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Early Intervention Program - Frequently Asked Questions H.F. 743

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What are the goals of the Early Intervention Program?

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The goals are:

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1. To provide school districts with resources to reduce K-3 class size in basic skills instruction to the state goal of 17 students for every one teacher.
2. To provide school districts with resources for K-3 early intervention efforts in basic skills instruction, especially reading.
3. To increase communication and accountability regarding student performance.

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Will all school districts receive early intervention funding?

[Employment Opportunities](#)

Yes. The Early Intervention Program is for all Iowa school districts. The program and funding are not available to accredited or nonaccredited nonpublic schools.

[School Law Index](#)

Will school districts have to apply for the Early Intervention Program funding?

No. The funding will be distributed by formula to all Iowa school districts.

How can school districts use the Early Intervention Program funding?

School districts can use the funding for either or both of the following purposes:

- To reduce K-3 class size in basic skills instruction to the state goal of 17 students for every one teacher;
- To improve instruction in the basics, especially reading.

Will districts have flexibility to use the funding for either or both purposes?

Yes. The bill does not mandate a list of specific uses. Instead, H.F. 743 states that school districts may use funds for programs, instructional support and materials that include, but are not limited to the following:

- Additional licensed staff;
- Additional support for students, such as before and after school programs, tutoring and intensive summer programs;
- Acquisition and administration of diagnostic reading assessments;
- Implementation of research-based instructional intervention programs for students needing support;
- Implementation of all-day, everyday kindergarten programs;

- Providing classroom teachers with intensive training programs to improve reading instruction and professional development in best practices including but not limited to training programs related to instruction to increase students' phonemic awareness, reading abilities and comprehension skills.

Are school districts required to do any planning or adopt any new policies?

Yes. Each school district is required to:

- Develop a class size management strategy. Each district must develop a class size management strategy to work towards, or to maintain, class sizes in basic skill instruction for K-3 at the state goal of 17 students to every one teacher. The new law requires that the class size management strategy be included in the comprehensive school improvement plan.
- Adopt a school board policy on how the school district will biannually inform parents of their K-3 individual student's progress.

What are "basic skills"?

"Basic skills" means the core areas of instruction including communication skills such as reading, writing, language and mathematics. For purposes of the Early Intervention Program reduction "basic skills" are usually taught by a regular certified elementary teacher. Class sizes outside a regular classroom such as music or physical education may be included when a district is developing its class size management strategy but funds from this program may not be used to hire additional teachers in these areas.

Is there any new planning requirement if my district opts to use all or portions of the funds for improving K-3 instruction in the basics?

No. The district's comprehensive school improvement plan shall include the necessary goals and activities to improve K-3 instruction in the basic skills. For the 1999-2000 school year a district shall submit their classroom management strategy plans and student learning goals for K-3 with their annual 280.12/280.18 plans due to the department on September 15, 1999. Thereafter, those requirements are to be included in the comprehensive school improvement plan.

What is the Department's role?

The department is required to:

- Identify diagnostic assessment tools for K-3 that can be used to assist teachers in measuring reading accuracy and fluency skills including, but not limited to, phonemic awareness, oral reading ability and comprehensive skills.
- Serve as a clearinghouse on intensive, research-based strategies and programs for training teachers in both diagnosis and appropriate instruction interventions. This responsibility is to be done in collaboration with AEAs, school district and teacher practitioner programs.

- Identify programs and materials by which parents may support classroom reading instruction.
- Beginning January 15, 2001, annually report to the legislature:
 - The statewide average school district class size, by grade level and by district size;
 - The statewide progress made toward achieving early intervention program goals;
 - How school districts are using the early intervention program funds.

Will the Department provide districts assistance in developing class size management strategies?

Yes, the Department will include guidance to districts this spring for annual reporting and in the technical assistance manual for H.F. 2272.

Are school districts required to use only the diagnostic assessment tools on the list developed by the Department?

No. The Department will provide a variety of best practice models for district consideration. The guidance will not be an exclusive list of diagnostic tools. School districts will determine the best practices to meet the student needs in their individual districts.

What will school districts report?

Annually school districts will be required to include in their comprehensive school improvement reporting the district's progress toward reducing class size to the state goal of 17 students for every one teacher, or maintaining class size at that level, as well as district activities to improve instruction in the basics for K-3 students.

Is a school district required to spend the early intervention funds for reducing class size in K-3?

No. H.F. 743 outlines a state GOAL, not a mandate, of 17 students for every one teacher. School districts must decide how best to meet the lower class size outlined in their class size management strategy and how best to improve basic skills for their K-3 student population.

How can a school district that has large K-3 class size but insufficient infrastructure use their funds to reduce class size?

A school district in this situation may decide to hire additional reading teachers to provide instructional support to regular classroom teachers without adding classroom space.

When does the Early Intervention Program sunset?

The Early Intervention Program and the School Improvement Technology both sunset on June 30, 2003.

Will the administrative rules currently on notice by the State Board of Education that revise K-12 accreditation be amended to include the Early Intervention Program planning and reporting requirements?

Yes. The rules will be amended to incorporate the class size management strategy and the reporting requirements. The comprehensive school improvement plan already includes district plans to improve instruction in the basic skills.

Can a school district use the funds for improving instruction in math or science?

Yes, however, H.F. 743 emphasizes reading improvement as the first priority use of funds to improve instruction in the basics.

Does H.F. 743 have language prohibiting "supplanting"?

Yes. School districts can use the Early Intervention Program funds to **supplement**, not supplant funds currently received and used by the district. For example, districts with Title I funding gaps or districts needing to replace lost Title I funding may use these funds as a supplement. Districts may not take funds from Title I programs and replace or supplant those funds with Early Intervention funds.

What responsibilities do school districts have toward parents?

H.F. 743 requires school districts to at minimum biannually inform parents of their individual child's reading performance. If intervention is appropriate, the school districts must inform parents of the actions the school district intends to improve the child's reading skills and provide parents with strategies to enable the parents to improve their child's skills.

Does H.F. 743 define "parents"?

Yes. A parent includes a biological or adoptive parent, a stepparent or legal guardian or custodian of a student.

Finance Questions and Answers on HF743

How does the school improvement technology block grant funding beginning with the 2001-02 school year differ from the current school improvement technology program in Iowa Code Chapter 295?

The block grant in HF743 begins in the fiscal year following the last fiscal year of funding under Chapter 295. The expenditures and uses of the funding are identical under HF743 and Chapter 295 except that HF743 allows up to two-thirds of the funds received annually to be used for any of the purposes allowed for the Iowa Early Intervention Program.

