



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, 73 bills have been located; this summary will be continuously updated throughout the 2015 legislative session. For a categorical description of early math-related bills see the [2015 Legislation Table](#).

Selected Prefiled and Introduced 2015 Legislation on Prekindergarten through Third Grade Mathematics 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, math concepts, science, arts, physical development, and personal and social competence.
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)	Shelnutt	Failed	Relates to early childhood education; ensures that the prekindergarten program provides a developmentally appropriate preschool program emphasizing growth in language and literacy, math concepts, science, arts, physical development, and personal and social competence.

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Alabama	S 179	H 155	Pittman	Enacted	Appropriates funding for the Alabama Math, Science and Technology Initiative, which serves students in grades K-12.
Alaska	H 36		Kawasaki	Pending-carryover	Creates a statewide early childhood education plan for kindergarten through grade 12 that incorporates model curriculum; provides annual monitoring and accountability stipulations.
Arizona	H 2668		Bolding	Failed	Establishes a high-quality school readiness program that uses an evidence-based curriculum aligned with state standards and incorporates intentional and differentiated instruction in the area of numeracy, among others.
Colorado	H 1105		Everett	Failed	Pertains to formation of a steering committee to re-develop education standards in mathematics and new assessments to be developed that align to these standards for preschool through grade 12 students. The committee is charged with identifying best practices.
Florida	H 483	S 518 (Gibson)-failed	M. Jones	Failed	Relates to a voluntary prekindergarten education program; revises provisions for calculating the kindergarten readiness rate for Voluntary Prekindergarten Education Program providers and schools; requires administration of pre-assessment and post-assessment to students; provides assessment requirements; requires the Office of Early Learning to annually report certain student growth data to State Board of Education; and includes numeracy as academic indicator of readiness.
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. Criteria must provide targeted instructional support for students with identified deficiencies

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					in English language arts, mathematics, science and social studies.
Florida	S 7006	H 7017- failed	Senate Education PreK-12 Committee	Failed	Pertains to early learning and child care facilities; preschool students will be determined for kindergarten readiness if they pass a competency examination in the areas of numeracy an early literacy, among others.
Georgia	H 76		Ralston	Enacted	Increases funds for differentiated pay for newly certified math and science teachers; also increases funds for kindergarten through fifth grade mastery math initiatives (adds eight positions for initiative).
Georgia	H 502		Dudgeon	Enacted	Encourages school districts to implement a program of formative assessment and intervention in reading for kindergarten through third grade and mathematics for kindergarten through fifth grade to ensure that students are on track to meet grade-level expectations.
Georgia	SR 264		Jones	Enacted	Recognizes Tuesday, Feb. 24, 2015, as Math Day in an attempt to promote awareness of the importance of mathematics education and its connection to economic development.
Hawaii	HCR 153 and 197		Ito	Failed	Relates to STEM education; requests the Department of Business, Economic Development and Tourism; the University of Hawaii; the Department of Education; and the Department of Labor and Industrial Relations to create Keiki to Career Pathways for kindergarten through 12th grade, develop regional economic plans and align pathways to the regional economic plans to develop skilled workers for Hawaii's industries.
Hawaii	H 820		Takumi	Enacted	Establishes an early education program to be known as the Executive Office on Early Learning Public Prekindergarten Program; requires the program to prepare children for school

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					and active participation in society by using either of the state's two official languages and to provide access to high-quality early childhood education that addresses children's physical, cognitive, linguistic, social and emotional development; sets forth additional elements of the program.
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.
Idaho	H 302		House Education Committee	Enacted	Adds to existing law; creates in the Office of the Governor the Science, Technology, Engineering and Math Action Center and the STEM Action Center Board; provides powers and duties; and provides for reports.
Illinois	S 1260		Noland	Pending	Subject to appropriation, requires the Illinois Mathematics and Science Academy, in consultation and partnership with the State Board of Education, the Board of Higher Education, the business community, the entrepreneurial technology community, and professionals, including teachers, in the fields of science, technology, engineering and mathematics, to create a strategic plan for developing a whole systems approach to redesigning prekindergarten through grade 12 STEM education.
Indiana	H 1001		T. Brown	Enacted	Creates the STEM Teacher Recruitment Fund; appropriations may be used to provide grants to nonprofit organizations that place new science, technology, engineering and math teachers in elementary and high schools located in underserved areas.
Indiana	H 1486		Thompson	Failed	Requires the State Board of Education to adopt voluntary prekindergarten standards that align with the kindergarten

