



NATIONAL CONFERENCE OF STATE LEGISLATURES

LEGISLATIVE TRACKER (AS OF DECEMBER 1, 2015)

NATIONAL CONFERENCE of STATE LEGISLATURES *The Forum for America's Ideas* As of Dec. 1, 2015, all 50 states, the District of Columbia and Puerto Rico have convened or adjourned the 2015 legislative session. View the full [2015 legislative calendar](#) for all states and the territories, including targeted adjournment dates, on NCSL's website.

As of Dec. 1, 2015, 199 bills have been located relating to prekindergarten through third grade early literacy education; this summary will be continuously updated throughout the 2015 legislative session. For a categorical description of early literacy-related bills see the [2015 Legislation Table](#).

Selected Prefiled and Introduced 2015 Legislation on Prekindergarten through Third Grade Literacy Education

| State/Jurisdiction | Bill Number | Associated Bills | Author | Current Disposition | Summary |
|--------------------|-------------|------------------------------------|----------|---------------------|---|
| Alabama | H 233 | | South | Enacted | Requires the Office of School Readiness to ensure that the prekindergarten program provides a developmentally appropriate preschool program emphasizing growth in language and literacy. |
| Alabama | S 99 | | Ross | Failed | Establishes a statewide preschool program for 4-year-olds. The preschool program is to provide an opportunity for all young children in the state to enter school ready to learn by expanding voluntary access to quality preschool curricula for all children who are age 4. |
| Alabama | S 174 | H 233 (South) passed first chamber | Shelnutt | Failed | Relates to early childhood education; ensures that the prekindergarten program provides a developmentally appropriate preschool program emphasizing growth in language |

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| | | | | | and literacy, math concepts, science, arts, physical development, and personal and social competence. |
| Arizona | H 2426 | S 1068 (Dial) failed- adjourned | Barton | Failed | Pertains to offering of full-day kindergarten to improve access, uniformity, and availability of educational services throughout the state. Designed in response to governor's call for increasing focus on building primarily literacy skills among students in prekindergarten through third grade. |
| Arizona | H 2520 | | Cardenas | Failed | Pertains to the development of grants for designing intensive literacy programs with the goal of maximizing the number of pupils who meet or exceed the reading standards adopted by the state board of education for third grade. |
| Arizona | H 2668 | | Bolding | Failed | Establishes a high-quality school readiness program that uses an evidence-based curriculum aligned with state standards that incorporates intentional and differentiated instruction in the areas of oral language and listening comprehension, phonological awareness and pre-reading, alphabet, word and book knowledge and print awareness, among others. |
| Arizona | S 1068 | | Dial | Failed | Relates to voluntary full- or half-day kindergarten; focuses on intensive English language literacy as the "cornerstone" of early childhood education. |
| Arizona | S 1289 | | Ward | Enacted | Requires each school district and charter school that was assigned a letter grade of C, D or F pursuant to Section 15-241, subsection H, Arizona Revised Statutes, in school year 2013-2014 or that has more than 10 percent of its pupils in grade three reading far below the third grade level according to the reading portion of the Arizona instrument to measure standards test, or a successor test, to receive monies generated by the K-3 |

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| | | | | | reading support level weight established in Section 15-943, Arizona Revised Statutes, only after the K-3 reading program plan of the school district or charter school has been approved by the state Board of Education. |
| Arizona | S 1458 | | Ward | Failed | Establishes a kindergarten through grade three reading program to improve the reading proficiency of pupils in kindergarten programs and grades one, two and three in the public schools; includes curriculum and professional development in light of current scientifically based reading research. |
| Arkansas | S 534 | | Chesterfield | Enacted | Establishes an act to make an appropriation for Pediatric Early Literacy Program grants that partner with doctors to prepare Arkansas' youngest children to succeed in school. |
| Arkansas | S 656 | | J. Hutchinson | Failed | Establishes a grant for statewide after-school literacy, nutrition, home visiting and early childhood programs to be administered by Save the Children for low-income, at-risk children. |
| California | A 1314 | | Thurmond | Pending-carryover | Enacts the Child Care and Development Services Act to provide a comprehensive, coordinated and cost-effective system of child care and development services for children from infancy to age 13 and their parents, including a full range of supervision, health and support services through full- and part-time programs. Existing law requires these programs to provide age and developmentally appropriate programs designed to facilitate the transition to kindergarten for 3- and 4-year-olds in educational development, health services, social services, nutritional services, parent education and parent participation, evaluation and staff development. |

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| Colorado | H 1001 | | Pettersen | Failed | Concerns distribution of funds for scholarship programs that help early childhood education professionals obtain postsecondary credentials in early childhood education; creates the Early Childhood Educator Development Fund. |
| Colorado | H 1155 | | Wilson | Failed | Pertains to small rural school districts (enrolling 1,000 or fewer students); a small rural school district may apply to the state board for a waiver of early literacy requirements by submitting a strategic plan that explains how the district will ensure students enrolled in the district develop the necessary reading skills by the end of third grade to enable them to master the academic standards and expectations applicable to the fourth grade and beyond. A small rural school district that receives a waiver must meet the local targets for student achievement on the third grade English language arts statewide assessment. |
| Colorado | S 145 | | Lambert | Enacted | Relates to development of early literacy; details funding for grants, assessment and intervention programs. |
| Connecticut | H 5810 | H 6401 and H 6507 (Santiago) | Santiago | Failed | Relates to a Cradle to Career Success program; includes provisions for kindergarten readiness and third-grade literacy. |
| Connecticut | H 6004 | | Rosati | Failed | Concerns local early childhood collaboratives; requires the Office of Early Childhood to collaborate with and provide resources to local early childhood collaboratives. |
| Connecticut | H 6430 | | Sanchez | Failed | Requires the National Association for the Education of Young Children (NAEYC) to provide accreditation for all preschool programs offered by charter schools and magnet schools. |
| Connecticut | H 6507 | | Santiago | Failed | Establishes a grant program within available state and federal resources to fund a pilot data-driven project in Bridgeport, |

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| | | | | | Norwalk, Stamford and Waterbury to strengthen outcomes in areas including, but not limited to infant health, kindergarten readiness and third grade reading, among others. |
| Connecticut | H 6824 | | Sharkey | Failed | Provides an appropriation for improving early literacy skills. |
| Connecticut | H 6974 | | Joint Committee on Education | Enacted | Creates a director of reading initiatives within the Department of Education. The director is responsible for administering the intensive reading instruction program to improve student literacy in kindergarten to grade three, inclusive, close the achievement gap, and help to develop and administer the program of professional development for teachers and principals in scientifically -based reading research and instruction. |
| Connecticut | H 7061 | | Sharkey | Enacted | Appropriates funding for improving early literacy. |
| Connecticut | S 209 | | Joint Committee on Children | Failed | Appropriates funding to the Office of Early Childhood, from the General Fund, to create a grant to the Reach Out and Read Organization to promote promoting early literacy and school readiness in preschoolers. |
| Connecticut | S 841 | | Joint Committee on Children | Enacted | Establishes a Children's Mental, Emotional and Behavioral Health Plan Implementation Advisory Board that will execute and oversee the comprehensive implementation plan developed pursuant to section 17a-22bb of the general statutes; catalogue the mental, emotional and behavioral health services offered for families with children in the state; and cover literacy and language acquisition. |
| Connecticut | S 942 | | Looney | Failed | Relates to budget recommendations; requires the State Board of Education to use the categorical grant program to work cooperatively with school districts during any school year to |

