

1 HOUSE BILL NO. 352  
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7 A BILL FOR AN ACT ENTITLED: "AN ACT ESTABLISHING EARLY LITERACY TARGETED  
8 INTERVENTIONS; PROVIDING LEGISLATIVE FINDINGS, PURPOSE, AND INTENT; PROVIDING  
9 DEFINITIONS; ESTABLISHING PARAMETERS AND FUNDING FOR THREE VOLUNTARY EARLY  
10 LITERACY TARGETED INTERVENTION PROGRAMS; ESTABLISHING DUTIES OF THE BOARD OF  
11 PUBLIC EDUCATION AND THE SUPERINTENDENT OF PUBLIC INSTRUCTION IN ADMINISTERING THE  
12 PROGRAMS; ESTABLISHING REPORTING REQUIREMENTS FOR PARTICIPATING SCHOOL DISTRICTS  
13 AND THE SUPERINTENDENT OF PUBLIC INSTRUCTION; PROVIDING AN APPROPRIATION; AMENDING  
14 SECTIONS 20-5-101, 20-7-117, AND 20-9-311, MCA; AND PROVIDING EFFECTIVE DATES."

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16 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

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18 **NEW SECTION. Section 1. Findings -- purpose -- legislative intent.** (1) The legislature finds that  
19 the ability to read at or above grade level is essential for educational success. The legislature also finds that too  
20 many Montana children are not reading proficient at the end of 3rd grade.

21 (2) The purposes of this bill are to:  
22 (a) provide parents with voluntary early literacy interventions for their children;  
23 (b) increase the number of children who are reading proficient at the end of 3rd grade and in so  
24 doing help those children develop their full educational potential pursuant to Article X, section 1(1), of the  
25 Montana constitution; and

26 (c) foster a strong economic return for the state on early literacy investment through enhancing  
27 Montana's skilled workforce and decreasing future reliance on social programs and the criminal justice system.

28 (3) The legislature intends that the board of public education, the office of public instruction, and

**Amendment - 1st Reading-white - Requested by: Jane Gillette - (H) Appropriations**

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1 (iii) foster parental engagement; and

2 (iv) have a cost of no more than \$1,000 a year for each child.

3 (c) The superintendent of public instruction shall provide school districts with access to and  
4 technical support for the home-based early literacy program.

5 (7) (a) For an eligible child who is 5 years of age or older on or before September 10 of the year in  
6 which the child is to participate in the program and who has not yet completed 3rd grade, the trustees may offer  
7 a jumpstart program.

8 (b) The jumpstart program must:

9 (i) take place during the time between the end of one school calendar year and the start of the  
10 next school calendar year, as determined by the trustees, preceding a child's entry into kindergarten, 1st grade,  
11 2nd grade, or 3rd grade;

12 (ii) be at least 4 weeks in duration and provide at least 120 instructional hours;

13 (iii) be aligned to a framework determined by the board of public education;

14 (iv) be designed in a manner to increase the likelihood of a child being evaluated at the end of the  
15 ensuing school year to be at or above a trajectory leading to reading proficiency at the end of 3rd grade.

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17 **NEW SECTION. Section 4. Early literacy targeted interventions -- funding -- reporting.** (1) An  
18 eligible child participating in a classroom-based program pursuant to [section 3(5)] must be included in  
19 enrollment counts for the purpose of ANB calculations in the manner described in 20-9-311.

20 (2) The superintendent of public instruction shall pay for the costs for an eligible child participating  
21 in a home-based program pursuant to [section 3(6)] from funds appropriated for this purpose. The cost for each  
22 child may not exceed \$1,000 a year. If the annual appropriation for this program is not sufficient to fully fund all  
23 eligible children participating in the home-based program, the superintendent shall limit participation on a first-  
24 come, first-served basis.

25 (3) An eligible child participating in a jumpstart program pursuant to [section 3(7)] must be counted  
26 as quarter-time enrollment for the purpose of ANB calculations pursuant to 20-9-311.

27 (4) Trustees offering an early literacy targeted intervention shall closely monitor the program and  
28 report annually to the superintendent of public instruction on the efficacy of the program no later than July 15.

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- 1 The superintendent shall collaborate with trustees in maximizing the efficiency of fulfilling this reporting  
2 requirement. The report must include anonymized information on student progress, including the student's  
3 performance on:
- 4 (a) the evaluation methodology that led to eligibility for the program;
  - 5 (b) any formative assessments administered;
  - 6 (c) if administered, the evaluation methodology at the end of the school year in which ~~the student~~  
7 ~~participated in the targeted~~ intervention was provided; and
  - 8 (d) any statewide reading assessments administered in grades 4 through 6.
  - 9 (5) Pursuant to 20-7-104, the superintendent of public instruction shall monitor early literacy  
10 targeted interventions and gather data to evaluate the efficacy of the interventions while protecting the privacy  
11 rights of students and families. The superintendent shall report, in accordance with 5-11-210, to the education  
12 interim committee and the education interim budget committee no later than September 1 annually. The report  
13 must contain a comparison analysis by intervention type, including no intervention, and . For each intervention  
14 program, the report must include:
    - 15 (a) the number of participating and non-participating nonparticipating children and districts;
    - 16 (b) longitudinal data displaying the proficiency level of participating and non-participating  
17 nonparticipating children at each grade level following participation in an intervention;
    - 18 (c) at a time when the data is available, long-term outcome data for participants and non-  
19 participants nonparticipants, including but not limited to:
      - 20 (i) assessment data in 8th grade and high school;
      - 21 (ii) high school graduation rates; and
      - 22 (iii) postsecondary participation rates; and
      - 23 (d) a list of schools offering one or more targeted interventions and a list of the matched  
24 comparable non-participating nonparticipating schools that on the most recent 4th grade statewide reading  
25 assessment:
        - 26 (i) had 75% or more of its students score at proficient or above; or
        - 27 (ii) improved the percentage of students scoring at proficient or above by 10 or more percentage  
28 points.