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					through grade 12 standards. Prekindergarten standards will be developed by the Early Learning Advisory Committee.
Iowa	H 461		Mascher	Pending-carryover	Requires each school district that applies 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 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	H 658		House Appropriations Committee	Enacted	Relates to science, technology, engineering and mathematics (STEM) education. Provides appropriations for salaries, staffing, institutional support, and activities directly related to recruitment of kindergarten through grade 12 mathematics and science teachers, and for ongoing mathematics and science programming for students enrolled in kindergarten through grade 12.
Iowa	SSB 1277	HSB 247 and S 493	Senate Appropriations Committee	Pending-carryover	Appropriates funding for salaries, staffing, institutional support and activities directly related to recruitment of kindergarten through grade 12 mathematics and science teachers and for ongoing mathematics and science programming.
Kansas	H 2403		House Appropriations Committee	Pending-carryover	Requires the state board to establish curriculum standards that reflect high academic standards for the core academic area of mathematics, among others.

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Kentucky	S 16		Givens	Failed	Requires design of the statewide mathematics institutes to train mathematics coaches and mentors to be developed by the Committee for Mathematics Achievement established in KRS 158.842. Requires design of the professional development program to provide highly trained mathematics intervention teachers in the primary program to be developed by the Center for Mathematics in collaboration with public and private institutions of postsecondary education.
Kentucky	S 135		Schickle	Failed	Creates the Mathematics Achievement Fund to provide developmentally appropriate diagnostic assessment and intervention services to students, primary through grade 12, to help them reach proficiency in mathematics on state assessments.
Maine	H 391		Pouliot	Failed	Requires the Department of Education to convene a stakeholder-based advisory committee, with representatives from the science, technology, engineering and mathematics fields, to help the department develop and implement recommendations made in the Maine Science, Technology, Engineering and Mathematics Education and Workforce Plan, including adoption of next generation science standards in all school administrative units, and to determine the feasibility of implementing the other recommendations in the plan.
Massachusetts	H 306		Ayers	Pending	Requires each school district to develop and implement a plan to include inquiry-based instruction for science, technology, engineering and mathematics (STEM)-related fields taught in public school.
Massachusetts	H 3650		Report of Conference Committee	Enacted	Provides for teacher content training in math and science to include the math specialist and Massachusetts tests for educator licensure preparation; funds from this item are to be expended on content-based professional development in

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					math and science, with a focus on elementary and middle school math and science teachers in districts with a high percentage of students scoring in level 1 or 2 on the math or science Massachusetts Comprehensive Assessment System exams.
Massachusetts	S 3		Senate Ways and Means Committee	Pending-passed first committee	Provides for teacher content training in math and science, to include the math specialist and Massachusetts tests for educator licensure preparation; provides further that funds from this item must be expended on content-based professional development in math and science, with a focus on elementary and middle school math and science teachers.
Michigan	H 4115		Pscholka	Enacted	Relates to STEM education; provides an appropriation for a competitive grant program for prekindergarten through grade 12 STEM education programming.
Michigan	S 134		Hildenbrand	Enacted	Relates to the development and administration of a kindergarten readiness assessment that measures the mathematics skills of entering kindergarteners.
Michigan	S 201	H 4316 (Pscholka)	Hildenbrand	Pending	Allocates funding to the Michigan STEM partnership to be used for a competitive grant process to award competitive grants to organizations that conduct student-focused, project-based programs and competitions, either in the classroom or extracurricular, in science, technology, engineering, and mathematics subjects such as, but not limited to, robotics, coding and design-build-test projects, from prekindergarten through college.
Minnesota	H 46	S 6 (Hoffman)	Murphy	Pending-carryover	Pertains to universal preschool for 4-year-olds with certain provisions including aligned standards with kindergarten; by 2017, all teachers must be licensed in early childhood education, and services in developmentally-appropriate mathematics are required.