Can a district employ additional staff with the technology block grant funding beginning with the 2001-02 school year per HF743?

Up to two-thirds of the technology grant may be used for early intervention grant purposes and thus additional licensed instructional staff could be employed for those purposes. Otherwise, the technology grant cannot be used to increase staffing.

What are the funding levels for the new school improvement technology block grant program beginning with the 2001-02 school year under HF743?

\$30,000,000 for 2001-2002 and \$30,000,000 for 2002-2003.

Is there a minimum level of funding that each school district will receive?

Under the new school improvement technology block grant program beginning with the 2001-02 school year the minimum allocation will be \$10,000.

How much new school improvement technology block grant program money is allocated to agencies other than school districts?

Under HF743, AEAs will be allocated a total of \$150,000 annually. Four Department of Human Services institutions will be allocated a total of \$20,000 annually. These four institutions are the Glenwood state hospital-school, the Woodward State Hospital School, the Cherokee Mental Health Institute, and the Independence Mental Health Institute.

What are appropriate uses of the new school improvement technology grant funding?

The appropriate uses remain the same under the new school improvement technology grant funding beginning with the 2001-02 school year as under the current school improvement technology grant. Appropriate expenditures are:

- acquisition, lease (rent), lease-purchase, and installation of instructional technology equipment, including both hardware and software.
- maintenance of instructional technology equipment.
- materials and supplies related to instructional technology.
- staff development and training related to instructional technology.

What are inappropriate uses of the new school improvement technology grant funding?

The restrictions on how the funds can be spend remain the same under the new technology improvement grant program beginning with the 2001-02 school year. The funding cannot be used:

- to add a full-time equivalent position or otherwise increase staffing except from the two-thirds which is allowed to be used to support the Iowa early intervention grant program.
- for payment of any collective bargaining agreement or arbitrator's decision negotiated or awarded under chapter 20.
- for any expenditure not allowed from the General Fund.

Can the current Chapter 295 technology grant funding be used in the same manner as HF743 where two-thirds can be used to support the Iowa early intervention grant program?

No. Only the new school improvement technology block grant program beginning with the 2001-02 school year may be used for the same purposes as the Iowa Early Intervention Program.

What does it mean that this funding shall not be commingled with state aid?

This means that this funding shall be treated as a separate and identifiable funding stream for revenues, expenditures and reserved fund balances in the accounting records of the General Fund. The Iowa early intervention block grant program will use source and project code 3216. The Iowa Code chapter 295 school improvement technology grant program will continue to use source and project code 3215. The new technology block grant will use source and project code 3217.

What does "reserved" fund balance mean?

That means that any unexpended funds received from these grants must be accounted for on the balance sheet as reserved. Reserved means that the funds are separated by law and can only be used for those special categorical purposes. These funds cannot be used as cash flow for the General Fund or used for any purpose other than those authorized by Code.

What student enrollments will be used to allocate funding?

The Iowa early intervention block grant will use student enrollments from the Basic Educational Data Survey and school nutrition reports. The new school improvement technology block grant funds allocation will use student enrollments from the certified enrollment forms. All enrollments used for allocations, except free and reduced price lunch counts, will be those reported on the third Friday in September in the year prior to the fiscal year in which the payment is made. For example, September 1998 enrollments will be used for 1999-2000 allocations.

How will the number of children eligible for free and reduced price lunches be determined?

For the 1999-2000 allocations, the number will be based upon the free and reduced price lunch count in grades 1 through 3 as reported to the Department in April 1999. In future years, districts will be asked to report these counts by grade level in October.

How will the Iowa Early Intervention Program appropriation be allocated?

A chart outlining the multi-year funding is attached to this document. In FY2000 and FY2001, 50 percent of the allocation will be based on the proportion that the kindergarten through grade three enrollment of the district bears to the total enrollment in kindergarten through grade three in all Iowa public school districts. This means it will be done on a per pupil basis. The remaining 50 percent of the allocation will be based on the proportion that the number of children in grades one through three that are eligible for free or reduced price meals in the district bears to the total of all children in grades one through three that are eligible for free or reduced price meals in all Iowa public school districts.

In FY2002 and FY2003, \$20 million will be allocated on kindergarten through grade three enrollments and \$10 million will be based on the

number of children on free or reduced price lunches in grades one through three.

Will each school district's allocation for the Iowa Early Intervention Program be the same each year?

No. Each year the allocation will be recalculated based on enrollments and counts of students eligible for free or reduced price lunches of the prior year.

How will the new school improvement technology block grant appropriation beginning with the 2001-02 school year be allocated?

The funds will be allocated to school districts on a per pupil basis with a minimum allocation of \$10,000. Allocations to AEAs will be in proportion to the number of FTE teachers in the districts in the AEA.

Will the allocation of the new school improvement technology block grant program to school districts be the same each year?

No. Each year the allocation will be recalculated based on certified enrollments of the prior year.

Since the new school improvement technology block grant is based on certified enrollment, does the student per pupil amount follow any resident student tuitioned out such as through open enrollment?

No. The new school improvement technology block grant funding does not follow the student.

Does the student per pupil amount for Early Intervention Program follow any resident student tuitioned out such as through open enrollment?

No. The Early Intervention Program funding does not follow the student.

How much money will be appropriated each year for the Iowa early intervention block grant?

In FY2000, \$10,000,000
In FY2001, \$20,000,000
In FY2002, \$30,000,000
In FY2003, \$30,000,000

A chart of the multi year funding is on [this page](#).

Do any other agencies share in the appropriation for the Iowa early intervention block grant program funding?

No. All the appropriation is allocated to Iowa public school districts.

Do any other agencies share in the appropriation for the new school improvement technology block grant?

Yes. The AEAs will receive a total of \$150,000. Three institutions under the Board of Regents -- the Iowa Braille and Sight Saving School, the State School for the Deaf, and the Malcolm Price

Laboratory School at UNI will certify a student count at the same time that public school districts certify enrollments and will be treated like the public school districts in the allocation of funding. Two institutions under the Department of Human Services -- the State Training School and the Iowa State Juvenile Home also will certify average yearly student enrollments and are treated like the public school districts in the allocation of funding. Four institutions under the Department of Human Services--Glenwood State Hospital School, the Woodward State Hospital School, the Cherokee Mental Health Institute, and the Independence Mental Health Institute will certify average yearly student enrollments and the four will receive a total of \$20,000.