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| | | | | | improve their educational programs or early reading intervention programs. |
| Connecticut | S 1101 | | Joint Committee on Education | Enacted | Relates to early childhood education; provides training in implementing the preschool assessment and curriculum frameworks, including training to enhance literacy teaching skills, developing a state-wide preschool curriculum, and developing student assessments for students in grades kindergarten to two, inclusive. |
| Florida | H 153 | S 1116 | L. Lee | Enacted | Requires the Office of Early Learning to establish a literacy pilot project to help low-income, at-risk children develop emergent literacy skills; requires background screening for child care personnel; requires emergent literacy training for instructors, encourages; coordination of basic health screening and immunization services in conjunction with emergent literacy instruction; and provides for funding. |
| Florida | H 483 | S 518 (Gibson) | Jones | Failed | Relates to the Voluntary Prekindergarten Education Program; each private prekindergarten provider and public school in the program must implement an evidence-based pre- and post-assessment to measure student progress in early literacy. |
| Florida | S 702 | H 7029 | Simmons | Enacted | Provides that students who are promoted to fourth grade with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. Requires the school district to help schools and teachers implement reading strategies for students promoted with a good cause exemption that research has shown to be successful in improving reading among students |

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| | | | | | who have reading difficulties. Good cause exemptions include students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten through grade three for a total of two years. A student may not be retained more than once in third grade. |
| Florida | H 7069 | | House Education Committee | Enacted | Requires each district school board to adopt criteria for a student's progression from one grade to another, based on the student's mastery of the standards in S. 1003.41, specifically English language arts, mathematics, science and social studies standards. The criteria must emphasize student reading proficiency in kindergarten through grade three in accordance with the district's K-12 comprehensive reading plan under S. 1011.62(9) and provide targeted instructional support for students with identified deficiencies in English language arts, mathematics, science and social studies. |
| Florida | S 210 | H 119 (Berman) | Gibson | Failed | Relates to licensing of facilities that offer health and human services; requires proof of successful completion of the 30-hour training course, as evidenced by passing a competency examination in specialized areas, including early literacy and language development of children from birth to age 5, as determined by the department, for owner-operators of family day care homes. |
| Florida | S 518 | H 483 (Jones) | Gibson | Failed | Relates to voluntary prekindergarten education programs; revises provisions relating to the calculation of the kindergarten readiness rate for Voluntary Prekindergarten Education Program providers and schools; requires administration of pre- |

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| | | | | | assessment and post-assessment to students; provides assessment requirements; requires Office of Early Learning to annually report certain student growth data to the SBE; relates to early literacy skills. |
| Florida | S 7006 | H 7017 (House Education Committee) | Senate Education Pre-K-12 Committee | Failed | Relates to early childhood education within child care facilities; creates a pilot project to study the impact of instructing and assessing the early literacy skills of program participants; requires operators to complete annual training in early childhood education; focuses on early literacy skills. |
| Georgia | H 76 | | Ralston | Enacted | Increases funding for kindergarten through third-grade literacy initiatives and provides funds to hire eight new reading mentors. |
| Georgia | H 502 | | Dudgeon | Enacted | Encourages school districts to implement a program of formative assessment and intervention in reading for kindergarten through third grade to ensure that students are on track to meet grade-level expectations. |
| Hawaii | H 820 | S 844 & 863 (Kidani) | Takumi | Enacted | Establishes the Executive Office on Early Learning Prekindergarten Program. The program is to incorporate high-quality standards pursuant to rules adopted by the office, which are to be research-based, developmentally-appropriate practices associated with improved educational outcomes for children. Literacy development is a critical piece of this legislation. |
| Hawaii | H 1223 | S 1379 (Kahele) | Tsuji | Pending - carryover | Requires the Hawaiian Language College to establish a four-year pilot Hawaiian language medium preschool program as part of the Hawaiian language college laboratory school program for school years 2015-2016, 2016-2017, 2017-2018 and 2018-2019. The Hawaiian Language College has a joint research project in |

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| | | | | | early literacy and has been funded to develop Hawaii Early Learning and Development Standards (HELDS) for Hawaiian language medium education. |
| Hawaii | H 1499 | S 1337 | Matsumoto | Pending - carryover | Establishes within the department a statewide literacy program to help increase Hawaii's literacy rates and benefit Hawaii's children and families. |
| Idaho | H 270 | | House Education Committee | Failed | Establishes the at-home school readiness pilot program, authorizing the state Department of Education to contract with an early education technology provider selected through a procurement process in compliance with state law to provide a home-based educational technology program for literacy and numeracy instruction. |
| Illinois | H 801 | | Madigan | Pending-passed first committee | Amends the School Code; makes a technical change in a section concerning the federal No Child Left Behind Act. Provides recommendations for how the kindergarten readiness survey might align with and be incorporated within the continuum of the state assessment system. |
| Illinois | S 1 | | Manar | Pending | Relates to the School Funding Reform Act of 2015; contains provisions for the Early Childhood Education Block Grant, among others. |
| Illinois | S 1260 | | Noland | Pending | Makes changes concerning the Early Childhood Education Block Grant; these grants will be created by combining the following programs: Preschool Education, Parental Training and Prevention Initiative. These funds are to be distributed to school districts and other entities on a competitive basis. |
| Indiana | H 1486 | | Thompson | Failed | Requires the SBE to adopt voluntary prekindergarten standards that align with the kindergarten through grade 12 standards; |

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| | | | | | provides that records of the state board shall be kept by the state board. |
| Iowa | D 1119 | | Department of Education | Pending – carryover | Relates to the licensure of child care programs operated or contracted for by a school district or accredited nonpublic school and includes effective date provisions. |
| Iowa | H 461 | | Mascher | Pending - carryover | Requires each school district that applies for and is selected to participate in the full-day preschool program to provide a minimum of 30 hours per week of instruction delivered on the skills and knowledge included in the student learning standards developed for the preschool program. |
| Iowa | H 488 | | House Education Committee | Enacted | Establishes the Iowa Reading Corps; provides that the Iowa Reading Corps would provide members with a data-based, problem-solving model of literacy instruction to use in tutoring students from prekindergarten to third grade who either are not proficient in reading or are at risk of becoming not proficient in reading. |
| Iowa | H 517 | | McConkey | Pending - carryover | Requires each member of the teaching staff employed to provide educational services to at-risk 3- and 4-year-olds by a child care program receiving a grant from the child development coordinating council to have a minimum of a baccalaureate degree in early childhood education, child development, elementary education or early childhood special education. |
| Iowa | SSB 1115 | HSB 99, H 156 and H 488 | Senate Committee on Economic Growth | Pending - carryover | Relates to the Iowa Reading Corps; the Iowa Commission on Volunteer Service, in collaboration with the Department of Education, may establish an Iowa Reading Corps Program to provide Iowa Reading Corps AmeriCorps members with a data-based, problem-solving model of literacy instruction to use in tutoring students from prekindergarten to third grade who are not proficient in reading or who are at risk of becoming not proficient in reading. Requires the program to incorporate |

