

House Study Bill 77

Bill Text

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1 1 Section 1. NEW SECTION. 256E.1 IOWA EARLY INTERVENTION
1 2 PROGRAM ESTABLISHED INTENT GOALS.
1 3 1. An Iowa early intervention program is established
1 4 within the department of education. The program's goals are
1 5 to provide the resources needed to reduce class sizes in basic
1 6 skills instruction to the state goal of seventeen students for
1 7 every one teacher in kindergarten through grade three; provide
1 8 direction and resources for early intervention efforts by
1 9 school districts to achieve a higher level of student success
1 10 in the basic skills, especially reading skills; and increase
1 11 communication and accountability regarding student
1 12 performance. In determining uses for program moneys received
1 13 by a school district, it is the intent of the general assembly
1 14 that the school district use program funds first and foremost
1 15 to reduce class sizes in basic skills instruction in
1 16 kindergarten through grade three to the state goal. The Iowa
1 17 early intervention program shall consist of the following:
1 18 a. Class size management. School districts shall develop
1 19 a class size management strategy to work toward, or to
1 20 maintain, class sizes in basic skills instruction for
1 21 kindergarten through grade three that are at the state goal of
1 22 seventeen students for every one teacher.
1 23 b. Improving instruction in the basics. The department
1 24 shall identify diagnostic assessment methods that can be used
1 25 to assess and improve the reading skills of students enrolled
1 26 in kindergarten through grade three. The department shall
1 27 provide a list of appropriate assessment methods to school
1 28 districts and area education agencies. In addition, the
1 29 department, in collaboration with the area education agencies,
1 30 school districts, and institutions with approved practitioner
1 31 preparation programs, shall identify and serve as a
1 32 clearinghouse on intensive, research-based strategies and
1 33 programs for training teachers in both diagnosis and
1 34 appropriate instruction interventions to improve kindergarten
1 35 through grade three reading instruction.
2 1 (1) A school district shall at a minimum biennially inform
2 2 parents of their individual child's performance on the
2 3 diagnostic assessments in kindergarten through grade three.
2 4 If intervention is appropriate, the school district shall
2 5 inform the parents of the actions the school district intends
2 6 to take to improve the child's reading skills and provide the
2 7 parents with strategies to enable the parents to improve their
2 8 child's skills.
2 9 (2) The department shall also identify for school
2 10 districts programs and materials by which parents may support
2 11 classroom reading instruction.
2 12 2. A school district shall integrate its specific early
2 13 intervention program goals and activities into the
2 14 comprehensive school improvement plan required under section
2 15 256.7, subsection 21, paragraph "a".
2 16 Sec. 2. NEW SECTION. 256E.2 PROGRAM EXPENDITURES.
2 17 A school district shall expend funds received pursuant to
2 18 section 256E.4 to support efforts in basic skills instruction
2 19 at the kindergarten through grade three levels to reach the
2 20 state goal of not more than seventeen students for every one
2 21 teacher, as well as for the following: to support instruction

2 22 and student learning goals in the basic skill of reading,
2 23 including but not limited to additional support for students
2 24 such as before and after school programs, tutoring, and
2 25 intensive summer programs; acquire and administer diagnostic
2 26 reading assessments; implement research-based instructional
2 27 intervention programs for students needing additional support;
2 28 and provide classroom teachers with intensive training
2 29 programs to improve reading instruction and professional
2 30 development in best practices.

2 31 Sec. 3. NEW SECTION. 256E.3 ANNUAL REPORTS.

2 32 1. A school district shall report annually to its school
2 33 community the proportion of fourth grade students who are
2 34 proficient in reading in accordance with section 256.7,
2 35 subsection 21, paragraph "c".

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

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

3 15 Sec. 4. NEW SECTION. 256E.4 PROGRAM ALLOCATION.

3 16 1. For each fiscal year in which moneys are appropriated
3 17 for purposes of this chapter, the amount of moneys allocated
3 18 to school districts shall be determined in accordance with the
3 19 following formula:

3 20 a. Fifty percent of the allocation shall be based upon the
3 21 proportion that the kindergarten through grade three
3 22 enrollment of a district bears to the sum of the kindergarten
3 23 through grade three enrollments of all school districts in the
3 24 state as reported for the base year.