Is there a minimum amount that each district will receive for the Iowa Early Intervention Program?

No.

Is there a minimum amount that each district will receive for the new school improvement technology block grant?

Yes. Each district will be allocated at least \$10,000.

When will each district receive its allocation?

Payments for both the Early Intervention Program and the school improvement technology grant program will be made on or about October 15 annually. Payments will be made annually rather than monthly. Each grant will be paid to the district or agency in a separate warrant rather than together in one warrant.

How will the school districts and AEAs report their expenditures for these programs?

The school districts and AEAs will report expenditures separately for the Iowa early intervention block grant and for the current/new school improvement technology block grant on the Certified Annual Report (CAR) beginning in FY2000. At a minimum, expenditures will be reported by object by function for each project. The required certification that funding was used to supplement, not supplant, money otherwise received and expended by the school district will be part of the CAR certification.

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Revised 1999-2000 Class Size – Early Intervention Allocations July 8, 1999

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Revisions in the class size – early intervention allocation amounts for school districts were necessitated due to the use of inappropriate enrollment figures. The allocation for each school district is based upon two factors, enrollments and poverty. The enrollment portion of the allocations should have been based upon the sum of the combined kindergarten through grade three public school enrollments reported on the Basic Educational Data Survey during the 1998-99 school year. Instead, the original enrollment allocation amounts were based upon the combined public and nonpublic enrollments for grades kindergarten through grade four.

This error in the enrollment allocation amounts was brought to our attention on July 7, 1999 by a school administrator. We sincerely apologize for any inconvenience this may have caused in efforts to plan for the expenditures of these funds. Corrected allocation amounts have been posted on the Department's web.

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Reduce Class Size/ Early Intervention Initiative

House File 743

Policy:

This bill:

- Provides funding for school districts to reduce class sizes in grades K-3 to a state goal of 17 students to every one teacher;
- Allows school districts the flexibility to also use the funding to support reading programs;
- Requires school districts to notify parents at least twice each school year of the reading progress of their individual students. Parents will also be notified of any steps taken to improve the student's reading ability; and
- Class size reduction plans and annual progress reports required by new accreditation progress.

Funding:

Program Year	Class Size/Early Intervention	Technology
YEAR 1 – FY00 '99-2000 school year	\$10 million Distributed: *50% (\$5 million) K-3 enrollment *50% (\$ 5million) 1-3 free/reduced lunch	4 th year of five-year \$30 million annual commitment. No change in distribution or use of funds.
YEAR 2 – FY01 2000-01 school year	\$20 million Distributed: *50% (\$10 million) K-3 enrollment *50% (\$10 million) 1-3 free/reduced lunch	5 th year of five-year \$30 million annual commitment. No change in distribution or use of funds.
YEAR 3 - FY02 2001-02 school year	\$30 million Distributed: * \$20 million K-3 enrollment * \$10 million 1-3 free/reduced lunch	Renew \$30 million technology funding with district discretion to use up to 2/3 or \$20 million of technology funding for class size/early intervention efforts including hiring staff. No staff hiring for portion used for tech. NEW DISTRIBUTION * District minimum lowered from \$15,000 to \$10,000;

		* AEA allotment lowered from \$450,000 to \$150,000; * Regent's Braille and deaf, DHS schools allotment reduced.
YEAR 4 – FY03 2002-03 school year PROGRAM SUNSETS AFTER YEAR 4	\$30 million Distributed: * \$20 million K-3 enrollment * \$10 million 1-3 free/reduced lunch	\$30 million technology funding with district discretion to use up to 2/3 or \$20 million of technology funding for class size/early intervention efforts. Distribution same as for YEAR 3.

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HF 743

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HOUSE FILE 743

1 1
1 2
1 3 AN ACT
1 4 RELATING TO THE ESTABLISHMENT OF AN IOWA EARLY INTERVENTION
1 5 BLOCK GRANT PROGRAM, PROVIDING FOR A SCHOOL IMPROVEMENT
1 6 TECHNOLOGY BLOCK GRANT PROGRAM, AND MAKING APPROPRIATIONS.
1 7
1 8 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:
1 9
1 10 Section 1. NEW SECTION. 256E.1 IOWA EARLY INTERVENTION
1 11 BLOCK GRANT PROGRAM ESTABLISHED - GOALS.
1 12 1. An Iowa early intervention block grant program is
1 13 established within the department of education. The program's
1 14 goals for kindergarten through grade three are to provide the
1 15 resources needed to reduce class sizes in basic skills
1 16 instruction to the state goal of seventeen students for every
1 17 one teacher; provide direction and resources for early
1 18 intervention efforts by school districts to achieve a higher
1 19 level of student success in the basic skills, especially
1 20 reading skills; and increase communication and accountability
1 21 regarding student performance. The Iowa early intervention
1 22 block grant program shall consist of the following:
1 23 a. Class size management. School districts shall develop
1 24 a class size management strategy to work toward, or to
1 25 maintain, class sizes in basic skills instruction for
1 26 kindergarten through grade three that are at the state goal of
1 27 seventeen students for every one teacher.
1 28 b. Improving instruction in the basics. The department of
1 29 education shall identify diagnostic assessment tools that can
1 30 be used to assist teachers in measuring reading accuracy and
1 31 fluency skills, including but not limited to, phonemic
1 32 awareness, oral reading ability, and comprehensive skills, to
1 33 improve student achievement in kindergarten through grade
1 34 three. The department, in collaboration with the area
1 35 education agencies, school districts, and institutions with
2 1 approved practitioner preparation programs, shall identify and
2 2 serve as a clearinghouse on intensive, research-based
2 3 strategies and programs for training teachers in both
2 4 diagnosis and appropriate instruction interventions.
2 5 (1) A school district shall at a minimum biannually inform
2 6 parents of their individual child's performance on the
2 7 diagnostic assessments in kindergarten through grade three.
2 8 If intervention is appropriate, the school district shall
2 9 inform the parents of the actions the school district intends
2 10 to take to improve the child's reading skills and provide the
2 11 parents with strategies to enable the parents to improve their
2 12 child's skills. The board of directors of each school
2 13 district shall adopt a policy indicating the methods the
2 14 school district will use to inform parents of their individual
2 15 child's performance.
2 16 (2) The department shall also identify for school
2 17 districts programs and materials by which parents may support
2 18 classroom reading instruction.
2 19 2. A school district shall integrate its specific early
2 20 intervention block grant program goals and activities into the
2 21 comprehensive school improvement plan required under section
2 22 256.7, subsection 21, paragraph "a".
2 23 3. For purposes of this chapter, unless the context
2 24 otherwise requires, "parent" means a biological or adoptive
2 25 parent, a stepparent, or a legal guardian or custodian of a

2 26 student.