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| | | | | | models of the evaluation and teaching of early literacy skills, including comprehensive, research-based reading instruction that has been reviewed and approved by the Department of Education in collaboration with the Iowa Reading Research Center. |
| Kentucky | H 228 | S 129 (Girdler) | Carney | Failed | Allows school districts that have a school operating a model early reading program under KRS 158.792 to use a portion of their grant money as part of the matching funds to provide individualized or small group reading instruction to qualified students outside of the regular classroom during the student attendance day. |
| Kentucky | H 235 | S 74 (J. Adams) | Graham | Failed | Relates to governance of postsecondary institutions; mentions the Collaborative Center for Literacy Development-Early Childhood through Adulthood. |
| Kentucky | S 115 | | Humphries | Failed | Establishes the Books for Brains program to promote development of a comprehensive statewide program for encouraging preschool children to develop an appreciation of books; establishes a governing board of seven members; and establishes the Books for Brains trust fund. |
| Kentucky | S 135 | | Schickel | Failed | The Reading Diagnostic and Intervention Fund is created to help teachers and library media specialists improve the reading skills of struggling readers in the primary program. Requires the Department of Education, upon the recommendation of the Reading Diagnostic and Intervention Grant Steering Committee, to provide renewable, two-year grants to schools to support teachers in implementation of reliable, replicable research-based reading intervention programs that use a balance of |

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| | | | | | diagnostic tools and instructional strategies that emphasize phonemic awareness, phonics, fluency, vocabulary, comprehension, connections between writing and reading acquisition and motivation to read to address the diverse learning needs of those students reading at low levels. |
| Maryland | H 71 | | Busch | Enacted | Creates an Early Literacy Center and Project and appropriates funding. |
| Maryland | S 309 | H 783 (Hixson) | Raskin | Failed | Relates to funding for an Early Literacy Center project; specifically, the acquisition, planning, design, construction, repair, renovation, reconstruction, and capital equipping of the project. |
| Maryland | S 699 | H 1137 (Shoemaker) failed | Jennings | Failed | Requires the State Board of Education to place a moratorium on state standardized assessments in prekindergarten through second grade during certain school years. |
| Massachusetts | H 319 | H 444 (Moran) and H 464 (Peisch) | Brady | Pending | Relates to turnaround plans for underperforming schools; the superintendent may expand, alter or replace the curriculum and program offerings of the school, including implementation of research-based early literacy programs and early interventions for struggling readers. |
| Massachusetts | H 462 | S 267 (DiDomenico) | Peisch | Pending | Requires the Department of Early Education and Care, in consultation with the Department of Elementary and Secondary Education, to develop and administer the High Quality Pre-Kindergarten Education grant program. The grants are to be used to invest in a high-quality, mixed delivery early education system in order to reduce the achievement gap and improve third-grade reading. |

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| Massachusetts | H 2401 | | Sanchez | Pending | Requires the commissioner to develop and enforce quality early education standards that will improve the delivery and quality of early learning and child care services at child care centers. |
| Massachusetts | H 3400 | S 3 | Ways and Means Committee | Pending-passed first committee | General appropriations for FY 2016; contains provisions for early literacy programs, provided that these programs will offer ongoing evaluation of outcomes; for reading recovery, requires a one-to-one, early intervention, individual tutorial literacy program designed as a pre-special education referral and short-term intervention for children who are at risk of failing to read in the first grade. |
| Massachusetts | HD 349 | HD 1446 | Decker | Failed | Establishes a universal prekindergarten program. |
| Massachusetts | HD 1442 | | Silvia | Pending | Provides targeted prekindergarten education to all 4-year olds who meet specific requirements in all midsize urban cities. |
| Massachusetts | S 261 | | DiDomenico | Pending | Establishes a program to reimburse municipalities for one-half of the eligible instructional costs associated with the reduction of special education referrals for problems with reading/literacy through the implementation of a qualified literacy intervention program. |
| Massachusetts | S 327 | | Petrucelli | Pending | Relates to narrowing the achievement gap; includes implementation of research-based early literacy programs and early interventions for struggling readers. |
| Michigan | H 4115 | | Pscholka | Enacted | Relates to educational appropriations; supports research-based professional development for educators in administering screening and diagnostic tools and in data interpretation of the results. |

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| Michigan | H 4316 | S 134 and S 201 (Hildenbrand) | Pscholka | Pending | Pertains to data-driven decision making; the district will administer approved diagnostic tools to monitor development of early literacy and early reading skills of pupils in kindergarten through third grade, and support research-based professional development for educators in data interpretation to implement a multi-tiered system of support to improve third-grade reading proficiency. |
| Michigan | H 4395 | | Glenn | Pending | Relates to teacher hiring and training; a lead teacher must have a valid teaching certificate with an early childhood endorsement or a bachelor's degree in child development or early child development with specialization in preschool teaching; paraprofessionals must have at least an associate's degree in early childhood education. |
| Michigan | H 4822 | | Price | Pending-passed first chamber | Requires third graders who are not reading at a proficient level in third grade to be retained. Creates a literacy coach model to provide ongoing professional development in schools, demonstrate and implement research-based strategies, submit early literacy data and provide instruction to students identified with literacy obstacles. |
| Michigan | S 133 | | Hildenbrand | Enacted | Funds programs, including those that develop and improve early literacy skills by highlighting resources for emerging readers. The intent is to increase the number of children who are reading at grade level by the end of third grade. |
| Minnesota | H 46 | S 6 (Hoffman) | Murphy | Pending - carryover | Pertains to universal preschool for 4-year-olds with certain provisions: aligned standards with kindergarten; by 2017 all teachers must be licensed in early childhood education; services in literacy are required. |

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| Minnesota | H 152 | | Mullery | Pending - carryover | Establishes an early learning scholarship program in order to increase access to high-quality early childhood programs for children ages 3 to 5; ultimately aimed to impact kindergarten readiness. |
| Minnesota | H 568 | S 607 (Kent) | Wills | Pending - carryover | Provides an appropriation to the Minnesota Reading Corps to leverage federal and private funding to support AmeriCorps members serving in the Minnesota Reading Corps program, including costs associated with the training and teaching of early literacy skills to children age three to grade three and the evaluation of the impact of the program. |
| Minnesota | H 603 | S 606 (Cohen) | Kresha | Pending - carryover | Relates to education finance; appropriates funding for the Early Learning Scholarships Program. |
| Minnesota | H 674 | S 1470 (Wiklund) | Bernardy | Pending - carryover | Relates to education finance; increases funding for the Minnesota Reading Corps Program; leverages federal and private funding to support AmeriCorps members serving in the Minnesota Reading Corps Program established by Serve Minnesota, including costs associated with the training and teaching of early literacy skills to children age 3 to third grade and the evaluation of the impact of the program. |
| Minnesota | H 739 | S 788 (Torres Ray) | Davnie | Pending - carryover | Pertains to provision of universal preschool for 4-year olds; programs must offer compensatory services in language, literacy and mathematical thinking in a developmentally appropriate manner; and programs must develop collaborative partnerships with school-based early childhood programs, kindergarten teachers and other school officials. |
| Minnesota | H 1220 | | Kresha | Pending-carryover | Establishes an early learning scholarship program to increase access to high-quality early childhood programs for children |

