

1 2. USING RESOURCES AT A DIFFERENT LOCATION TO IMPROVE THAT SCHOOL
2 OR TO SUSTAIN OR ACCELERATE ACADEMIC GROWTH.

3 3. MENTORING OTHER SCHOOLS AND SCHOOL LEADERS TO REPLICATE THE
4 MODEL OR TO PROVIDE OTHER TYPES OF SCHOOL IMPROVEMENT SUPPORTS.

5 4. PHYSICALLY EXPANDING AT ANOTHER LOCATION.

6 D. SCHOOLS RECEIVING FUNDING PURSUANT TO SUBSECTION C, PARAGRAPH 2,
7 3 OR 4 OF THIS SECTION MUST SHOW STEADY IMPROVEMENT AFTER THREE YEARS TO
8 REMAIN ELIGIBLE FOR FUNDING.

9 15-249.09. Early literacy grant program fund; grants; report;
10 definitions

11 A. THE EARLY LITERACY GRANT PROGRAM FUND IS ESTABLISHED TO PROVIDE
12 SUPPORT TO IMPROVE READING SKILLS, LITERACY AND PROFICIENCY FOR STUDENTS
13 IN KINDERGARTEN PROGRAMS AND GRADES ONE, TWO AND THREE IN ADDITION TO
14 MONIES RECEIVED PURSUANT TO SECTION 15-211. THE FUND SHALL BE
15 ADMINISTERED BY THE DEPARTMENT OF EDUCATION. THE STATE BOARD OF EDUCATION
16 SHALL DEVELOP POLICIES AND PROCEDURES TO BE ADMINISTERED BY THE DEPARTMENT
17 OF EDUCATION.

18 B. SUBJECT TO REVIEW AND APPROVAL BY THE STATE BOARD OF EDUCATION,
19 THE DEPARTMENT OF EDUCATION SHALL AWARD GRANTS ON A THREE-YEAR CYCLE TO
20 ELIGIBLE SCHOOLS BASED ON AVAILABLE MONIES ON A PER PUPIL BASIS.

21 C. ELIGIBLE SCHOOLS MAY USE GRANT MONIES FOR ELIGIBLE EXPENSES TO
22 INCREASE THE READING PROFICIENCY OF STUDENTS IN KINDERGARTEN PROGRAMS AND
23 GRADES ONE, TWO AND THREE. ELIGIBLE SCHOOLS MAY ALSO USE GRANT MONIES TO
24 PROVIDE A FULL-DAY KINDERGARTEN PROGRAM THAT IS STRUCTURED TO INCREASE
25 READING PROFICIENCY. GRANT MONIES MUST BE USED TO SUPPLEMENT AND NOT
26 SUPPLANT ACTIVITIES INCLUDED IN A SCHOOL'S READING PROGRAM PLAN SUBMITTED
27 PURSUANT TO SECTION 15-211.

28 D. SUBJECT TO REVIEW AND APPROVAL BY THE STATE BOARD OF EDUCATION,
29 THE DEPARTMENT OF EDUCATION SHALL INCLUDE A REPORT ON THE EARLY LITERACY
30 GRANT PROGRAM IN THE K-3 READING PROGRAM PLAN REQUIRED BY SECTION 15-211.
31 THE REPORT SHALL CONTAIN THE FOLLOWING:

- 32 1. A DESCRIPTION OF THE GRANTS AWARDED EACH YEAR.
33 2. A SUMMARY OF THE FUNDED ACTIVITIES.
34 3. INFORMATION ON THE RECIPIENT SCHOOLS' PROGRESS TOWARD
35 ACHIEVEMENT GOALS.
36 4. SPECIFIC FINDINGS ON GRANT-FUNDED STRATEGIES AND ACTIVITIES AND
37 THEIR LEVEL OF EFFECTIVENESS IN IMPROVING READING PROFICIENCY IN THE
38 RECIPIENT SCHOOLS.

39 E. THE PROGRAM ESTABLISHED BY THIS SECTION ENDS ON JULY 1, 2025
40 PURSUANT TO SECTION 41-3102.

41 F. FOR THE PURPOSES OF THIS SECTION:

42 1. "ELIGIBLE EXPENSES" MEANS EXPENSES FOR EVIDENCE-BASED STRATEGIES
43 AND INTERVENTIONS DESIGNED TO IMPROVE THE READING PROFICIENCY OF STUDENTS
44 IN KINDERGARTEN PROGRAMS AND GRADES ONE, TWO AND THREE PURSUANT TO

1 SECTIONS 15-211 AND 15-704, INCLUDING READING COACHES OR SPECIALISTS,
2 READING CURRICULA OR TUTORING PROGRAMS.

3 2. "ELIGIBLE SCHOOL" MEANS A PUBLIC SCHOOL WITH AT LEAST NINETY
4 PERCENT OF STUDENTS WHO ARE ELIGIBLE FOR FREE AND REDUCED-PRICED LUNCHES
5 UNDER THE NATIONAL SCHOOL LUNCH AND CHILD NUTRITION ACTS (42 UNITED STATES
6 CODE SECTIONS 1751 THROUGH 1785).

7 Sec. 4. Section 15-901, Arizona Revised Statutes, is amended to
8 read:

9 15-901. Definitions

10 A. In this title, unless the context otherwise requires:

11 1. "Average daily membership" means the total enrollment of
12 fractional students and full-time students, minus withdrawals, of each
13 school day through the first one hundred days or two hundred days in
14 session, as applicable, for the current year. Withdrawals include
15 students who are formally withdrawn from schools and students who are
16 absent for ten consecutive school days, except for excused absences
17 identified by the department of education. For the purposes of this
18 section, school districts and charter schools shall report student absence
19 data to the department of education at least once every sixty days in
20 session. For computation purposes, the effective date of withdrawal shall
21 be retroactive to the last day of actual attendance of the student or
22 excused absence.

23 (a) "Fractional student" means:

24 (i) For common schools, a preschool child who is enrolled in a
25 program for preschool children with disabilities of at least three hundred
26 sixty minutes each week that meets at least two hundred sixteen hours over
27 the minimum number of days or a kindergarten student who is at least five
28 years of age before January 1 of the school year and enrolled in a school
29 kindergarten program that meets at least three hundred fifty-six hours for
30 a one hundred eighty-day school year, or the instructional hours
31 prescribed in this section. Lunch periods and recess periods may not be
32 included as part of the instructional hours unless the child's
33 individualized education program requires instruction during those periods
34 and the specific reasons for such instruction are fully documented. In
35 computing the average daily membership, preschool children with
36 disabilities and kindergarten students shall be counted as one-half of a
37 full-time student. For common schools, a part-time student is a student
38 enrolled for less than the total time for a full-time student as defined
39 in this section. A part-time common school student shall be counted as
40 one-fourth, one-half or three-fourths of a full-time student if the
41 student is enrolled in an instructional program that is at least
42 one-fourth, one-half or three-fourths of the time a full-time student is
43 enrolled as defined in subdivision (b) of this paragraph.