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HSB 77

EDUCATION

Succeeded By

SI 0270

SENATE/HOUSE FILE

BY (PROPOSED GOVERNOR'S BILL)

Passed Senate, Date _____

Passed House, Date _____

Vote: Ayes _____ Nays _____

Vote: Ayes _____ Nays _____

Approved _____

A BILL FOR

1 An Act relating to the establishment of an Iowa early
2 intervention program, and making appropriations.

3 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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1 ~~Section 172~~ NEW SECTION. 256E.1 IOWA EARLY INTERVENTION
2 PROGRAM ESTABLISHED -- INTENT -- GOALS.

3 1. An Iowa early intervention program is established
4 within the department of education. The program's goals are
5 to provide the resources needed to reduce class sizes in basic
6 skills instruction to the state goal of seventeen students for
7 every one teacher in kindergarten through grade three; provide
8 direction and resources for early intervention efforts by
9 school districts to achieve a higher level of student success
10 in the basic skills, especially reading skills; and increase
11 communication and accountability regarding student
12 performance. In determining uses for program moneys received
13 by a school district, it is the intent of the general assembly
14 that the school district use program funds first and foremost
15 to reduce class sizes in basic skills instruction in
16 kindergarten through grade three to the state goal. The Iowa
17 early intervention program shall consist of the following:

18 a. Class size management. School districts shall develop
19 a class size management strategy to work toward, or to
20 maintain, class sizes in basic skills instruction for
21 kindergarten through grade three that are at the state goal of
22 seventeen students for every one teacher.

23 b. Improving instruction in the basics. The department
24 shall identify diagnostic assessment methods that can be used
25 to assess and improve the reading skills of students enrolled
26 in kindergarten through grade three. The department shall
27 provide a list of appropriate assessment methods to school
28 districts and area education agencies. In addition, the
29 department, in collaboration with the area education agencies,
30 school districts, and institutions with approved practitioner
31 preparation programs, shall identify and serve as a
32 clearinghouse on intensive, research-based strategies and
33 programs for training teachers in both diagnosis and
34 appropriate instruction interventions to improve kindergarten
35 through grade three reading instruction.

S.F. _____ H.F. _____

1 (1) A school district shall at a minimum biennially inform
2 parents of their individual child's performance on the
3 diagnostic assessments in kindergarten through grade three.
4 If intervention is appropriate, the school district shall
5 inform the parents of the actions the school district intends
6 to take to improve the child's reading skills and provide the
7 parents with strategies to enable the parents to improve their
8 child's skills.

9 (2) The department shall also identify for school
10 districts programs and materials by which parents may support
11 classroom reading instruction.

12 2. A school district shall integrate its specific early
13 intervention program goals and activities into the
14 comprehensive school improvement plan required under section
15 256.7, subsection 21, paragraph "a".

16 Sec. 2. NEW SECTION. 256E.2 PROGRAM EXPENDITURES.

17 A school district shall expend funds received pursuant to
18 section 256E.4 to support efforts in basic skills instruction
19 at the kindergarten through grade three levels to reach the
20 state goal of not more than seventeen students for every one
21 teacher, as well as for the following: to support instruction
22 and student learning goals in the basic skill of reading,
23 including but not limited to additional support for students
24 such as before and after school programs, tutoring, and
25 intensive summer programs; acquire and administer diagnostic
26 reading assessments; implement research-based instructional
27 intervention programs for students needing additional support;
28 and provide classroom teachers with intensive training
29 programs to improve reading instruction and professional
30 development in best practices.

31 Sec. 3. NEW SECTION. 256E.3 ANNUAL REPORTS.

32 1. A school district shall report annually to its school
33 community the proportion of fourth grade students who are
34 proficient in reading in accordance with section 256.7,
35 subsection 21, paragraph "c".

1 2. The annual report submitted to the department of
2 education in accordance with section 256.7, subsection 21,
3 paragraph "c", shall include the district's current class size
4 for kindergarten through grade three, and the district's
5 progress toward achieving early intervention goals.

6 3. Beginning January 15, 2001, the department shall submit
7 an annual report to the chairpersons and ranking members of
8 the senate and house education committees that includes the
9 statewide average school district class size in basic skills
10 instruction in kindergarten through grade three, by grade
11 level and by district size, and describes school district
12 progress toward achieving early intervention program goals and
13 the ways in which school districts are using moneys received
14 under this chapter.