3 25 b. Fifty percent of the allocation shall be based upon the
3 26 proportion that the number of children who are eligible for
3 27 free or reduced price meals under the federal National School
3 28 Lunch Act and the federal Child Nutrition Act of 1966, 42
3 29 U.S.C. } 1751-1785, in the kindergarten through grade three
3 30 enrollment of a school district bears to the sum of the number
3 31 of children who are eligible for free or reduced price meals
3 32 under the federal National School Lunch Act and the federal
3 33 Child Nutrition Act of 1966, 42 U.S.C. } 1751-1785, in the
3 34 kindergarten through grade three enrollments of all school
3 35 districts in the state for the base year.

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

4 19 supplement, not supplant, moneys otherwise received and used
4 20 by the school district.

4 21 3. For purposes of this section, unless the context
4 22 otherwise requires, "kindergarten through grade three
4 23 enrollment" means the enrollment as reported in the basic
4 24 educational data survey for the base year.

4 25 Sec. 5. NEW SECTION. 256E.5 APPROPRIATIONS.

4 26 There is appropriated from the general fund of the state to
4 27 the department of education, for the early intervention
4 28 program, the following amounts for the following fiscal years:

4 29 1. For the fiscal year beginning July 1, 1999, and ending
4 30 June 30, 2000, the sum of ten million dollars.

4 31 2. For the fiscal year beginning July 1, 2000, and ending
4 32 June 30, 2001, the sum of twenty million dollars.

4 33 3. For the fiscal year beginning July 1, 2001, and ending
4 34 June 30, 2002, the sum of thirty million dollars.

4 35 4. For the fiscal year beginning July 1, 2002, and ending
5 1 June 30, 2003, the sum of forty million dollars.

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

5 4 EXPLANATION

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

5 11 GOALS. The program's goals are to provide the resources
5 12 needed to reduce class sizes in basic skills instruction to
5 13 the state goal of 17 students to one teacher; provide
5 14 direction and resources for early intervention efforts by
5 15 school districts to achieve a higher level of student success
5 16 in the basic skills, especially reading skills; and increase
5 17 communication and accountability regarding student
5 18 performance.

5 19 DUTIES OF THE DEPARTMENT OF EDUCATION. The department is
5 20 directed to identify a collection of diagnostic assessment
5 21 methods that can be used to assess and improve the reading
5 22 skills of students in kindergarten through grade three. The
5 23 department must provide a list of appropriate diagnostic
5 24 assessment tools to school districts and area education
5 25 agencies. In addition, the department, in collaboration with
5 26 the area education agencies, school districts, and
5 27 institutions with approved practitioner preparation programs,
5 28 is required to identify and serve as a clearinghouse on
5 29 intensive, research-based strategies and programs for training
5 30 teachers in both diagnosis and appropriate instruction
5 31 interventions to improve K-3 reading instruction.

5 32 CLASS SIZE MANAGEMENT. School districts shall develop a
5 33 class size management strategy to work toward, or to maintain,
5 34 class sizes in basic instruction for K-3 at the state goal of
5 35 17:1.

6 1 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN. A school district
6 2 shall integrate its specific early intervention program goals
6 3 and activities into its comprehensive school improvement plan.

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

6 10 ALLOWABLE EXPENDITURES. A school district can expend
6 11 program funds only to support K-3 efforts in basic skills
6 12 instruction to reach the state class size goal of 17 to
6 13 support instruction and student learning goals in the basic
6 14 skill of reading, including but not limited to additional
6 15 support for students such as before and after school programs,

6 16 tutoring, and intensive summer programs; to acquire and
6 17 administer diagnostic reading assessments; to implement
6 18 research-based instructional intervention programs for
6 19 students needing additional support; and to provide classroom
6 20 teachers with professional development in best practices.

6 21 PROGRAM REPORTS. Each school district will be required to
6 22 report annually to its school community the proportion of
6 23 fourth grade students who are proficient in reading. In
6 24 addition, each school district shall include in its
6 25 comprehensive school improvement report to the department, the
6 26 district's current K-3 class size and the district's progress
6 27 toward achieving early intervention goals. Districts shall
6 28 certify their use of program moneys to the department.

6 29 Beginning January 15, 2001, the department is required to
6 30 submit an annual report to the chairpersons and ranking
6 31 members of the senate and house education committees that
6 32 includes the statewide average school district class size in
6 33 basic instruction in K-3, by grade level and by district size,
6 34 and describes school district progress toward achieving early
6 35 intervention program goals and the ways in which school
7 1 districts are using program moneys.

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

7 9 LSB 1527XL 78

7 10 kh/cf/24.1