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| | | | | | ages 3 to 5. Designed to positively impact kindergarten readiness, including development of pre-literacy skills. |
| Minnesota | H 1464 | S 1386 (Hoffman) | E Murphy | Pending - carryover | Relates to school readiness program providers; provides comprehensive program content and intentional instructional practice aligned with the state early childhood learning guidelines and kindergarten standards and based on early childhood research and professional practices that are focused on children's cognitive, social, emotional, and physical skills and development and prepares children for the transition to kindergarten, including early literacy and language skills. |
| Minnesota | H 1709 | S 1206 (Davnie) | Murphy | Pending - carryover | Relates to full-service community schools; defines high-quality childcare or early childhood education programming as educational programming for preschool-age children that is grounded in research, consistent with best practices in the field, and provided by licensed teachers. |
| Minnesota | H 1763 | S 1918 (Nienow) | Erickson | Pending - carryover | Relates to literacy proficiency aid; a school's literacy proficiency allowance is equal to the percentage of students in each building who meet or exceed proficiency on the third-grade reading Minnesota Comprehensive Assessment, averaged across the previous three test administrations, times \$530. |
| Minnesota | H 1930 | S 1781 (Pappas) | Hamilton | Pending - carryover | Relates to education; provides for a program to engage Hmong and Southeast Asian children and families in accessing early childhood care and education, early childhood health and developmental screening, and reading assessments; appropriates money. |
| Minnesota | H 2333 | | Selcer | Pending - carryover | Provides for funding and policy in early childhood education and kindergarten through grade 12. High-quality, state-funded prekindergarten must prepare children for kindergarten and meet the state prekindergarten program criteria, which includes compensatory instruction that accelerates children's language |

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| | | | | | and literacy skills, screening instruments and professional development for teachers. |
| Minnesota | S 213 | H 318 (Loon) | Bonoff | Pending-carryover | Pertains to grant funding that must be used for an evidence-based and research-validated early literacy and school readiness program for children ages 16 months to 4 years at its existing suburban program location. The program must expand to urban and rural locations in fiscal years 2016 and 2017. |
| Minnesota | S 278 | H 332 (Runbeck) | Chamberlain | Pending-carryover | A school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of third grade, including English language learners; a process to assess students' level of reading proficiency; data to support the effectiveness of an assessment used to screen and identify a student's level of reading proficiency; and details on how the school will effectively administer interventions. |
| Minnesota | S 811 | H 844 (Loon) | Wiger | Failed | Establishes a Minnesota Reading Corps Program to provide Serve Minnesota AmeriCorps members with a data-based problem-solving model of literacy instruction to use in helping to train local Head Start program providers, other prekindergarten program providers, and staff in schools with students in kindergarten through grade three to evaluate and teach early literacy skills, including comprehensive, scientifically-based reading instruction. |
| Minnesota | S 1218 | H 1972 (Schomaker) Failed | Limmer | Enacted | Establishes a research-based early childhood literacy program premised on actively involved parents, ongoing professional staff development, and high-quality early literacy program standards to increase the literacy skills of children participating in Head Start to prepare them to be successful readers and to |

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| | | | | | increase families' participation in providing early literacy experiences to their children. Uses literacy mentors, ongoing literacy groups, and other teachers and staff to provide appropriate, extensive professional development opportunities in early literacy and classroom strategies for preschool teachers and other preschool staff. |
| Minnesota | S 1276 | H 1676 (Kelly) | Pappas | Pending-carryover | Establishes an educational partnership fund; supportive services programming provided or coordinated by a grant recipient must, at a minimum, address the following areas: kindergarten readiness and youth development and third-grade reading proficiency, among others. |
| Minnesota | S 1407 | | Pratt | Pending-carryover | Beginning in the 2015-2016 school year, school sites within a district or a charter school must not promote to grade four a student who is unable to demonstrate grade-level proficiency as measured by the statewide reading assessment in grade three or locally determined reading assessments but may establish a good cause exception. |
| Minnesota | S 1495 | H 1591 (Erickson) | Wiger | Pending-carryover | Provides specifics on third-grade literacy; a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of third grade, including English learners. |
| Minnesota | S 2224 | | Dziedzic | Pending-carryover | Relates to education; provides for a program to engage Somali children and families in accessing early childhood care, education and reading assessments; and appropriates funding. |
| Mississippi | H 197 | | Dickson | Failed | Creates the Mississippi Foundation for Early Childhood Development, a public-private partnership that is to identify methods to increase student preparedness for school at the kindergarten level. |

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| Mississippi | H 313 | | Scott | Failed | Creates the act "Vision 2020: An Education Blueprint for two-thousand twenty" to require the SBE to adopt a rule that includes goals, objectives, strategies, indicators, and benchmarks. The objectives must include a universal prekindergarten system. The system should promote oral language and pre-literacy skills in order to reduce the deficit of these foundational skills through proactive, early intervention. |
| Mississippi | H 385 | | Gunn | Failed | Relates to assessment; provides stipulations for administration of a kindergarten readiness assessment. |
| Mississippi | H 474 | H 733 (Jackson) | Moore | Failed | Establishes the "Literacy-Based Promotion Act," requiring the development and implementation of a universal reading screener to be used for public school students in kindergarten and grades one through three; authorizes local school boards to limit grade promotion based on assessment results. |
| Mississippi | H 496 | | Dixon | Failed | Related to funding and operating voluntary early childhood education programs for children who are younger than age 5 on September 1. |
| Mississippi | H 584 | | Martinson | Failed | Pertains to adoption of policies that allow the instructor to determine the level of intensive instruction and intervention needed by students under the Literacy-Based Promotion Act; evaluates student performance; each instructor shall be responsible for maintaining high standards of instruction; pertains to kindergarten through third grade students. |
| Mississippi | H 733 | | L Jackson | Failed | Implements a one-year hold harmless provision for third graders who fail to meet adequate performance levels on the approved standardized third grade assessment during the 2014-2015 |

