

# House Bill 3 – Early Childhood Education Impact (86<sup>th</sup> Legislative Session)



## General Description:

During the 86<sup>th</sup> Legislative session, the Legislature passed House Bill 3 (HB3) which has the following impacts for prekindergarten, kindergarten, grade 1 and grade 2

## Early Education Allotment

- Funds are allocated to improve student performance in early elementary reading and mathematics which include supporting full-day prekindergarten.
- Funds total: 0.1 x the Basic Allotment for each economically disadvantaged student and each limited English proficiency student in K3.
  - o Students who are both economically disadvantaged and limited English proficiency draw 0.2 x the Basic Allotment

## Full-day Prekindergarten

community-based prekindergarten partnerships

- o Boards must solicit partnership proposals with a public or private entity at a public meeting
- o Be granted for a period no longer than three years
- o Renewed only once
- Community-based Prekindergarten Partnerships
  - o Authorized prior to HB3, these are partnerships between school systems and community-based organizations, but only if the district has considered a

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- The board of trustees of each LEA shall adopt and post their early childhood literacy and mathematics proficiency plans that set specific goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus
- Each plan must:
  - o Identify annual goals
  - o Include annual goals for aggregate student growth on the third-grade reading or mathematics instrument
  - o Provide targeted professional development for classroom teachers in the grade who are not meeting the plan's goals
  - o Assign at least one district-level administrator or employee of the ESC for the district to:
    - Coordinate implementation of the plan
    - Submit an annual report to the board of trustees on the district's progress
    - Be reviewed annually at a public meeting
  - o Each plan may set separate goals for students in bilingual education or special language programs
  - o The professional development provided to teachers must consider the needs of bilingual or special language programs
  - o Each school district shall post the annual report on the district's website

Kindergarten through Grade 2.7 (s) 10.5 (a) 1 (n) 0.8 (d) 0.8 (e) 4.6 (s) 81.9 (ns) 10.5 (i) 8 (MCID 45 > 2.1 (n) TT 2 1