15 Sec. 4. NEW SECTION. 256E.4 PROGRAM ALLOCATION.

16 1. For each fiscal year in which moneys are appropriated
17 for purposes of this chapter, the amount of moneys allocated
18 to school districts shall be determined in accordance with the
19 following formula:

20 a. Fifty percent of the allocation shall be based upon the
21 proportion that the kindergarten through grade three
22 enrollment of a district bears to the sum of the kindergarten
23 through grade three enrollments of all school districts in the
24 state as reported for the base year.

25 b. Fifty percent of the allocation shall be based upon the
26 proportion that the number of children who are eligible for
27 free or reduced price meals under the federal National School
28 Lunch Act and the federal Child Nutrition Act of 1966, 42
29 U.S.C. § 1751-1785, in the kindergarten through grade three
30 enrollment of a school district bears to the sum of the number
31 of children who are eligible for free or reduced price meals
32 under the federal National School Lunch Act and the federal
33 Child Nutrition Act of 1966, 42 U.S.C. § 1751-1785, in the
34 kindergarten through grade three enrollments of all school
35 districts in the state for the base year.

1 2. For each year in which an appropriation is made to the
2 Iowa early intervention program, the department of education
3 shall notify the department of revenue and finance of the
4 amount of the allocation to be paid to each school district as
5 provided in subsection 1. The allocation to each school
6 district shall be made in one payment on or about October 15
7 of the fiscal year for which the appropriation is made, taking
8 into consideration the relative budget and cash position of
9 the state resources. Moneys received under this section shall
10 not be commingled with state aid payments made under section
11 257.16 to a school district and shall be accounted for by the
12 local school district separately from state aid payments.
13 Payments made to school districts under this section are
14 miscellaneous income for purposes of chapter 257. A school
15 district shall maintain a separate listing within its budget
16 for payments received and expenditures made pursuant to this
17 section. A school district shall certify to the department of
18 education that moneys received under this chapter were used to
19 supplement, not supplant, moneys otherwise received and used
20 by the school district.

21 3. For purposes of this section, unless the context
22 otherwise requires, "kindergarten through grade three
23 enrollment" means the enrollment as reported in the basic
24 educational data survey for the base year.

25 Sec. 5. NEW SECTION. 256E.5 APPROPRIATIONS.

26 There is appropriated from the general fund of the state to
27 the department of education, for the early intervention
28 program, the following amounts for the following fiscal years:

29 1. For the fiscal year beginning July 1, 1999, and ending
30 June 30, 2000, the sum of ten million dollars.

31 2. For the fiscal year beginning July 1, 2000, and ending
32 June 30, 2001, the sum of twenty million dollars.

33 3. For the fiscal year beginning July 1, 2001, and ending
34 June 30, 2002, the sum of thirty million dollars.

35 4. For the fiscal year beginning July 1, 2002, and ending

1 June 30, 2003, the sum of forty million dollars.

2 5. For the fiscal year beginning July 1, 2003, and ending
3 June 30, 2004, the sum of fifty million dollars.

4 EXPLANATION

5 This bill establishes an Iowa early intervention program
6 within of the department of education and makes appropriations
7 of \$10 million in FY 1999-2000, \$20 million in FY 2000-2001,
8 \$30 million in FY 2001-2002, \$40 million in FY 2002-2003, and
9 \$50 million in FY 2003-2004 from the general fund of the state
10 for that purpose. The program includes the following:

11 GOALS. The program's goals are to provide the resources
12 needed to reduce class sizes in basic skills instruction to
13 the state goal of 17 students to one teacher; provide
14 direction and resources for early intervention efforts by
15 school districts to achieve a higher level of student success
16 in the basic skills, especially reading skills; and increase
17 communication and accountability regarding student
18 performance.

19 DUTIES OF THE DEPARTMENT OF EDUCATION. The department is
20 directed to identify a collection of diagnostic assessment
21 methods that can be used to assess and improve the reading
22 skills of students in kindergarten through grade three. The
23 department must provide a list of appropriate diagnostic
24 assessment tools to school districts and area education
25 agencies. In addition, the department, in collaboration with
26 the area education agencies, school districts, and
27 institutions with approved practitioner preparation programs,
28 is required to identify and serve as a clearinghouse on
29 intensive, research-based strategies and programs for training
30 teachers in both diagnosis and appropriate instruction
31 interventions to improve K-3 reading instruction.