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| | | | | | school year; provides that such students shall be provided with intensive reading instruction and intervention. |
| Mississippi | H 1536 | | Frierson | Enacted | Relates to appropriations for an Early Childhood Education Initiative Program and Literacy Initiative and Assessment. |
| Mississippi | S 2006 | H 745 (Martinson) | Collins | Failed | A third grade student who does not meet the academic requirements for promotion to fourth grade may be promoted by the school district only for "good cause" exemptions: limited English proficiency, students with previous retentions, disabilities, and/or have demonstrated reading proficiency on an alternative measurement. |
| Mississippi | S 2075 | S 2580 (Clarke) | Butler | Failed | Increases the second and third phases of the prekindergarten funding commitment for the Prekindergarten Early Learning Collaborative Act of 2013; contains provisions for instructional staff to receive at least 15 hours of annual professional development in early literacy. Also includes the use of a research-based curriculum and adoption of state-adopted comprehensive early learning standards and age-appropriate assessments. |
| Mississippi | S 2161 | | Carmichael | Failed | Requires the State Department of Education to establish a Mississippi Reading Panel to recommend appropriate equitable alternative standardized assessments and cut scores to be used to determine promotion to the fourth grade of those third graders who scored at the lowest achievement level on the state annual accountability assessment or who, due to unforeseen circumstances, were unable to take the assessment. The panel should have knowledge of and input to the adoption or development of a universal screener for required use only in |

| State/Jurisdiction | Bill Number | Associated Bills | Author | Current Disposition | Summary |
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| | | | | | select schools most in need for the leading intervention program to identify reading deficiencies and determine progress. |
| Mississippi | S 2194 | | Wilemon | Failed | Establishes that, beginning in the 2016-2017 school year, if a student's reading deficiency is not remedied by the end of the student's third-grade year—as demonstrated by the student scoring at the lowest achievement level in reading on the state annual accountability assessment or on an approved alternative standardized assessment for third grade—the student will not be promoted to fourth grade. |
| Mississippi | S 2580 | | Clarke | Failed | Pertains to the Early Learning Collaborative Program for prekindergarten children; requires the utilization of research-based curricula, professional development in early literacy curriculum and instruction, and alignment to state-adopted early learning standards and assessments for early childhood education providers. |
| Missouri | S 1 | S 22 (Chapelle-Nadal) | Pearce | Failed | Pertains to family literacy programs, including interactive literacy ideas for parents and their children and parent training on how to be the primary teacher of their children and full education partners, with the goal of improving literacy skills and outcomes in kindergarten through third-grade students. |
| Nebraska | L 489 | | Sullivan | Failed | Provides funds for the Early Childhood Education Grant Program for at-risk children from birth to age 3; grants will be provided to school districts and cooperatives of school districts for early childhood education programs. |
| Nebraska | L 525 | | Sullivan | Enacted | Provides funding for learning communities centered in areas of poverty; an example of a pilot project that could receive such funds that would be a school designated as a “Jump Start |

| State/Jurisdiction | Bill Number | Associated Bills | Author | Current Disposition | Summary |
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| | | | | | Center," focused on providing intensive literacy services for elementary students with low reading achievement. |
| Nebraska | L 617 | | Larson | Pending - carryover | Pertains to the assessment of reading deficiencies in kindergarten through third-grade students; aims to identify and provide interventions where necessary to prevent third-grade retention. Beginning with school year 2016-17, if the student's reading deficiency identified pursuant to section 5 of this act is not remedied by the end of grade three as demonstrated by the student scoring below grade level on the grade three statewide reading assessment, the student must be retained in grade three unless he or she qualifies for an exemption pursuant to good cause. |
| Nebraska | L 657 | | Hadley | Enacted | Appropriates funding for early childhood education grants, specifically for at-risk children from birth to age 3. |
| Nevada | A 291 | | Diaz | Failed | Makes an appropriation for school districts to provide early childhood education programs. |
| Nevada | A 341 | | Ohrenschall | Enacted | Relates to students with disabilities; provides for the use of early literacy screening assessments. |
| Nevada | S 391 | | Harris | Enacted | Requires the principal of each public elementary school to designate a learning strategist to train and help teachers provide intensive instruction to pupils who have been identified as deficient in reading; requires certain teachers at public schools to complete professional development concerning the subject area of reading; requires certain interventions for pupils enrolled in kindergarten or grade one, two or three who do not achieve adequate proficiency in reading; and prohibits a public school from promoting a pupil to grade four if the pupil does not achieve proficiency in reading. |

| State/Jurisdiction | Bill Number | Associated Bills | Author | Current Disposition | Summary |
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| Nevada | S 405 | | Denis | Enacted | Relates to support at Zoom elementary schools in the assessment of reading and literacy problems and language acquisition barriers for pupils. |
| Nevada | S 474 | A 303 (Jones) and S 290 (Hammond) | Finance Committee | Enacted | Relates to teacher training in early literacy; through the Nevada Early Literacy Intervention Program established for the regional training program, training for teachers who teach kindergarten and grades one, two or three on methods to teach fundamental reading skills, including, without limitation, phonemic awareness, phonics, vocabulary, fluency, comprehension and motivation. |
| New Hampshire | H 539 | | Gile | Failed | Establishes an Early learning incentive fund in the department of education to provide grants to enable school districts to develop early learning programs to be offered on a voluntary basis to families with children ages three to five years. Such programs may include but not be limited to, expanding half-day to full-day kindergarten, preschool programs, family resource centers with educational programs, or to initiate voluntary programs for all age-eligible children in communities with limited financial resources. |
| New Hampshire | S 227 | | Stiles | Pending-carryover | Provides additional funding for each third-grade pupil in the average daily membership in attendance with a test score below the proficient level on the reading component of the state assessment. |
| New Jersey | A 4779 | | Gusciora | Pending | Requires the commissioner of education to declare an educational state of emergency for certain districts with low proficiency rates in language arts and literacy; provides for corrective measures. |

| State/Jurisdiction | Bill Number | Associated Bills | Author | Current Disposition | Summary |
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| New Mexico | H 2 | | Larrañaga | Enacted | Appropriates funding to support an early childhood services program that will provide quality child care, nutrition services, early childhood education and training to enhance the physical, social and emotional growth and development of children. |
| New Mexico | H 5 | | J. Hall | Failed | General Appropriation Act of 2015; appropriates funding contingent upon the public education department granting awards to school districts and charter schools with high proportions of kindergarten through third-grade students who are not proficient in reading and have high proportions of at-risk students. |
| New Mexico | H 41 | S 66 (Kernan) Failed- adjourned | Youngblood | Failed | Limits grade promotion by providing that a student who is not proficient in reading at the end of kindergarten, first, second, or third grade may be retained and shall be provided with intensive remediation; students in grades four through eight shall not be retained; provides exemptions for ELLs who have demonstrated proficiency in their native language on a valid and reliable assessment or who have had less than two years of instruction in English for speakers of other languages. |
| New Mexico | H 451 | | Martinez | Failed | Relates to education; provides the means to increase the number and quality of prekindergarten programs; provides powers and duties; provides for applications and grants; creates a fund; provides for fund transfers; and makes an appropriation. |
| New Mexico | HM 106 | | Madalena | Adopted | Requests that the Indian Affairs Department work with tribal leaders and the Tribal Infrastructure Board to dedicate one year of tribal infrastructure project fund money to assess and address the most critical needs for construction and renovation of tribal library facilities. Provides literacy workshops, digital literacy |