2 27 Sec. 2. NEW SECTION. 256E.2 PROGRAM EXPENDITURES.

2 28 A school district shall expend funds received pursuant to
2 29 section 256E.4 at the kindergarten through grade three levels
2 30 to reduce class sizes to the state goal of seventeen students
2 31 for every one teacher and to achieve a higher level of student
2 32 success in the basic skills, especially reading. In order to
2 33 support these efforts, school districts may expend funds
2 34 received pursuant to section 256E.4 at the kindergarten
2 35 through grade three level on programs, instructional support,
3 1 and materials that include, but are not limited to, the
3 2 following: additional licensed instructional staff;
3 3 additional support for students, such as before and after
3 4 school programs, tutoring, and intensive summer programs; the
3 5 acquisition and administration of diagnostic reading
3 6 assessments; the implementation of research-based
3 7 instructional intervention programs for students needing
3 8 additional support; the implementation of all-day, everyday
3 9 kindergarten programs; and the provision of classroom teachers
3 10 with intensive training programs to improve reading
3 11 instruction and professional development in best practices,
3 12 including but not limited to training programs related to
3 13 instruction to increase students' phonemic awareness, reading
3 14 abilities, and comprehension skills.

3 15 Sec. 3. NEW SECTION. 256E.3 ANNUAL REPORTS.

3 16 1. A school district shall report annually to its school
3 17 community the proportion of fourth grade students who are
3 18 proficient in reading in accordance with section 256.7,
3 19 subsection 21, paragraph "c". School districts are encouraged
3 20 to submit to their communities composite information
3 21 concerning the reading proficiency of their kindergarten
3 22 through grade three enrollments, by grade level.

3 23 2. The annual report submitted to the department of
3 24 education in accordance with section 256.7, subsection 21,
3 25 paragraph "c", shall include the district's current class
3 26 sizes for kindergarten through grade three.

3 27 3. Beginning January 15, 2001, the department shall submit
3 28 an annual report to the chairpersons and ranking members of
3 29 the senate and house education committees that includes the
3 30 statewide average school district class size in basic skills
3 31 instruction in kindergarten through grade three, by grade
3 32 level and by district size, and describes school district
3 33 progress toward achieving early intervention block grant
3 34 program goals and the ways in which school districts are using
3 35 moneys received pursuant to section 256E.4.

4 1 Sec. 4. NEW SECTION. 256E.4 PROGRAM ALLOCATION.

4 2 1. For each fiscal year in the fiscal period beginning
4 3 July 1, 1999, and ending June 30, 2001, moneys appropriated
4 4 pursuant to section 256E.5, subsection 1, paragraph "a" or
4 5 "b", shall be allocated to school districts in accordance with
4 6 the following formula:

4 7 a. Fifty percent of the allocation shall be based upon the
4 8 proportion that the kindergarten through grade three
4 9 enrollment of a district bears to the sum of the kindergarten
4 10 through grade three enrollments of all school districts in the
4 11 state as reported for the base year.

4 12 b. Fifty percent of the allocation shall be based upon the
4 13 proportion that the number of children who are eligible for
4 14 free or reduced price meals under the federal National School
4 15 Lunch Act and the federal Child Nutrition Act of 1966, 42
4 16 U.S.C. } 1751-1785, in grades one through three of a school
4 17 district bears to the sum of the number of children who are
4 18 eligible for free or reduced price meals under the federal
4 19 National School Lunch Act and the federal Child Nutrition Act
4 20 of 1966, 42 U.S.C. } 1751-1785, in grades one through three in

4 21 all school districts in the state for the base year.

4 22 2. For each fiscal year in the fiscal period beginning
4 23 July 1, 2001, and ending June 30, 2003, moneys appropriated
4 24 pursuant to section 256E.5, subsection 1, paragraph "c", shall
4 25 be allocated to school districts as follows:

4 26 a. Allocation of the sum of twenty million dollars shall
4 27 be based upon the proportion that the kindergarten through
4 28 grade three enrollment of a district bears to the sum of the
4 29 kindergarten through grade three enrollments of all school
4 30 districts in the state as reported for the base year.

4 31 b. Allocation of the sum of ten million dollars shall be
4 32 based upon the proportion that the number of children who are
4 33 eligible for free or reduced price meals under the federal
4 34 National School Lunch Act and the federal Child Nutrition Act
4 35 of 1966, 42 U.S.C. } 1751-1785, in grades one through three of
5 1 a school district bears to the sum of the number of children
5 2 who are eligible for free or reduced price meals under the
5 3 federal National School Lunch Act and the federal Child
5 4 Nutrition Act of 1966, 42 U.S.C. } 1751-1785, in grades one
5 5 through three in all school districts in the state for the
5 6 base year.

5 7 3. For each year in which an appropriation is made to the
5 8 Iowa early intervention block grant program, the department of
5 9 education shall notify the department of revenue and finance
5 10 of the amount of the allocation to be paid to each school
5 11 district as provided in subsections 1 and 2. The allocation
5 12 to each school district shall be made in one payment on or
5 13 about October 15 of the fiscal year for which the
5 14 appropriation is made, taking into consideration the relative
5 15 budget and cash position of the state resources. Moneys
5 16 received under this section shall not be commingled with state
5 17 aid payments made under section 257.16 to a school district
5 18 and shall be accounted for by the local school district
5 19 separately from state aid payments. Payments made to school
5 20 districts under this section are miscellaneous income for
5 21 purposes of chapter 257. A school district shall maintain a
5 22 separate listing within its budget for payments received and
5 23 expenditures made pursuant to this section. A school district
5 24 shall certify to the department of education that moneys
5 25 received under this section were used to supplement, not
5 26 supplant, moneys otherwise received and used by the school
5 27 district.

5 28 4. For purposes of this section, unless the context
5 29 otherwise requires, "kindergarten through grade three
5 30 enrollment" means the enrollment as reported in the basic
5 31 educational data survey for the base year.

5 32 Sec. 5. NEW SECTION. 256E.5 APPROPRIATIONS.

5 33 1. There is appropriated from the general fund of the
5 34 state to the department of education, the following amounts,
5 35 for the following fiscal years, for the Iowa early
6 1 intervention block grant program:

6 2 a. For the fiscal year beginning July 1, 1999, and ending
6 3 June 30, 2000, the sum of ten million dollars.

