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SENATE FILE 347

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SZYMONIAK

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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SF 347
EDUCATION

1 Section 1. 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.

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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