| State/Jurisdiction | Bill Number | Associated Bills | Author | Current Disposition | Summary |
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| | | | | | training, homework help, and early literacy and after-school activities. |
| New Mexico | S 149 | | Stewart | Failed | Establishes the Early Literacy Act to provide funding and support to school districts and charter schools that deliver multiple opportunities for early acquisition of literacy skills, early literacy intervention, and targeted intensive instruction and focused remediation to students who experience difficulties learning language in kindergarten through third grade. |
| New Mexico | S 210 | H 5 (J. Hall) | Smith | Failed | Appropriates funding for early literacy that is contingent upon the public education department granting awards to school districts and charter schools with high proportions of kindergarten through third-grade students who are not proficient in reading and have high proportions of at-risk students. |
| New Mexico | S 468 | | Sapien | Failed | Enacts the Reading Success Act; requires baseline assessment data on reading proficiency for students; provides interventions and differentiated remediation measures for students who do not demonstrate reading proficiency; and requires reporting to the Legislature. |
| New Mexico | S 607 | H 547 (Maez) | Morales | Failed | Creates the Even Start Family Literacy Program in the Early Learning Department to provide funding for preschool reading readiness and parenting education. The purpose of the program is to support the educational and developmental needs of children in preschool or prekindergarten; address cultural diversity; and provide family support that leads to improved literacy and improved ability for students to succeed in school. Priority for funding shall be provided to those public schools |

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| | | | | | with the highest proportion of limited English proficient students, students living in poverty and Native American students. Contains benchmarks and performance standards, guidelines for program approval and funding approval criteria. |
| New Mexico | S 638 | | Soules | Failed | Appropriates funding to create an early reading initiative (New Mexico Reads to Lead). |
| New Mexico | S 724 | | Ingle | Failed | Enacts the Reading Success Act; relates to retention, intervention and remediation of certain students who do not demonstrate reading proficiency; requires reading improvement plans for certain students; and provides for assessment of reading and academic growth. |
| New York | A 1638 | S 1494 (Parker) | Pretlow | Pending | Amends the Education Law; establishes family literacy programs for economically disadvantaged families living in poverty areas or areas with low-performing public schools; provides for competitive matching grants to establish a comprehensive program; requires commissioner of education to submit an annual report to the governor and Legislature. |
| New York | A 3010 | S 2010 (Governor) | Office of the Governor | Pending | Pertains to the development and implementation of research-based early literacy programs, and early interventions for struggling readers if the district or schools in the district do not already have such programs. |
| New York | S 1815 | | Avella | Failed | Pertains to creation of an early learning council; provides support for public and private investment in early learning for children up to age 5. |
| New York | S 2006 | | Office of the Governor | Enacted | Relates to takeover of failing schools; converts schools to community schools to provide expanded health, mental health and other services to the students and their families. In addition, |

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| | | | | | the receiver may review and, if necessary, expand, alter or replace the curriculum and program offerings of the school, including the implementation of research-based early literacy programs, early interventions for struggling readers and the teachers. |
| New York | S 4210 | A 3006 (Office of the Governor) A 7013 (Nolan) | Senate Rules Committee | Pending | Relates to turnaround schools and intervention plans; the school is to expand, alter or replace the curriculum and program offerings of the district or of a school in the district, including implementation of research-based early literacy programs and early interventions for struggling readers. |
| New York | S 4421 | A 6629 (Lupardo) | Avella | Pending – passed first committee | Relates to creation of an early learning investment commission; provides support for public and private investment in early learning for children up to age 5. |
| North Carolina | H 97 | | Dollar | Enacted | Relates to appropriations; concerns kindergarten through third-grade assessments that yield data that can be used with the Education Value-Added Assessment System (EVAAS), or a compatible and comparable system approved by the State Board of Education, to analyze student data to identify root causes for difficulty with reading. |
| North Carolina | H 237 | | Elmore | Enacted | Requires local school administrative units to identify students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation, beginning in kindergarten. Identification shall occur as early as can reasonably be done and can be based on grades, observations, diagnostic and formative assessments, state assessments and other factors, including reading on grade level, that impact student performance that teachers and administrators consider appropriate, without having to await the results of end-of-grade or end-of-course tests. |

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| North Carolina | H 300 | | Riddell | Pending | Relates to accountability; the annual report card for schools serving students in third grade is to include the number and percentage of third-grade students who take and pass the alternative assessment of reading comprehension, were retained in third grade for not demonstrating reading proficiency and were exempt from mandatory third grade retention by category of exemption. |
| North Carolina | H 673 | | Glazier | Pending – passed first chamber | Modifies statutes pertaining to the Read to Achieve Program; kindergarten through third grade students are to be assessed with valid, reliable, formative and diagnostic reading assessments. Also specifies the use of a reading portfolio when a student is not demonstrating reading proficiency. |
| North Carolina | H 940 | | Dollar | Pending | Relates to state funding for local partnerships—to also be used for evidence-based programs for children from birth to age 5—that increase children's literacy. |
| North Carolina | S 453 | | Wade | Pending | Relates to prekindergarten classrooms; requires the Child Care Commission to increase standards in the four- and five-star-rated facilities to emphasize early reading. |
| Ohio | H 2 | | Roegner | Enacted | Relates to kindergarten through third-grade literacy; establishes a method to assign an overall grade for a school district or school building based on several components, including third-grade literacy levels. |
| Ohio | H 55 | | Sprague | Pending | Relates to specifying deadlines for the administration of reading skills assessments for purposes of the Third-Grade Reading Guarantee. |
| Ohio | H 64 | | Smith | Enacted | Contains several appropriations for third-grade reading bonuses and funding. Also provides accountability stipulations. |

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| Ohio | H 74 | H 212 (Thompson) | Brenner | Pending-passed first chamber | Relates to assessments and school performance; requires the department to issue grades for the following performance measure: whether a school district or building is making progress in improving literacy in grades kindergarten through three. |
| Ohio | S 241 | | LaRose | Pending | Requires the State Board of Education to assign an overall grade for a school or school district based on kindergarten through third-grade literacy performance. |
| Oklahoma | H 1065 | S 221 (Sharp) | | Pending-carryover | Establishes the Reading Sufficiency Act whereby each kindergarten, first-, second-, and third-grader enrolled in the state is screened for reading skills at the beginning of the year and, if found to not be reading at grade level, an appropriate educational program will be developed. Progress monitoring will occur throughout the year, and diagnostic assessments shall be provided if determined appropriate. Details are provided for data management systems and the requirements of assessments. Also details retention and promotion. |
| Oklahoma | H 1523 | S 630 (Sharp) | Henke | Pending-carryover | Relates to the Reading Sufficiency Act; removes certain school years in which a student may be evaluated for probationary promotion. |
| Oklahoma | H 2039 | S 287 (Pittman) | Young | Pending-carryover | Relates to early childhood education programs that promote parental involvement and family literacy, including the Reading First and Early Reading First programs authorized under part B of title I of the Elementary and Secondary Education Act of 1965. |
| Oklahoma | S 221 | | Sharp | Pending-carryover | Relates to the Reading Sufficiency Act; relates to reading instruction; removes certain limitation on certain teams; directs team recommendation to be based on certain information; |

