 17, 2012. In this report, you will provide data for the period extending through September 30, 2011, the deadline for obligation of SFSF funds. In its Initial Annual State Report, each State provided data for the period extending through September 30, 2010.

OVERVIEW

By statute, each section 14008 report submitted under the SFSF program must include information on:

1. The State's distribution of SFSF funds;
2. The uses of SFSF funds, including specific information on each modernization, renovation, and repair project supported with SFSF funds;
3. Tuition and fees for, and enrollment of, in-State students at public institutions of higher education;
4. The Governor's estimate of tax increases estimated averted because of the availability of SFSF funds;
5. The number of jobs estimated to have been saved or created with the funds received; and
6. The State's progress in –
 - Reducing inequities in the distribution of highly qualified teachers;
 - Implementing a Statewide longitudinal data system; and
 - Developing and implementing valid and reliable assessments for limited English proficient students and children with disabilities.

SECTION-BY-SECTION INSTRUCTIONS

The following instructions describe the specific information that States must include in their final SFSF reports.

I. Distribution of State Fiscal Stabilization Funds

A. *Distribution of Education Stabilization funds (CFDA No. 84.394) to local educational agencies (LEAs)*

Provide a list of the LEAs in the State, the National Center for Educational Statistics (NCES) District ID for each LEA, and the total amount of Education Stabilization funds that the State made available to each LEA for obligation, as of September 30, 2011.

B. *Distribution of Education Stabilization funds (CFDA No. 84.394) to public institutions of higher education (IHEs)*

Identify the public IHEs in the State, the Integrated Postsecondary Education Data System (IPEDS) UNITID for each IHE, and the total amount of Education Stabilization funds that the State made available to each public IHE for obligation, as of September 30, 2011.

C. *Distribution of Government Services funds (CFDA No. 84.397) to entities*

Identify the entities (including State agencies) to which the State has awarded Government Services funds, and as of the total amount of Government Services funds that the State made available to each entity for obligation, as of September 30, 2011.

II. Uses of State Fiscal Stabilization Funds

A. *Uses of Education Stabilization funds by LEAs*

1. Overall: Provide a brief narrative of how LEAs in your State have generally used Education Stabilization funds, and the impact that the funds have had on elementary and secondary education in your State.
2. Categories of Expenses: Estimate the total amount of drawdowns that the State made on behalf of LEAs, as of September 30, 2011, under the following categories:
 - Salaries and benefits;
 - Contracts for construction, modernization, renovation, or repair projects; and
 - Other (i.e., costs other than those for salaries and benefits or contracts for construction, modernization, renovation, or repair projects).

(Note: The total amount for all categories should equal the total amount of Education Stabilization funds that the State drew down on behalf of LEAs, as of September 30, 2011.)

3. Construction, modernization, renovation, or repair activities: Provide a brief description of each of the construction, modernization, renovation, or repair projects that LEAs carried out under contracts supported in whole or in part with Education Stabilization funds. Include in this description the identification of the applicable LEA, the amount of Education Stabilization funds supporting the project, and the total project costs. (For purposes of the SFSF annual reports, projects are comprehensive, coordinated tasks that generally involve multiple planning and implementation stages (e.g., renovation of a science laboratory) as opposed to routine, isolated events (e.g., replacement of a broken window).)

B. Uses of Education Stabilization funds by public IHEs

1. Overall: Provide a brief narrative of how public IHEs in your State have generally used Education Stabilization funds, and the impact that the funds have had on postsecondary education in your State.
2. Categories of Expenses: Estimate the total amount of drawdowns that the State made on behalf of IHEs, as of September 30, 2011, under the following categories:
 - Salaries and benefits;
 - Student financial assistance;
 - Contracts for modernization, renovation, or repair projects; and
 - Other (i.e., costs other than those for salaries, student financial assistance, or contracts for modernization, renovation, or repair projects).

(Note: The total amount for all categories should equal the total amount of Education Stabilization funds that the State drew down on behalf of public IHEs, as of September 30, 2011.)

3. Modernization, renovation, or repair activities: Provide a brief description of each of the modernization, renovation, or repair projects that public IHEs carried out under contracts supported in whole or in part with Education Stabilization funds. Include in this description the identification of the applicable public IHE, the amount of Education Stabilization funds supporting the project, and the total project costs. (For purposes of the SFSF annual reports, projects are comprehensive, coordinated tasks that generally involve multiple planning and implementation stages (e.g., renovation of a science laboratory) as opposed to routine, isolated events (e.g., replacement of a broken window).)

C. Uses of Government Services funds by entities

1. Overall: Provide a brief narrative of how entities in your State (including State agencies) have generally used Government Services funds, and how the funds have affected the State's provision of services.