32 CLASS SIZE MANAGEMENT. School districts shall develop a
33 class size management strategy to work toward, or to maintain,
34 class sizes in basic instruction for K-3 at the state goal of
35 17:1.

1 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN. A school district
2 shall integrate its specific early intervention program goals
3 and activities into its comprehensive school improvement plan.

4 INFORMATION TO PARENTS. School districts must biennially
5 inform parents of their child's performance on the diagnostic
6 assessment and of any actions the school district intends to
7 take to improve the child's reading skills. Districts must
8 also provide the parents with strategies to enable the parents
9 to improve their child's skills.

10 ALLOWABLE EXPENDITURES. A school district can expend
11 program funds only to support K-3 efforts in basic skills
12 instruction to reach the state class size goal of 17 to
13 support instruction and student learning goals in the basic
14 skill of reading, including but not limited to additional
15 support for students such as before and after school programs,
16 tutoring, and intensive summer programs; to acquire and
17 administer diagnostic reading assessments; to implement
18 research-based instructional intervention programs for
19 students needing additional support; and to provide classroom
20 teachers with professional development in best practices.

21 PROGRAM REPORTS. Each school district will be required to
22 report annually to its school community the proportion of
23 fourth grade students who are proficient in reading. In
24 addition, each school district shall include in its
25 comprehensive school improvement report to the department, the
26 district's current K-3 class size and the district's progress
27 toward achieving early intervention goals. Districts shall
28 certify their use of program moneys to the department.

29 Beginning January 15, 2001, the department is required to
30 submit an annual report to the chairpersons and ranking
31 members of the senate and house education committees that
32 includes the statewide average school district class size in
33 basic instruction in K-3, by grade level and by district size,
34 and describes school district progress toward achieving early
35 intervention program goals and the ways in which school

1 districts are using program moneys.

2 PROGRAM ALLOCATION. Program moneys are allocated to school
3 districts according to a formula in which 50 percent of the
4 allocation is based upon K-3 per pupil enrollment and 50
5 percent is based upon the proportion of K-3 children who are
6 eligible for free or reduced price meals under the federal
7 National School Lunch Act and the federal Child Nutrition Act
8 of 1966.

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FEB 15 1999
APPROPRIATIONS

HOUSE FILE 270
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO HSB 77)

Passed House, Date _____ Passed Senate, Date _____
Vote: Ayes _____ Nays _____ Vote: Ayes _____ Nays _____
Approved _____

A BILL FOR

1 An Act relating to the establishment of an Iowa early
2 intervention program, and making appropriations.
3 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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HF 270

1 Section 1. NEW SECTION. 256E.1 IOWA EARLY INTERVENTION
2 PROGRAM ESTABLISHED -- GOALS.

3 1. An Iowa early intervention program is established
4 within the department of education. The program's goals for
5 kindergarten through grade three are to provide the resources
6 needed to reduce class sizes in basic skills instruction to
7 the state goal of seventeen students for every one teacher;
8 provide direction and resources for early intervention efforts
9 by school districts to achieve a higher level of student
10 success in the basic skills, especially reading skills; and
11 increase communication and accountability regarding student
12 performance. The Iowa early intervention program shall
13 consist of the following:

14 a. Class size management. School districts shall develop
15 a class size management strategy to work toward, or to
16 maintain, class sizes in basic skills instruction for
17 kindergarten through grade three that are at the state goal of
18 seventeen students for every one teacher.

19 b. Improving instruction in the basics. The department of
20 education shall identify diagnostic assessment tools that can
21 be used to assist teachers in measuring reading accuracy and
22 fluency skills, including but not limited to, phonemic
23 awareness, oral reading ability, and comprehensive skills, to
24 improve student achievement in kindergarten through grade
25 three. The department, in collaboration with the area
26 education agencies, school districts, and institutions with
27 approved practitioner preparation programs, shall identify and
28 serve as a clearinghouse on intensive, research-based
29 strategies and programs for training teachers in both
30 diagnosis and appropriate instruction interventions.

31 (1) A school district shall at a minimum biannually inform
32 parents of their individual child's performance on the
33 diagnostic assessments in kindergarten through grade three.
34 If intervention is appropriate, the school district shall
35 inform the parents of the actions the school district intends

1 to take to improve the child's reading skills and provide the
2 parents with strategies to enable the parents to improve their
3 child's skills. The board of directors of each school
4 district shall adopt a policy indicating the methods the
5 school district will use to inform parents of their individual
6 child's performance.