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| | | | | | provides for referral of certain students to a summer academy of certain length; provides conditions for promotion; provides for notice to parents and/or guardians. |
| Oklahoma | S 285 | | Ford | Enacted | Relates to early childhood education programs; directs the SBE to align standards for early childhood education programs with kindergarten standards. Standards should be directed toward developmentally appropriate objectives for such children, rather than toward academic objectives suitable for older children; accommodate the needs of all children and families regardless of socioeconomic circumstances; and require that any teacher employed by a public school to teach in such early childhood education program be certified in early childhood education. |
| Oklahoma | S 630 | | Ford | Enacted | Relates to the Reading Sufficiency Act; provides a good-cause exemption for English language learners with less than two years in the district; these students will not be retained for lack of reading skills. |
| Oklahoma | S 785 | | Jolley | Pending-carryover | Relates to the Reading Sufficiency Act; beginning with the 2015-2016 school year, a student who is identified at any point of the academic year as having a reading deficiency will be entitled to intensive remediation in reading until the student is able to demonstrate proficiency in reading at the grade level in which he or she is enrolled. |
| Oklahoma | S 831 | | Sykes | Enacted | Requires that each student enrolled in kindergarten in a public school be screened for reading skills, including phonological awareness, letter recognition and oral language skills as identified in the subject matter standards adopted by the state board. For those kindergarten children at risk for reading difficulties, teachers shall emphasize reading skills as identified in the subject matter standards adopted by the State Board of |

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| | | | | | Education, monitor progress throughout the year, and measure year-end reading progress. |
| Oregon | H 2016 | | Kotek | Enacted | Directs the Department of Education to develop and implement a statewide education plan for early childhood through post-secondary education students who have experienced disproportionate educational results; forms an advisory group regarding development and implementation of plan; and specifies improving literacy levels among plan students between kindergarten and grade three. |
| Oregon | H 2479 | H 2650 (Komp) | Office of the Governor | Failed | Requires Trustees of the State Library to provide annual grants for public library services for youth, with emphasis on underserved youth; specifies funding to address early literacy skills for children from birth to age 6. |
| Oregon | H 2801 | | Gomberg | Failed | Directs the Department of Education to distribute funding as strategic investment under Oregon Early Reading Program to nonprofit organizations that provide academically-aligned, evidence-based literacy programs through volunteer mentors who are age 50 or older to school districts to help increase delivery of reading assistance to students in kindergarten through third grade. |
| Oregon | H 3069 | | M. Johnson | Enacted | Requires teacher education programs to demonstrate that students enrolled in programs receive certain training related to teaching reading. |
| Oregon | H 3327 | | M. Johnson | Failed | Directs the Department of Education to distribute grants to school districts, community-based organizations and tribes to ensure that students are able to read when they complete third grade; declares an emergency, effective July 1, 2015. |

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| Oregon | H 3380 | | Komp | Enacted | Relates to a preschool program; the Early Learning Division is to provide highly trained lead preschool teachers who have at least a bachelor's degree in early childhood education or a field related to early childhood education. |
| Oregon | H 3523 | | Joint Committee on Ways and Means | Enacted | Requires the state library to promote early literacy services by distributing to local libraries state grant funds appropriated to the state library for early literacy services and programs. |
| Oregon | S 215 | S 214 (Office of the Governor) | Office of the Governor | Enacted | Establishes the Oregon Early Reading Program/Kindergarten through Grade Three Reading Initiative to improve the readiness of children entering kindergarten and improve reading proficiency by the time the student completes third grade. Details funding mechanisms and strategies including providing differentiated instruction. |
| Oregon | S 643 | | Gelser | Failed | Establishes the Kindergarten Through Grade Three Reading Initiative Program to help school districts implement early reading literacy programs. |
| Pennsylvania | H 224 | | Christiana | Governor's veto | Pertains to a funding multiplier for Limited English-proficient students. |
| Pennsylvania | H 754 | | Brownlee | Pending | Provides professional development for kindergarten teachers and staff for the application of recent research on child cognitive, social, emotional and physical development, including, but not limited to, language and literacy development and early childhood pedagogy. |
| Pennsylvania | H 1192 | | Adolph | Vetoed | Provides funding for family literacy and summer reading programs. |

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| South Carolina | H 3701 | | House Ways and Means Committee | Enacted | Funds from the community block grant education pilot program must be used to support at-risk 4-year-olds in making the transition to kindergarten and improve the literacy skills of these students. Also provides for literacy coaches, specialists and endorsements in the field. |
| South Carolina | H 3876 | | Toole | Pending | Enacts the South Carolina Education Efficiency Act; develops and implements regulations requiring all school districts to provide at least one half-day early childhood development program for 4-year-olds who have predicted significant readiness deficiencies and whose parents voluntarily allow participation; requires the State Department of Education to collect and analyze longitudinal data to determine the effects of child development programs on the later achievement of children by tracking 4-year-old child development program participants through kindergarten and the first three years of elementary school to examine their performance on appropriate performance measures. |
| South Carolina | S 49 | S 50 (Malloy) | Malloy | Pending | Relates to the availability of the early reading development and education program in school districts; expands the program in the 2015-2016 school year to qualified children residing in other districts based upon the district's poverty index; expands the program in the 2016-2017 school year to all qualified children in all school districts; expands the program to include all children, regardless of financial eligibility; requires funding in the Annual General Appropriations Act. |
| Texas | H 4 | S 801 (Zaffirini) | Huberty | Enacted | Relates to a high-quality prekindergarten program; requires school districts to select and implement a curriculum for a |

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| | | | | | prekindergarten program under this subchapter that includes the prekindergarten guidelines established by the agency and measures the progress of students in meeting the recommended learning outcomes. |
| Texas | H 617 | | Deshotel | Failed | Establishes the Office of Early Learning within the State Education Agency. |
| Texas | H 1100 | | Johnson | Failed | Creates the Gold Standard Full-Day Prekindergarten Act; pertains to the requirement of professional development for instructors and aides, standards alignment, and diagnostic assessments. |
| Texas | H 2741 | | Capriglione | Failed | Relates to a competitive grant program to fund promotion of early literacy programs in certain communities or the expansion of existing programs, and for the operation of those programs for a period of not less than two years. |
| Texas | H 3887 | S 1123 (West) | Dutton | Failed | Relates to establishment of the Office of Early Learning within the State Education Agency. |
| Texas | S 925 | | Kolkhorst | Enacted | Relates to providing training academies for public school teachers who provide reading instruction to students in kindergarten through grade three; specifies effective and systematic instructional practices in reading, including phonemic awareness, phonics, fluency, vocabulary and comprehension, and the use of empirically validated instructional methods that are appropriate for struggling readers. |
| Texas | S 935 | H 3134 | Kolkhorst | Enacted | Establishes the reading excellence teams, composed of reading instruction specialists, to review with the district the results of the assessments to determine the kindergarten through third-grade campuses and classrooms with the greatest need of assistance and to work with teachers on campuses and in |