6 4 b. For the fiscal year beginning July 1, 2000, and ending
6 5 June 30, 2001, the sum of twenty million dollars.

6 6 c. For each fiscal year of the fiscal period beginning
6 7 July 1, 2001, and ending June 30, 2003, the sum of thirty
6 8 million dollars.

6 9 2. There is appropriated from the general fund of the
6 10 state to the department of education for each fiscal year of
6 11 the fiscal period beginning July 1, 2001, and ending June 30,
6 12 2003, the sum of thirty million dollars for the school
6 13 improvement technology block grant program.

6 14 Sec. 6. NEW SECTION. 256E.6 DISTRIBUTION OF SCHOOL
6 15 IMPROVEMENT TECHNOLOGY BLOCK GRANT FUNDS.

6 16 1. From the moneys appropriated in section 256E.5,
6 17 subsection 2, other than the moneys allocated in subsection 2
6 18 of this section, for each fiscal year in which moneys are
6 19 appropriated, the amount of moneys allocated to school
6 20 districts shall be in the proportion that the basic enrollment
6 21 of a district bears to the sum of the basic enrollments of all
6 22 school districts in the state for the budget year. However,
6 23 except as provided in subsection 6, a district shall not
6 24 receive less than ten thousand dollars in a fiscal year. The
6 25 Iowa braille and sight saving school, the state school for the
6 26 deaf, and the Price laboratory school at the university of
6 27 northern Iowa shall annually certify their basic enrollments
6 28 to the department of education by October 1. The department
6 29 of human services shall certify the average student yearly
6 30 enrollments of the institutions under department of human
6 31 services control as provided in section 218.1, subsections 1
6 32 through 3, 5, 7, and 8, to the department of education by
6 33 October 1.

6 34 2. From the moneys appropriated in section 256E.5,
6 35 subsection 2, for each fiscal year in which moneys are
7 1 appropriated, the sum of one hundred fifty thousand dollars
7 2 shall be divided among the area education agencies based upon
7 3 each area education agency's percentage of the total full-time
7 4 equivalent elementary and secondary teachers employed in the
7 5 school districts in this state. An area education agency may
7 6 contract with an appropriate accredited institution of higher
7 7 education in Iowa to provide staff development and training in
7 8 accordance with section 256E.7.

7 9 3. For each year in which an appropriation is made to the
7 10 school improvement technology block grant program, the
7 11 department of education shall notify the department of revenue
7 12 and finance of the amount to be paid to each school district
7 13 and area education agency based upon the distribution plan set
7 14 forth for the appropriation made pursuant to this section.
7 15 The allocation to each school district and area education
7 16 agency under this section shall be made in one payment on or
7 17 about October 15 of the fiscal year in which the appropriation
7 18 is made, taking into consideration the relative budget and
7 19 cash position of the state resources.

7 20 4. Payments made to school districts and area education
7 21 agencies under this section are miscellaneous income for
7 22 purposes of chapter 257. Moneys received under this section
7 23 shall not be commingled with state aid payments made under
7 24 sections 257.16 and 257.35 to a school district or area
7 25 education agency and shall be accounted for by the local
7 26 school district or area education agency separately from state
7 27 aid payments.

7 28 5. Moneys received under this section shall not be used
7 29 for payment of any collective bargaining agreement or
7 30 arbitrator's decision negotiated or awarded under chapter 20.

7 31 6. For purposes of this section and section 256E.8,
7 32 "school district" means a school district, the Iowa braille
7 33 and sight saving school, the state school for the deaf, the
7 34 Price laboratory school at the university of northern Iowa,
7 35 and the institutions under the control of the department of
8 1 human services as provided in section 218.1, subsections 1
8 2 through 3, 5, 7, and 8. However, notwithstanding subsection
8 3 1, the amount of moneys allocated to the institutions under
8 4 the control of the department of human services as provided in
8 5 section 218.1, subsections 1, 2, 3, and 5, shall be a total of
8 6 not more than twenty thousand dollars for each fiscal year, to
8 7 be distributed proportionately between the four institutions
8 8 by the department of education.

8 9 Sec. 7. NEW SECTION. 256E.7 SCHOOL IMPROVEMENT
8 10 TECHNOLOGY PLANNING.

8 11 1. Commencing with the fiscal year beginning July 1, 2001,
8 12 each school district shall include a technology plan as a
8 13 component of the annual report submitted to the department of
8 14 education in accordance with section 256.7, subsection 21,
8 15 paragraphs "a" and "c". The plan shall be developed by
8 16 licensed professional staff of the district, including both
8 17 teachers and administrators. The plan shall, at a minimum,
8 18 focus on the attainment of student achievement goals on
8 19 academic and other core indicators, consider the district's
8 20 interconnectivity with the Iowa communications network, and
8 21 demonstrate how the board will utilize technology to improve
8 22 student achievement. The technology plan shall be kept on
8 23 file in the district and a copy of the plan, and any
8 24 subsequent amendments to the plan, shall be sent to the
8 25 appropriate area education agency.

8 26 2. Prior to receiving funds under this chapter, each area
8 27 education agency shall develop a plan to assist school
8 28 districts in the development of a technology planning process
8 29 to meet the purposes of the school improvement technology
8 30 block grant program. The plan shall describe how the area
8 31 education agency intends to support school districts with
8 32 instructional technology staff development and training. The
8 33 department shall approve each plan prior to the disbursement
8 34 of funds. An area education agency needs to develop only one
8 35 plan and send it to the department of education while this
9 1 chapter is effective. An area education agency may submit a
9 2 plan that meets the requirements of chapter 295, Code 2001.
9 3 An annual progress report shall be submitted to the department
9 4 of education.

9 5 3. Prior to receiving funds pursuant to section 256E.5,
9 6 subsection 2, the Iowa braille and sight saving school, the
9 7 state school for the deaf, and the Price laboratory school at
9 8 the university of northern Iowa shall each submit to the state
9 9 board of regents and the department of education a technology
9 10 plan that supports and improves student achievement,
9 11 demonstrates how technology will be utilized to improve
9 12 student achievement, and includes an evaluation component.
9 13 The schools listed in this subsection need to develop only one
9 14 plan each to send to the state board of regents and the
9 15 department of education while this chapter is effective. An
9 16 annual progress report shall be submitted to the state board
9 17 of regents and the department of education.