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Minnesota	H 739	S 788 (Torres Ray)	Davnie	Pending-carryover	Pertains to providing 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.
New Jersey	S 960		Ruiz	Pending-carryover	Establishes the four-year New Jersey Early Innovation Inspiration School Grant Pilot Program in the Department of Education to fund non-traditional science, technology, engineering and mathematics programs for students in kindergarten through eighth grade.
New Mexico	H 451		Martinez	Failed	Relates to prekindergarten programs; requires the design of the professional development program to provide highly trained mathematics intervention teachers in the primary program to be developed by the Center for Mathematics in collaboration with public and private institutions of postsecondary education.
New Mexico	HM 21	SM 30 (Stewart)	Garcia	Enacted	Pertains to the public-private partnership between education and business in the fields of science, technology, engineering and mathematics (STEM); requires an annual progress report on partnerships and outcomes. Acknowledges that a career in a STEM field requires an early start, beginning in pre-kindergarten programs by sparking inspiration in students with hands-on and minds-on activities.
New Mexico	S 607	H 547 (Maez)	Morales	Failed	Creates the Early Learning Department to provide needed intense single-focus on children from birth to age 5 to ensure that every child in New Mexico is given the best opportunity at the earliest time to succeed in school, career and life; includes a research-based curriculum or combinations of research-based curricula.

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New York	S 4612	A 6720	Office of the Governor	Enacted	Provides funding for a program to be developed by the commissioner of education to attract qualified teachers who have received or will receive a transitional certificate and agree to teach mathematics or science in a low-performing school.
North Carolina	S 594		McInnis	Pending	Relates to teacher preparation; the University of North Carolina and the North Carolina Community College System are to provide support and coordination to ensure that loan recipients majoring in teaching disciplines, such as English, Art, Music and Math Education, have a seamless transition from the community college to the university.
Ohio	H 74		Brenner	Pending-passed first chamber	Relates to standards; adopts revised academic content standards for each of grades kindergarten through 12 in English language arts, mathematics, science and social studies.
Oklahoma	S 136		Stanislawski	Enacted	Relates to online education; prescribes certain duties for the Statewide Virtual Charter School Board regarding supplemental online courses; and makes available to school districts certified supplemental online courses with special emphasis in science, technology, engineering and math.
Oklahoma	S 709		Ford	Pending-carryover	Creates the Oklahoma Teacher Recruitment Act; if a teacher executes a contract to teach at a public school district in Oklahoma, he or she shall be eligible to receive an annual salary stipend in the amount of \$4,000 if the participant received a bachelor's degree in science, math or special education and 60 percent of his or her classroom activity is spent in the degree area; and provides other incentives such as tuition reimbursement.
Oklahoma	S 840		Jolley	Pending-carryover	Creates the K-20 Center Getting STEM-Ready Elementary Schools. Funds shall be used to prepare prekindergarten through sixth grade teachers in selected schools in science,

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					technology, engineering and math (STEM) content and pedagogy.
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; specifies Improving literacy and numeracy levels among plan students between kindergarten and grade three.
Oregon	H 3380		Komp	Enacted	Relates to a preschool program; provides 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	S 80	H 3072 (House Education Committee)	Senate Committee on Commerce and Workforce Development	Enacted	Establishes the STEM Investment Council; recruits kindergarten through 12th grade educators and administrators to be non-voting advisory council members; establishes a grant program to provide funding to school districts serving K-12 students.
Oregon	S 112		Dembrow	Failed	Establishes the STEM Investment Council and provides promulgations for committee composition and allocation of grant funding.
Oregon	S 213		Office of the Governor	Enacted	Requires the Early Learning Council to develop metrics for funding Early Learning Hubs; directs council to oversee and administer delivery of early learning services and to regionalize service administration for communities not served by Early Learning Hub; directs council to report annually to interim committees of Legislative Assembly regarding implementation and status of Early Learning Hubs.
Pennsylvania	H 224		Christiana	Governor's veto	Relates to academic standards designed to improve STEM education in kindergarten through grade three classes.

