



28 environment to support literacy, which would include reading aloud to children on a regular basis.

29 (b) (i) The role of the family at level one of the program is to create an environment that  
30 supports literacy learning.

31 (ii) The role of elementary schools and communities at level one is to collaborate with  
32 each other to identify children up to age five, to facilitate high quality literacy training and to  
33 provide literacy support and resources for parents of children within this age group.

34 (4) (a) Level two of the program shall:

35 (i) focus on children ages five through eight; and

36 (ii) have as its goal to provide research-based instruction and support so that all children  
37 read on or above grade level by the end of the third grade.

38 (b) (i) The role of the family at level two is to:

39 (A) collaborate and communicate closely with school and community resources on  
40 childhood literacy; and

41 (B) maintain an environment that supports literacy learning.

42 (ii) The role of elementary schools at level two is to:

43 (A) provide high quality research-based instruction to each student;

44 (B) provide additional resources to English as a second language students and other at risk  
45 students; and

46 (C) collaborate and communicate closely with families and community resources on  
47 childhood literacy.

48 (iii) The role of communities at level two is to:

49 (A) identify key players and community groups to develop and implement plans for  
50 literacy projects that impact children ages five through eight;

51 (B) implement high quality training programs and provide resources to support literacy  
52 projects for this age group; and

53 (C) coordinate the collaboration of literacy programs for children ages five through eight  
54 among families, communities, and elementary schools.

55 (5) (a) Level three of the program shall:

56 (i) focus on children age nine and above; and

57 (ii) have as its goal to provide high quality literacy intervention and support for nonreaders  
58 and those reading below grade level.

- 59           (b) (i) The role of the family at level three is to collaborate closely with school and  
60 community resources and to implement high quality practices for extra literacy support at home.
- 61           (ii) The role of elementary and secondary schools at level three is to:
- 62           (A) identify nonreaders and those reading below grade level;  
63           (B) provide research-based instruction to those identified under Subsection (b)(ii)(A); and  
64           (C) collaborate and communicate closely with family and community resources.
- 65           (iii) The role of communities at level three is to:
- 66           (A) identify key players and community groups to develop and implement literacy projects  
67 that will assist nonreaders in learning to read or improve the reading level of those who are reading  
68 below level or do both;
- 69           (B) coordinate training and resources for literacy intervention programs required at level  
70 three;
- 71           (C) work with schools and families to identify those individuals needing additional support  
72 in acquiring or developing literacy skills; and
- 73           (D) coordinate the collaboration required among communities, schools, and families to  
74 successfully implement level three.
- 75           (6) The State Board of Education shall work closely with the Department of Workforce  
76 Services as to the involvement of communities, including the training of child care providers, in  
77 the programs established under this section.
- 78           (7) The State Board of Education shall provide the Legislature and the governor with an  
79 annual report on the effectiveness of the program, together with any recommendations for  
80 modifications in or additions to each level.
- 81           (8) Implementation of the program authorized under this section is contingent upon an  
82 appropriation made to the State Board of Education in the General Appropriations Act or in the  
83 Minimum School Finance Act to fund the program.

84           Section 2. **Effective date.**

85           This act takes effect on July 1, 1999.

**Legislative Review Note**  
**as of 11-23-98 9:53 AM**

A limited legal review of this legislation raises no obvious constitutional or statutory concerns.

**Office of Legislative Research and General Counsel**

**Committee Note**

The Workforce Services Interim Committee recommended this bill.