7 (2) The department shall also identify for school
8 districts programs and materials by which parents may support
9 classroom reading instruction.

10 2. A school district shall integrate its specific early
11 intervention program goals and activities into the
12 comprehensive school improvement plan required under section
13 256.7, subsection 21, paragraph "a".

14 3. For purposes of this chapter, unless the context
15 otherwise requires, "parent" means a biological or adoptive
16 parent, a stepparent, or a legal guardian or custodian of a
17 student.

18 Sec. 2. NEW SECTION. 256E.2 PROGRAM EXPENDITURES.

19 A school district shall expend funds received pursuant to
20 section 256E.4 at the kindergarten through grade three levels
21 to reduce class sizes to the state goal of seventeen students
22 for every one teacher and to achieve a higher level of student
23 success in the basic skills, especially reading. In order to
24 support these efforts, school districts may expend funds
25 received pursuant to section 256E.4 at the kindergarten
26 through grade three level on programs, instructional support
27 and materials that include, but are not limited to, the
28 following: additional licensed instructional staff;
29 additional support for students, such as before and after
30 school programs, tutoring, and intensive summer programs; the
31 acquisition and administration of diagnostic reading
32 assessments; the implementation of research-based
33 instructional intervention programs for students needing
34 additional support; the implementation of all-day, everyday
35 kindergarten programs; and the provision of classroom teachers

1 with intensive training programs to improve reading
2 instruction and professional development in best practices,
3 including but not limited to training programs related to
4 instruction to increase students' phonemic awareness, reading
5 abilities, and comprehension skills.

6 Sec. 3. NEW SECTION. 256E.3 ANNUAL REPORTS.

7 1. A school district shall report annually to its school
8 community the proportion of fourth grade students who are
9 proficient in reading in accordance with section 256.7,
10 subsection 21, paragraph "c". School districts are encouraged
11 to submit their communities' composite information concerning
12 the reading proficiency of their kindergarten through grade
13 three enrollments, by grade level.

14 2. The annual report submitted to the department of
15 education in accordance with section 256.7, subsection 21,
16 paragraph "c", shall include the district's current class
17 sizes for kindergarten through grade three.

18 3. Beginning January 15, 2001, the department shall submit
19 an annual report to the chairpersons and ranking members of
20 the senate and house education committees that includes the
21 statewide average school district class size in basic skills
22 instruction in kindergarten through grade three, by grade
23 level and by district size, and describes school district
24 progress toward achieving early intervention program goals and
25 the ways in which school districts are using moneys received
26 under this chapter.

27 Sec. 4. NEW SECTION. 256E.4 PROGRAM ALLOCATION.

28 1. For each fiscal year in which moneys are appropriated
29 for purposes of this chapter, the amount of moneys allocated
30 to school districts shall be determined in accordance with the
31 following formula:

32 a. Fifty percent of the allocation shall be based upon the
33 proportion that the kindergarten through grade three
34 enrollment of a district bears to the sum of the kindergarten
35 through grade three enrollments of all school districts in the

1 state as reported for the base year.

2 b. Fifty percent of the allocation shall be based upon the
3 proportion that the number of children who are eligible for
4 free or reduced price meals under the federal National School
5 Lunch Act and the federal Child Nutrition Act of 1966, 42
6 U.S.C. § 1751-1785, in the grades one through three enrollment
7 of a school district bears to the sum of the number of
8 children who are eligible for free or reduced price meals
9 under the federal National School Lunch Act and the federal
10 Child Nutrition Act of 1966, 42 U.S.C. § 1751-1785, in the
11 grades one through three enrollments of all school districts
12 in the state for the base year.

13 2. For each year in which an appropriation is made to the
14 Iowa early intervention program, the department of education
15 shall notify the department of revenue and finance of the
16 amount of the allocation to be paid to each school district as
17 provided in subsection 1. The allocation to each school
18 district shall be made in one payment on or about October 15
19 of the fiscal year for which the appropriation is made, taking
20 into consideration the relative budget and cash position of
21 the state resources. Moneys received under this section shall
22 not be commingled with state aid payments made under section
23 257.16 to a school district and shall be accounted for by the
24 local school district separately from state aid payments.
25 Payments made to school districts under this section are
26 miscellaneous income for purposes of chapter 257. A school
27 district shall maintain a separate listing within its budget
28 for payments received and expenditures made pursuant to this
29 section. A school district shall certify to the department of
30 education that moneys received under this chapter were used to
31 supplement, not supplant, moneys otherwise received and used
32 by the school district.