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Pennsylvania	H 1442		Quigley	Pending	Provides educational support services for preschool children including grants to parents to acquire tutoring services and access to preschool programming.
South Carolina	H 3701		House Ways and Means	Enacted	Requires that funds from the community block grant education pilot program be used to support at-risk 4-year-olds make the transition to kindergarten and improve the literacy and early numeracy skills of these students.
Tennessee	H 3	S 5 (Tracy)	Forgerty	Pending-carryover	Pertains to the adoption of new standards for kindergarten through 12 th grade mathematics and English language arts that are world-class and highly rigorous, and that will enable students to graduate from high school ready for college and career. Creates a standards committee composed of subject matter experts in both subject areas.
Tennessee	H 1020	S 1254 (Yarbro)	Stewart	Pending-carryover	Relates to STEM education and the importance it holds for children's future success and the global competitiveness of the state and nation.
Tennessee	S 453	H 946 (Brooks)	Gardenhire	Enacted	Establishes a pipeline of high-quality STEM curriculum and programming for the K-12 education system.
Texas	H1		Otto	Enacted	Requires the Texas Education Agency to fund and create highly professional, research-based, four-day Math Achievement Academies for teachers of kindergarten through third grade, using a curriculum focused on how to teach core numeracy skills.
Texas	H 4	S 801 (Zaffirini)	Huberty	Enacted	Relates to a high-quality prekindergarten program; requires a school district to select and implement a curriculum for a 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.

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Texas	H 617		Deshotel	Failed	Establishes the Office of Early Learning within the State Education Agency.
Utah	H 293	H 335 (Stanard)	Peterson	Failed	Modifies provisions related to the Science, Technology, Engineering and Math Action Center; identifies learning tools for kindergarten through sixth grade identified as best practices; and provides high-quality professional development, assessment, data collection, analysis and reporting.
Utah	H 397		Thurston	Failed	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.
Utah	S 18		Osmond	Enacted	Establishes a Science, Technology, Engineering and Math Center designed to enhance the academic development of these fields among kindergarten through sixth-grade students by incorporating best practices including institutes of higher education in their development, and providing monitoring and accountability.
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 to offer an early intervention program, delivered through an enhanced kindergarten program that is focused on building age-appropriate literacy and numeracy skills; and uses an evidence-based early intervention model.
Vermont	H 128	S 69 (Pollina)	Evans	Enacted	Establishes a system by which the Agency of Education and Department for Children and Families shall jointly monitor and evaluate prekindergarten education programs to promote optimal results for children that support the

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					relevant population-level outcomes set forth in 3 V.S.A. Section 2311 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.
Virginia	HJR 10	SJR 52 (Marsden)	Kory	Failed	Relates to early childhood education; recognizes the inestimable value of early childhood education to children and sets a goal of extending the availability of early childhood education so that the Virginia Preschool Initiative and Head Start together serve 50,000 children in the Commonwealth by 2019.
Virginia	HJR 22		Greason	Enacted	Commends Loudoun County Public Schools for success in STEM; acknowledges they are developing an advanced course for students to take in their junior and senior years of high school, as well as a kindergarten through eighth grade program to begin building students' interest in STEM at a young age.
Virginia	H 1320		Farrell	Enacted	Relates to teacher licensure renewal; assesses changes in student outcomes prompted by family involvement; and requires the Department of Education to collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources.
Virginia	H 1400		Jones	Enacted	Supports implementation of a STEM model program for kindergarten and preschool students. Each developed model will focus on enhancing children's learning experiences through the arts. Also provides an appropriation for mathematics specialists at underperforming schools.
Virginia	H 5002a		Jones	Enacted	Appropriates funding for a math and reading instructional specialist initiative.

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Virginia	S 805		Stanley	Failed	Creates the Science, Technology, Engineering and Math (STEM) Grant Fund Program. Funding is appropriated to STEM programs that will use the funds in a public elementary or secondary school to conduct STEM-related instruction and activities where at least 40 percent of students qualify for free or reduced lunch.
Washington	H 1105	S 5060 (Hill)	Hunter	Enacted	Provides funding to expand outreach of a STEM education center to kindergarten through eighth-grade students in rural, tribal and low-income communities.
Washington	H 1106	S 5077	Hunter	Pending-carryover	Provides appropriations to educational service districts for regional professional development related to mathematics and science curriculum. Also relates to STEM education services.
Washington	H 1115		Dunshee	Enacted	Creates a STEM pilot program with provisions for grants.
Washington	S 5478		Dammeier	Pending-carryover	Establishes a grant program to develop adequate STEM facilities in schools that support interactive, project-based STEM curricula and teachers who are attempting to implement said curricula. High schools only.
Wisconsin	A 196			Pending	Relates to achievement gap reduction contracts that require participating schools to implement strategies for improving academic performance of low-income pupils in reading and mathematics. Contains provisions for instructional coaching, tutoring, reduced class sizes and professional development.



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