
DIGEST

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HB 244 Engrossed

2024 Regular Session

Hughes

Abstract: Expands the Steve Carter Literacy Program to include mathematics and certain public school students in all grades.

Present law provides for a literacy program for certain public school students in grades K-5. Proposed law expands the purpose of program to include mathematics and changes name from the Steve Carter Literacy Program to the Steve Carter Education Program.

Present law provides that a public school student who is in one of the following categories is eligible for the program:

- (1) Enrolled in kindergarten or the first, second, or third grade and reads below grade level or is at risk for reading difficulties according to a literacy assessment.
- (2) Enrolled in the fourth or fifth grade and scored below mastery in English language arts on the state assessment in the prior school year.
- (3) Enrolled in kindergarten through the fifth grade, lacks a literacy or English language arts assessment result, and is recommended for the program by an English teacher.

Proposed law expands eligible students to also include:

- (1) Enrolled in kindergarten or the first, second, or third grade and is at risk for mathematics difficulties according to a mathematics assessment.
- (2) Enrolled in the fourth through 12th grade and scored below mastery in mathematics on the state assessment in the prior school year.
- (3) Enrolled in the sixth through 12th grade and scored below mastery in English language arts on the state assessment in the prior school year.
- (4) Enrolled in kindergarten through the fifth grade, lacks a mathematics assessment result, and is recommended for the program by a mathematics teacher.

Present law gives priority to the lowest-performing, economically disadvantaged students for participation in the program. Proposed law retains present law.

Present law provides for payments of up to \$1,000 per student per school year for eligible services intended to improve reading or literacy skills. Proposed law increases maximum payment from \$1,000 to \$1,500 and expands eligible services to also include those intended to improve mathematics skills.

Present law requires the Dept. of Education to administer the program pursuant to rules and regulations adopted by the State Bd. of Elementary and Secondary Education. Proposed law retains present law.

Present law requires public school governing authorities to notify the parents or legal guardians of eligible students of the program and the application process. Proposed law retains present law.

Present law provides that implementation of the program is subject to the appropriation of funds or the availability of local funds. Proposed law retains present law. Present law authorizes the department to use funds appropriated for the purpose of increasing early literacy or supporting academic achievement among elementary school students. Proposed law further authorizes the department to use funds for improving students' mathematics abilities.

(Amends R.S. 17:4032.1)

Summary of Amendments Adopted by House

The Committee Amendments Proposed by House Committee on Education to the original bill:

1. Expand the pool of people eligible to provide tutoring services to also include students pursuing a degree at a postsecondary education institution, those who hold any associate or baccalaureate degree, paraprofessionals employed by a public school governing authority, and certified math teachers.
2. Require people providing tutoring services in reading to have successfully completed a DOE-approved science of reading training.
3. Specify that a participating student may receive tutoring services in both reading and math, but the total for all services may not exceed \$1,500.
4. Add results of a parental satisfaction survey to measures DOE is required to use for evaluating effectiveness of providers of supplemental educational services.