9 18 4. Prior to receiving funds pursuant to section 256E.5,
9 19 subsection 2, the institutions under the control of the
9 20 department of human services as provided in section 218.1,
9 21 subsections 1 through 3, 5, 7, and 8, shall each submit to the
9 22 departments of education and human services a technology plan
9 23 that supports and improves student achievement, demonstrates
9 24 the manner in which technology will be utilized to improve
9 25 student achievement, and includes an evaluation component.
9 26 Each institution developing a plan under this subsection needs
9 27 to develop only one plan to send to the departments of
9 28 education and human services while this chapter is effective.
9 29 Each institution shall submit an annual progress report to the
9 30 departments of education and human services. Each institution
9 31 shall submit an annual progress report to the departments of
9 32 education and human services.

9 33 Sec. 8. NEW SECTION. 256E.8 SCHOOL IMPROVEMENT
9 34 TECHNOLOGY BLOCK GRANT EXPENDITURES.

9 35 1. Except as provided in subsection 2, a school district
10 1 shall expend funds received pursuant to section 256E.5,
10 2 subsection 2, for the acquisition, lease, lease-purchase,
10 3 installation, and maintenance of instructional technology
10 4 equipment, including hardware and software, materials and
10 5 supplies related to instructional technology, and staff

10 6 development and training related to instructional technology,
10 7 and shall establish priorities for the use of the funds.
10 8 However, funds received by a school district pursuant to
10 9 section 256E.5, subsection 2, shall not be expended to add a
10 10 full-time equivalent position or otherwise increase staffing.

10 11 2. A school district may expend up to two-thirds of the
10 12 funds received annually pursuant to section 256E.5, subsection
10 13 2, for any of the purposes described in section 256E.2,
10 14 including for the employment of additional licensed
10 15 instructional staff.

10 16 3. Funds received by an area education agency pursuant to
10 17 section 256E.6, subsection 2, shall be expended for the costs
10 18 related to supporting school districts within the area served
10 19 with technology planning and equipment, including hardware and
10 20 software, materials and supplies related to instructional
10 21 technology, and staff development and training related to
10 22 instructional technology.

10 23 Sec. 9. NEW SECTION. 256E.9 FUTURE REPEAL.

10 24 This chapter is repealed effective July 1, 2003.

10 25

10 26

10 27

10 28

RON J. CORBETT

10 29

Speaker of the House

10 30

10 31

10 32

10 33

MARY E. KRAMER

10 34

President of the Senate

10 35

11 1 I hereby certify that this bill originated in the House and
11 2 is known as House File 743, Seventy-eighth General Assembly.

11 3

11 4

11 5

11 6

ELIZABETH ISAACSON

11 7

Chief Clerk of the House

11 8 Approved _____, 1999

11 9

11 10

11 11

11 12 THOMAS J. VILSACK

11 13 Governor



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Class Size Summary Statistics for Grades K-4

1998-99 School Year

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	Average Class Size	Number of Classrooms
Grade K	19.7	1,704
Grade 1	20.1	1,647
Grade 2	20.7	1,598
Grade 3	21.7	1,574
Grade 4	21.9	1,516

Source: Iowa Department of Education
Bureau of Planning, Research, and Evaluation

Class Size Survey File, 1998
Results as of December 31, 1998
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1999-2000 FEDERAL CLASS SIZE REDUCTION PROGRAM
CFDA NUMBER: 84.340

May 19, 1999

Dear Superintendent:

Iowa has received \$9,449,330 from the federal government for the purpose of class size reduction in the early grades. This funding is provided through the United States Department of Education and should not be confused with the state program passed by the legislature and signed by the governor this spring to establish the Iowa Early Intervention Program. The Iowa Department of Education is the pass-through agency for this federal funding. Allocations of the federal funds are based on a distribution formula of poverty (80 percent) and school enrollment (20 percent). Allocations are appropriated for the **1999-2000 school year only** and cannot be carried over into the next school year. All funds from the federal level will flow directly to public school districts this fall if their application for funds is approved by the Iowa Department of Education.

Enclosed with this letter is a document entitled, "Guidance for Iowa School Districts," the application form, and allocation amounts for each public school district. Please read the guidance document before filing an application with the Iowa Department of Education.

Each school district wishing to participate in this federal program must file an application for Class Size Reduction funds. A district's application for funds must be received by the Iowa Department of Education by September 1, 1999. Iowa may waive particular sections of the federal law pertaining to these funds because of our Ed-Flex status. Please note these particular sections in the Guidance section and if waivers are needed for your district, it is important that these requests are made on the application forms.

If you need any further assistance or have questions pertaining to this program, please contact Mary Beth Schroeder Fracek at (515) 281- 3160 or e-mail at marybeth.schroederfracek@ed.state.ia.us. Mary Beth is the contact for the Department for both the Iowa Early Intervention Program and the Federal Class Size Reduction Program.

Sincerely,

Judy Jeffrey, Administrator
Division of Early Childhood, Elementary
and Secondary Education

JJ/jlc

Enclosures

GUIDANCE FOR IOWA SCHOOL DISTRICTS FEDERAL CLASS SIZE REDUCTION PROGRAM

These guidelines contain information for local educational agencies (LEAs) on how Federal Class Size Reduction Program funds can be used to improve student achievement by recruiting, hiring, and training certified classroom teachers to reduce class size in the early grades.

Authority for this program is contained in section 307 of the Department of Education Appropriations Act, 1999, as enacted by section 101(f) of Division A of P.L. 105-277.

The complete Federal Class Size Reduction Program guidance can be found at the following Internet site: <http://www.ed.gov./offices/OESE/ClassSize/guidance.html>

Introduction

The goal of the Federal Class Size Reduction initiative is to help schools improve student achievement by adding additional, highly-qualified teachers to the workforce to ensure that class size -- particularly in the early grades -- is reduced to no more than 18 children per class. States will allocate 100 percent of the funds they receive to school districts to pay for salaries and provide other benefits for additional teachers to reduce class size in the early grades. Of these funds, school districts should use at least 82 percent for recruiting, hiring, and training new teachers. In addition, they may use no more than 3 percent for local administration and no more than 15 percent to pay the costs of professional development.

Integration with Other Programs

In order to be most effective, the Class Size Reduction Program should work hand-in-hand with other federal, state, and local programs that have related purposes. Iowa has recently instituted a Class Size/Early Intervention Program. School districts must use the Federal Class Size Reduction Program funds to supplement (and not replace) funds they receive from the Iowa initiative.