2. Categories of Expenses: For each entity (including LEAs, public IHEs, and State agencies) that received Government Services funds, estimate the total amount of Government Services funds that the State has drawn down on behalf of its subrecipients, as of September 30, 2011, under the following categories:
- Elementary and secondary education (excluding construction, modernization, renovation, or repair of public school facilities);
 - Public IHEs (excluding modernization, renovation, or repair of public IHE facilities);
 - Construction, modernization, renovation, or repair of public school facilities;
 - Modernization, renovation, or repair of public IHE facilities;
 - Public safety;
 - Public assistance;
 - Transportation; and
 - Other.

(Note: The total amount for all categories should equal the total amount of Government Services funds that the State drew down on behalf of each entity, as of September 30, 2011.)

3. Construction, modernization, renovation, or repair activities: Provide a brief description of each of the construction, modernization, renovation, or repair projects that entities carried out under contracts supported in whole or in part with Government Services funds. Include in this description the identification of the applicable Government Services fund recipient, the amount of SFSF funds supporting the project, and the total project costs. (For purposes of the SFSF reports, projects are comprehensive, coordinated tasks that generally involve multiple planning and implementation stages (e.g., renovation of a science laboratory) as opposed to routine, isolated events (e.g., replacement of a broken window).)

III. Tuition and Fee Increases and Enrollment Data

A. *Tuition and fee amounts for in-State students*

For each four-year and two-year public IHE, provide the following information:

- The average annual undergraduate tuition and mandatory fees for full-time in-State students at the beginning of the 2008-2009 school year;
- The average annual undergraduate tuition and mandatory fees for full-time in-State students at the beginning of the 2009-2010 school year; and
- The average annual undergraduate tuition and mandatory fees for full-time in-State students at the beginning of the 2010-2011 school year.

B. *Actions to limit increases in tuition and fees*

Describe any actions taken by the State to limit increases in tuition and fees imposed by public IHEs for in-State students.

C. *Student enrollment data*

For each four-year and two-year public IHE, provide the following information:

- The number of full-time undergraduate in-State students enrolled in the institution at the beginning of the 2008-2009 school year, the number of such students eligible for Pell grants, and the number of such students eligible for any need-based financial assistance (including Pell grants);
- The number of part-time undergraduate in-State students enrolled in the institution at the beginning of the 2008-2009 school year, the number of such students eligible for Pell grants, and the number of such students eligible for any need-based financial assistance (including Pell grants);
- The number of full-time undergraduate in-State students enrolled in the institution at the beginning of the 2009-2010 school year, the number of such students eligible for Pell grants, and the number of such students eligible for any need-based financial assistance (including Pell grants);

- The number of part-time undergraduate in-State students enrolled in the institution at the beginning of the 2009-2010 school year, the number of such students eligible for Pell grants, and the number of such students eligible for any need-based financial assistance (including Pell grants);
- The number of full-time undergraduate in-State students enrolled in the institution at the beginning of the 2010-2011 school year, the number of such students eligible for Pell grants, and the number of such students eligible for any need-based financial assistance (including Pell grants); and
- The number of part-time undergraduate in-State students enrolled in the institution at the beginning of the 2010-2011 school year, the number of such students eligible for Pell grants, and the number of such students eligible for any need-based financial assistance (including Pell grants).

IV. Tax Increases Averted

Estimate the degree to which State tax increases were averted because of the availability of SFSF funds from October 1, 2010 through September 30, 2011. Provide the basis used for making the estimate. If the Governor believes that the State would not have raised taxes in the absence of SFSF funds, describe generally whether and how the State would have supported with State funds the level of services or activities that were supported with SFSF funds.

V. Jobs Saved or Created

In its quarterly reports submitted under section 1512 of ARRA, each State provided data on, among other things, the number of jobs estimated to have been created or saved as a result of SFSF support. The Department will use the information that has been reported to determine the number of jobs that have been saved or created. For the purposes of the Final Annual Report, the State is not required to provide any additional information on the number of jobs estimated to have been created or saved.

VI. Progress in Advancing Education Reform

A. *Reducing inequities in the distribution of highly qualified teachers*

Describe the steps that the State has taken, from October 1, 2010 through September 30, 2011, to reduce inequities in the distribution of highly qualified teachers.

B. *Implementing a Statewide longitudinal data system*

Describe the progress the State has made from October 1, 2010 through September 30, 2011, in implementing a statewide longitudinal data system that includes the twelve elements of the America COMPETES Act. Indicate which of these elements the State has implemented as September 30, 2011.

SUBMISSION INSTRUCTIONS

Each State must submit its annual report by February 17, 2012 to WWW.SFSF-APR.US .