33 3. For purposes of this section, unless the context
34 otherwise requires, "kindergarten through grade three
35 enrollment" means the enrollment as reported in the basic

1 educational data survey for the base year.

2 Sec. 5. NEW SECTION. 256E.5 APPROPRIATIONS.

3 1. There is appropriated from the general fund of the
4 state to the department of education for each fiscal year of
5 the fiscal period beginning July 1, 1999, and ending June 30,
6 2002, the sum of ten million dollars for the Iowa early
7 intervention program.

8 2. It is the intent of the general assembly that future
9 legislation will extend and increase the amount of the
10 appropriation made in this section for purposes of the Iowa
11 early intervention program.

12 EXPLANATION

13 This bill establishes an Iowa early intervention program
14 within of the department of education and makes appropriations
15 of \$10 million annually for the fiscal period beginning July
16 1, 1999, and ending June 30, 2002, from the general fund of
17 the state for that purpose. The program includes the
18 following:

19 GOALS. The program's goals for kindergarten through grade
20 three are to provide the resources needed to reduce class
21 sizes in basic skills instruction to the state goal of 17
22 students to one teacher; provide direction and resources for
23 early intervention efforts by school districts to achieve a
24 higher level of student success in the basic skills,
25 especially reading skills; and increase communication and
26 accountability regarding student performance.

27 DUTIES OF THE DEPARTMENT OF EDUCATION. The department is
28 directed to identify diagnostic assessment tools that can be
29 used to assess and improve reading skills and student
30 achievement in kindergarten through grade three. The
31 department must provide a list of appropriate diagnostic
32 assessment tools to assist teachers. In addition, the
33 department, in collaboration with the area education agencies,
34 school districts, and institutions with approved practitioner
35 preparation programs, is required to identify and serve as a

1 clearinghouse on intensive, research-based strategies and
2 programs for training teachers in both diagnosis and
3 appropriate instruction interventions.

4 CLASS SIZE MANAGEMENT. School districts shall develop a
5 class size management strategy to work toward, or to maintain,
6 class sizes in basic instruction for K-3 at the state goal of
7 17:1.

8 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN. A school district
9 shall integrate its specific early intervention program goals
10 and activities into its comprehensive school improvement plan.

11 INFORMATION TO PARENTS. School districts must biannually
12 inform parents of their child's performance on the diagnostic
13 assessments and of any actions the school district intends to
14 take to improve the child's reading skills. Districts must
15 also provide the parents with strategies to enable the parents
16 to improve their child's skills.

17 ALLOWABLE EXPENDITURES. A school district can expend
18 program funds only to support efforts at the K-3 level to
19 reduce class sizes to the state goal and to achieve a higher
20 level of student success in basic skills instruction,
21 especially reading. Moneys may be expended on programs,
22 instructional support, and materials, including but not
23 limited to the following: additional licensed instructional
24 staff; additional support for students such as before and
25 after school programs, tutoring, and intensive summer
26 programs; the acquisition and administration of diagnostic
27 reading assessments; the implementation of research-based
28 instructional intervention programs for students needing
29 additional support; the implementation of all-day, everyday
30 kindergarten programs; and the provision of classroom teachers
31 with professional development in best practices.

32 PROGRAM REPORTS. Each school district will be required to
33 report annually to its school community the proportion of
34 fourth grade students who are proficient in reading. In
35 addition, each school district shall include in its

1 comprehensive school improvement report to the department, the
2 district's current K-3 class size. Districts shall certify
3 their use of program moneys to the department.

4 Beginning January 15, 2001, the department is required to
5 submit an annual report to the chairpersons and ranking
6 members of the senate and house education committees that
7 includes the statewide average school district class size in
8 basic skills instruction in K-3, by grade level and by
9 district size, and describes school district progress toward
10 achieving early intervention program goals and the ways in
11 which school districts are using program moneys.

12 PROGRAM ALLOCATION. Program moneys are allocated to school
13 districts according to a formula in which 50 percent of the
14 allocation is based upon K-3 per pupil enrollment and 50
15 percent is based upon the proportion of children in grades one
16 through three who are eligible for free or reduced price meals
17 under the federal National School Lunch Act and the federal
18 Child Nutrition Act of 1966.

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