Iowa Early Intervention Program and Federal Class Size Reduction Program Similarities

The goals of the Federal Class Size Reduction Program and the Iowa Early Intervention Program have many similarities. Therefore, school districts should consider how these funding sources could be combined and still meet regulations guiding the respective pieces of legislation. Similarities between the federal and state efforts include:

- Reducing class size in the regular classroom
- Focus on the lower grades
- Provide classroom teachers with quality professional development opportunities
- Report student progress to parents
- Require that LEAs use funds received to supplement, not supplant funds currently received and used by the LEA.

Iowa's Waiver Under Ed-Flex Authority

The Iowa Department of Education may waive federal requirements for the Class Size Reduction Program through the application process. Please note on the application the areas for which the school district requests a waiver. Waivers may be obtained which allow a school district to hire less than a full-time licensed teacher, to forego forming a consortium to combine funds to hire at least one full-time teacher, and to use more than 15 percent of the funds received for professional development, recruitment, and hiring.

Definitions

Among the terms used in the authorizing statute, the following may need clarification. For the purposes of this program, the United States Department of Education will use the definitions below:

Early elementary grades -- For the purposes of this program, "early elementary grades" means grades one through three.

Teacher -- For the purposes of this program, "teacher":

- Means a classroom teacher certified to teach the class to which she or he is assigned.
- Includes teachers of regular classrooms, special education teachers, and teachers of children with special needs, such as those with disabilities or limited English proficiency.
- Does not include administrative or support personnel or teacher aides or paraprofessionals.
- Does not include guidance counselors, librarians, or other specialists such as physical education, art, or music teachers.

Questions and Answers

Q-1 What is the primary goal for an LEA receiving Class Size Reduction funds?

For most LEAs, the first order of business will be to develop an approach to improving educational achievement for both regular and special needs children that includes hiring highly-qualified teachers and reducing the size of regular classrooms in the early grades to 18.

Q-2 For what purposes can a district spend federal dollars?

First, the LEA may reserve no more than 3 percent of the funds for administrative costs.

Then: If schools in a LEA have a class size in grades one through three that is higher than 18 children:

- The LEA must use a minimum of 82 percent of the funds it receives to recruit, hire (including payment of salaries and benefits), and train certified classroom teachers in order to reduce the class size for those grades.
- The LEA may use a maximum of 15 percent of the funds for:
 - Providing professional development to teachers, consistent with Title II of the Higher Education Act of 1965 (See Q-3 below for further information on Title II.)
- If the LEA has already reduced class size in grades one through three to 18 or fewer children with highly-qualified teachers, it may use the funds to:
 - Make further class size reductions in grades one through three (or in other grades or subjects for LEAs that do not serve grades one through three);
 - Reduce class size in kindergarten or other grades; or
 - Carry out activities to improve teacher quality, including professional development.

If the LEA has already reduced class size in grades one through three to 18 or fewer children, but some of its teachers for those grades are not certified to teach in the classrooms to which they are assigned, the LEA must first develop and implement a plan with specific activities or programs that will ensure that all teachers in those grades will become fully certified within the shortest possible time period. After determining the amount of Class Size Reduction funds it will need to support these efforts, the LEA may use any remaining funds to:

- Make further class size reductions in grades one through three (or in other grades or subjects for LEAs that do not serve grades one through three);
- Reduce class size in kindergarten or other grades; or
- Carry out activities to improve teacher quality, including professional development.

Q-3 How does an LEA determine if its professional development offerings are consistent with Title II of the Higher Education Act (HEA)?

LEAs can coordinate with these Title II activities in numerous ways — by, for example, combining funds or conducting joint activities under the Class Size Reduction Program and HEA Title II to:

- Help teachers learn new skills that will help them take advantage of new options for instructional techniques that become available when class size is reduced.
- Prepare teachers to work with diverse student populations, including students with disabilities and limited English proficiency.
- Prepare teachers to work with parents in determining how best to help their children learn to high standards.
- Develop programs that can be used as recruitment incentives to attract highly-qualified teachers to high-poverty schools.
- In a coordinated effort with the Reading Excellence Act (REA) program, help teachers acquire the knowledge and skills necessary for effective reading instruction in the early grades.
- Provide high-quality pre-service clinical experience for student teachers who agree to teach in the LEA's schools after they earn their teaching credentials.
- Provide a mentoring program involving new and veteran teachers that involves interaction with faculty at nearby institutions of higher education.

Q-4 In determining whether a LEA has "already reduced class size in the early grades to 18," is 18 students the absolute limit for each class or the average for schools in the LEA?

Generally, each LEA may make this determination, consistent with its definition or interpretation of "class size." Class size may be determined for each school in the LEA by the average number of students per regular class for each grade level in the school or by the maximum number of children per regular class in each grade. It should not be determined by the average for the LEA as a whole.

Q-5 Should a LEA spread its Class Size Reduction funds to as many schools as possible?

No, a LEA is not required to spread these funds to all its schools. Instead, LEAs might find that the best results come from targeting the funds to the poorest schools, the lowest performing schools, or to the schools with the largest classes.

Q-6 May a LEA use Class Size Reduction funds to reduce the size of classes for special education or special needs children?

If the size of special education classes in the early elementary grades is higher than the target level of 18, the LEA may, of course, use these funds to reduce the size of those classes. If the LEA wishes to reduce special education classes to fewer than 18 children, it may do so once its regular classes in grades one through three have reached that goal.

Many children with special needs now receive their schooling primarily in regular classrooms. LEAs may also use these funds to pay professional development costs for regular classroom teachers to help them better serve children with disabilities and other special needs. LEAs may also use these funds to hire special education teachers to team teach with regular teachers in classrooms that contain both special education and regular students.

Q-7 May LEAs use funds for administrative expenses?

Yes, LEAs may use not more than 3 percent of their funds for local administrative costs. These costs may include expenses associated with the annual report that LEAs must issue under this program.

Q-8 May LEAs use funds to pay any part of the salaries or benefits for teachers who are already employed?

These funds are intended to bring additional teachers into a school district. No funds may be used to increase the salaries or provide benefits (other than participation in professional development and enrichment) for teachers who are, or have been, employed by the LEA. However, in the second or subsequent years of the program, after the LEA hires a teacher with Class Size Reduction funds, it may continue to use funds under this program each year to pay that teacher, so long as funds are appropriated by the Congress.

Q-9 May funds be used to train teachers who are already employed?