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| | | | | | classrooms to provide training necessary to improve student reading outcomes. |
| Texas | S 1752 | | West | Failed | Requires the commissioner to develop appropriate early childhood learning standards for all half-day and full-day prekindergarten programs. Districts and charter schools must select curricula that align with the commissioner's standards. |
| Utah | HJR 26 | | Dunnigan | Enacted | Relates to assigning a committee to study early reading and literacy assessments for elementary students. |
| Utah | H 360 | | Christensen | Enacted | Requires the State Board of Education to contract with an educational technology provider, selected through a request for proposals process, for a diagnostic assessment system in reading for students in kindergarten through grade three that meets the requirements of this section. The assessment system must include benchmark assessments of reading proficiency to be administered at the beginning, in the middle and at the end of kindergarten through third grade; includes formative assessments to be administered every two to four weeks for students who are at high risk of not attaining proficiency in reading. |
| Utah | H 397 | | Thurston | Failed | Requires school districts or charter schools to use funds appropriated in this section to offer an early intervention program, delivered through an enhanced academic kindergarten program focused on building age-appropriate literacy and numeracy skills. |
| Utah | S 1 | H 2 (Sanpei) | Stephenson | Enacted | Appropriates funding to the kindergarten through third-grade reading improvement fund. |
| Utah | S7 | | Christensen | Enacted | Relates to family health and preparedness; the goal is to increase by 75 percent or more the number of children who demonstrated improvement in their rate of growth in |

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| | | | | | acquisition and use of knowledge and skills, including early language/communication and literacy. |
| Utah | S 117 | | Osmond | Enacted | Creates a pilot program to provide interventions for students who are at risk of, or are experiencing, reading difficulties, including dyslexia; provides professional development for educators, literacy intervention in kindergarten through grade five, and criteria for use by the State Board of Education. |
| Utah | S 263 | | Urquhart | Enacted | Requires the State Board of Education to distribute funds appropriated under this section for an enhanced kindergarten program to school districts and charter schools that apply for the funds. Requires a school district or charter school to use funds appropriated in this section to offer an early intervention program, delivered through an enhanced kindergarten program that is an academic program focused on building age-appropriate literacy and numeracy skills; and uses an evidence-based early intervention model. |
| Utah | S 285 | | Stephenson | Failed | Creates a teacher development program focused on achieving progress in core academics, including instruction in explicit, systematic and intensive phonics for teachers in grades kindergarten through three. |
| Vermont | H 128 | S 69 (Pollina) | Evans | Enacted | Establishes a system by which the Agency of Education and Department for Children and Families can jointly monitor and evaluate prekindergarten education programs to promote optimal results for children and to collect data that will inform future decisions. At a minimum, the system must monitor and evaluate results for children, including school readiness and proficiency in numeracy and literacy. |

| State/Jurisdiction | Bill Number | Associated Bills | Author | Current Disposition | Summary |
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| Virginia | HJR 610 | | Jones | Failed | Directs the Joint Legislative Audit and Review Commission to study specific early childhood development programs, prenatal to age 5, in the Commonwealth in order for the General Assembly to determine the best strategy for future early childhood development investments. |
| Virginia | H 324 | | Bell Ri | Enacted | Provides reading intervention services; school divisions may employ reading specialists to provide the required reading intervention services. |
| Virginia | H 462 | S 509 (Barker) | Krupicka | Failed | Relates to full-day kindergarten programs; requires the daily kindergarten program in each school division to average at least 5.5 hours, not including meal intermissions; provides that current law allows school divisions to provide half-day kindergarten programs; requires the Board of Education to phase in these requirements across the school divisions over a 10-year period. |
| Virginia | H 1320 | S 372 (Edwards) | Farrell | Enacted | Requires local school divisions to provide reading intervention services to students in kindergarten through grade three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education. |
| Virginia | H 5002a | | Jones | Enacted | Appropriates funding for a math/reading specialist initiative. |
| Virginia | SJR 241 | | Favola | Failed | Directs the Joint Legislative Audit and Review Commission to study specific early childhood development programs, prenatal to age 5, in the Commonwealth in order for the General Assembly to determine the best strategy for future early |

| State/Jurisdiction | Bill Number | Associated Bills | Author | Current Disposition | Summary |
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| | | | | | childhood development investments. Assesses alignment of programs with kindergarten readiness. |
| Virginia | SJR 287 | SJR 56 (Edwards) | Ruff | Failed | A resolution to evaluate the effectiveness of early childhood development programs for children prenatal to age 5. SJR 56 pertains to the expansion of funding for the Virginia Preschool Initiative to reach more 3- and 4-year olds. |
| Virginia | S 823 | | J. Miller | Failed | Requires local school divisions to provide reading intervention services to students in kindergarten through third grade who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education. |
| Washington | H 1491 | S 5452 | Kagi | Enacted | Relates to improving quality in the early care and education system; establishes the Early Achievers Program, a quality rating and improvement system designed to: support improvement in early learning and child care programs throughout the state; increase the readiness of children for school; close the disparity in access to quality care; and provide professional development and coaching opportunities to early child care and education providers. |
| Washington | H 2165 | | Scott | Pending - carryover | Requires school districts, beginning in the 2015-16 school year, to implement an intensive reading and literacy improvement strategy from a state menu of best practices for any student who received a score of basic or below basic on the third grade statewide student assessment in reading, writing or English language arts in the previous school year. |
| Washington | S 5076 | H 1105 (Hunter) | Hill | Pending - carryover | Appropriates funding to promote early literacy for children through pediatric office visits. |

| State/Jurisdiction | Bill Number | Associated Bills | Author | Current Disposition | Summary |
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| Washington | S 5803 | | Dammeier | Enacted | Notifies parents when their children are below basic on the third-grade statewide English language arts assessment. |
| Washington | S 6050 | S 6052 | Hill | Pending-carryover | Provides for promotion of early literacy for children through pediatric office visits. |
| West Virginia | H 2005 | S 5 (Nohe) | Pasdon | Enacted | Relates to alternative programs for certification of teachers; the program for classroom teachers shall provide, at a minimum, for instruction in the following subjects: early literacy, student assessment, development and learning; curriculum, classroom management, use of educational computers and other technology and special education and diversity. |
| West Virginia | H 2016 | S 233 (Kessler) | Armstead | Enacted | Appropriates funding to the Early Literacy Program as part of the larger budget bill. |
| District of Columbia | B 18 | | Orange | Pending | Concerns ensuring that kindergarten, first-and second-grade students are reading at or above grade level by the end of third grade and, if not, based on an Annual Skills and Reading Diagnostic Assessment, requires that students beginning third grade receive specifically tailored Reading Ends Academic Decline ("READ") goals and instruction from a specifically assigned READ teacher; if a student is not reading proficiently by the end of third grade, the parent will receive notice that the student will be retained, must attend summer reading classes with a different READ Teacher, and will not be socially promoted to fourth grade. |
| District of Columbia | B 34 | | Allen | Pending | Amends an act to establish and provide for maintenance of a free public library and reading room to establish the Books from Birth Program to provide monthly books to all registered children from birth to age 5, establish a Book Selection Committee, and establish a fund. |

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