Class size reduction can help improve student learning the most when teachers are well prepared with techniques for teaching in smaller classes. That is why the legislation allows school districts to use as much as 15 percent of the funds they receive to promote high-quality teaching — including training for current teachers. In addition, LEAs that have already reduced class size to 18 for grades one through three (or in other grades or subjects for LEAs that do not serve grades one through three) with highly-qualified teachers may choose to use all their program funds to train both new and experienced teachers. However, for most LEAs, the bulk of the funds (at least 82 percent) must be used for recruiting, hiring, and training new teachers if an LEA does not request a waiver from the State Department of Education.

Q-10 What kinds of recruiting activities are allowable?

LEAs will incur a variety of costs depending on their approach to recruiting and hiring, and the Department encourages them to be creative in designing recruitment activities in order to attract the highest-qualified teachers — particularly for high-poverty schools. Among the recruiting costs that would be allowable are:

- Advertising.
- Travel to schools of education to interview prospective teachers.
- Payment of hiring bonuses.
- Designing packages that will help attract teachers to high-poverty schools and providing the services included in the packages — including, for example:
 - Payment of college tuition for a prospective teacher who contracts to teach in the LEA's schools.
 - Paying moving expenses for a new teacher and his or her family to come to the school district.
 - Paying for new teachers to go through the certification process of the National Board for Professional Teaching Standards, after they have taught for the required period of time.
 - Paying for a mentoring program for new teachers that involve veteran teachers and faculty from nearby colleges and universities.
 - Assisting new teachers to obtain a higher-level degree.

Q-11 What private school participation requirements apply to this program?

LEAs must ensure equitable participation of teachers from private, nonprofit elementary and secondary schools in any professional development activities paid for with Class Size Reduction funds. In carrying out professional development activities, the LEA should follow section 6402 of the ESEA, which contains private school participation requirements applying to Title VI. However, the equitable participation requirement does not apply to the activities of recruiting, hiring, and training teachers or testing new teachers and the funds may, therefore, not be used for these activities for private schools.

Q-12 Are there requirements pertaining to "supplanting?"

Yes, LEAs must use these federal funds only to supplement, and not to supplant, state and local funds that, in the absence of the federal funds, would otherwise be spent for activities authorized by the Class Size Reduction Program. Thus, if the state or LEA has already instituted and is funding a class size reduction initiative, these federal funds must be used to supplement and not replace those state or local funds. More specifically, if state or local funds are made available for the purpose of recruiting, hiring, and training teachers in order to reduce class size, or providing professional development to teachers, the Federal Class Size Reduction Program funds may not be used to replace those state or local funds.

Q-13 Are there requirements pertaining to "maintenance of effort?"

Yes, the maintenance of effort provisions in Title VI of the ESEA also applies to this program.

Q-14 How does a small LEA reduce class size if it receives a relatively small allocation?

The LEA may form a consortium with one or more other LEAs for the purpose of reducing class size. In addition, the consortium doesn't necessarily have to be with other small districts. If the LEA enters a

consortium with a larger district, the arrangement could involve the sharing of funds for recruitment, training new teachers, or hiring a reading or math teacher who would be shared. Some of these same approaches might also work with other small LEAs.

If the small LEA already has a class size of 18 or fewer in grades one through three with highly-qualified teachers, it may use its funds, in consortia with the other LEAs, to:

- Make further class size reductions in grades one through three;
- Reduce class size in kindergarten or other grades; or
- Carry out activities to improve teacher quality, including professional development.

A school district may also request a waiver from the state Department to forego forming a consortium and hire less than a full-time teacher or use more than 15 percent of its funds for professional development.

Q-15 How does a state determine a new teacher's starting salary?

The average starting pay for a new teacher in Iowa for 1999-2000 will be \$23,000, not including employee benefits.

Q-16 In a consortium arrangement, may one LEA hire a teacher while another uses funds for professional development?

A consortium must follow the same rules for uses of funds as a single LEA. That is, up to 3 percent may be reserved for administrative costs; a minimum of 82 percent must be used to recruit, hire, and train additional classroom teachers; and a maximum of 15 percent may be used for testing new teachers and providing professional development. Within these parameters, the consortium may decide how its members will use the funds. If a member of the consortium has already reduced class size in grades one through three to 18 with highly-qualified teachers, it may use funds to: make further class size reductions in grades one through three; reduce class size in kindergarten or other grades; or carry out activities to improve teacher quality, including professional development.

Q-17 What kind of accountability will there be for participating schools?

Any school or school district receiving Federal Class Size Reduction funds must provide information to parents, taxpayers, and the state on how student achievement has been affected by hiring additional highly-qualified teachers and reducing class size. This information can be included in the annual progress report required by HF 2272, Accountability for Student Learning.

The following are some of the items that LEAs may wish to include in their reports:

- How class sizes were reduced with funds from this program—numbers of teachers hired, grades to which new teachers were assigned, and class sizes before and after the hiring of additional teachers;
- A description of the professional development that was provided through funds from this program, including programs to bring teachers to full certification, and information about the participants in the training, including staff from private, nonprofit schools within the LEA's boundaries, with numbers of teachers and grades taught;
- Comparison of student performance, and how this was measured, before and after class sizes were reduced.

Q-18 Will the U.S. Department of Education conduct a national evaluation of the Class Size Reduction program?

Yes, there will be a national evaluation. The U.S. Department will notify states and LEAs about their participation. The Department intends to include the basic information that States provide on sub-grantees to compile data on early implementation of the program, and will focus on a careful measurement of class size changes together with such issues as methods used by schools to reduce class size, the quality of the teachers hired, recruitment methods, and professional development provided.

Q-19 How will federal funds be distributed to public school districts?

States will allocate 100 percent of the funds they receive to eligible LEAs. The state of Iowa will receive approximately \$9,449,000. Funds will be distributed to school districts based on poverty (80 percent) and school enrollment (20 percent).

Q-20 When are the funds available?

Funds will be available to states on or about July 1, 1999. Funds will be distributed to Iowa school districts on or about October 15, 1999. School districts must apply to the Iowa Department of Education by September 1, 1999, in order to be eligible for payment of funds.

Q-21 What funds will be available from the Federal Class Size Reduction Act for the 00-01 school year?

At this time, no allocation has been made at the federal level to continue the program past the upcoming school year. The U.S. Department of Education will continue to advocate for continued and increased funding for this program.

**Contact: Mary Beth Schroeder Fracek, Iowa Department of Education, at
(515) 281-3160 or marybeth.schroederfracek@ed.state.ia.us
if you have questions.**