

CHAPTER 164**(HB 93)**

AN ACT relating to improving student achievement, making an appropriation therefor, and declaring an emergency.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

SECTION 1. A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

- (1) *The General Assembly hereby finds that reading and mathematics proficiency are gateway skills necessary for all Kentucky students to achieve the academic goals established in KRS 158.6451. It is the General Assembly's intent that:*
 - (a) *All students in the primary program having difficulty in reading and mathematics receive early diagnosis and intervention services from highly trained teachers;*
 - (b) *All students demonstrate proficiency in reading and mathematics as they progress through the relevant curricula and complete each assessment level required by the Kentucky Board of Education for the state assessment program established under KRS 158.6453 and in compliance with the requirements of the federal "No Child Left Behind Act of 2001," 20 U.S.C. sec. 6301 et seq.; and*
 - (c) *Students who are struggling in reading and mathematics or are not at the proficient level on statewide assessments be provided research-based and developmentally appropriate diagnostic and intervention services, and instructional modifications necessary to learn.*

The General Assembly, the Kentucky Board of Education, the Kentucky Department of Education, the Council on Postsecondary Education, colleges and universities, local boards of education, school administrators, school councils, teachers, parents, and other educational entities, such as the Education Professional Standards Board, P-16 councils, the Collaborative Center for Literacy Development, and the Center for Middle School Achievement must collaborate if the intentions specified in this subsection are to be met. Intensive focus on student achievement in reading and mathematics does not negate the responsibility of any entity to help students obtain proficiency in other core curriculum content areas.

- (2) *The General Assembly's role is to set policies that address the achievement levels of all students and provide resources for the professional growth of teachers and administrators, assessing students' academic achievement, including diagnostic assessment and instructional interventions, technology innovations, targeted reading and mathematics statewide initiatives, research and the distribution of research findings, services for students beyond the regular school day, and other services needed to help struggling learners.*
- (3) *The Kentucky Board of Education shall regularly review and modify, when appropriate, its statewide assessment policies and practices to enable local school districts and schools to carry out the provisions of the statewide assessment and accountability system, required under KRS 158.6453 to improve student achievement in mathematics and reading.*
- (4) *The Kentucky Department of Education shall:*

- (a) *Provide assistance to schools and teachers, including publicizing professional development opportunities, methods of measuring effective professional development, the availability of high quality instructional materials, and developmentally appropriate screening and diagnostic assessments of student competency in mathematics and reading. The department shall provide access to samples of units of study, annotated student work, diagnostic instruments, and research findings, and give guidance on parental engagement.*
 - (b) *Conduct an annual review of the state grant programs it manages and make recommendations, when needed, to the Interim Joint Committee on Education for changes to statutory requirements that are necessary to gain a greater return on investment.*
 - (c) *Provide administrative support and oversight to programs to train classroom coaches and mentors to help teachers with reading and mathematics instruction.*
- (5) *The Council on Postsecondary Education, in cooperation with the Education Professional Standards Board, shall exercise its duties and functions under KRS 164.020 to ensure that teacher education programs are fulfilling the needs of Kentucky for highly skilled teachers. The council shall coordinate the federal and state grant programs it administers with other statewide initiatives relating to improving student achievement in reading and mathematics to avoid duplication of effort and to make efficient use of resources.*
- (6) *The Education Professional Standards Board shall exercise its duties and responsibilities under KRS 161.030 and 161.048 to ensure highly qualified teachers.*
- (7) *Colleges and universities shall:*
 - (a) *Utilize institution-wide resources to work with elementary and secondary educators and other entities to align curriculum content to ensure that students who achieve proficiency on standards established at the prekindergarten through secondary levels will require no remediation to successfully enter a postsecondary education program;*
 - (b) *Provide quality undergraduate teacher preparation programs to ensure that those preparing to teach reading or mathematics at all grade levels have the necessary content knowledge, assessment and diagnostic skills, and teaching methodologies;*
 - (c) *Deliver appropriate continuing education for teachers in reading and mathematics through institutes, graduate level courses, and other professional development activities that support a statewide agenda for improving student achievement in reading and mathematics;*
 - (d) *Conduct or assist with research on best practices in assessment, intervention strategies, teaching methodologies, costs and effectiveness of instructional models, and other factors as appropriate to reading and mathematics;*
 - (e) *Provide staff to consult and provide technical assistance to teachers, staff, and administrators at elementary, middle, and secondary school sites;*
 - (f) *Assume active roles in the statewide initiatives referenced in Sections 2 and 5 of this Act; and*
 - (g) *Develop written procedures for measuring the effectiveness of activities outlined in paragraphs (a) to (e) of this subsection.*

- (8) *School councils at all school levels are encouraged to identify and allocate resources to qualified teachers to become coaches or mentors in mathematics or coaches or mentors in reading with a focus on improving student achievement in their respective schools.*
- (9) *Local school boards and superintendents shall provide local resources, whenever possible, to supplement or match state and federal resources to support teachers, school administrators, and school councils in helping students achieve proficiency in reading and mathematics.*
- (10) *Local school superintendents shall provide leadership and resources to the principals of all schools to facilitate curriculum alignment, communications, and technical support among schools to ensure that students are academically prepared to move to the next level of schooling.*

SECTION 2. A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

- (1) *As used in Sections 1, 2, and 3 of this Act, unless the context requires otherwise:*
 - (a) *"Concepts" means mathematical ideas that serve as the basis for understanding mathematics;*
 - (b) *"Mathematics" means the curriculum of numbers and computations, geometry and measurements, probability and statistics, and algebraic ideas;*
 - (c) *"Mathematics coach" means a mathematics leader whose primary responsibility is to provide ongoing support for one (1) or more mathematics teachers. The role of the coach is to improve mathematics teaching practices by working with teachers in their classrooms, observing and providing feedback to them, modeling appropriate teaching practices, conducting workshops or institutes, establishing learning communities, and gathering appropriate and useful resources;*
 - (d) *"Mathematics diagnostic assessment" means an assessment that identifies a student at risk of failure in mathematics or a student with major deficits in numeracy and other mathematical concepts and skills;*
 - (e) *"Mathematics intervention program" means an intensive instructional program that is based on valid research and is provided by a highly trained teacher to specifically meet individual students needs;*
 - (f) *"Mathematics leader" means any educator with a specialization in mathematics who:*
 - 1. *Serves in a supervisory capacity, such as mathematics department chair, school-based mathematics specialist, or district mathematics supervisor or coordinator; or*
 - 2. *Regularly conducts or facilitates teacher professional development, such as higher education faculty or other mathematics teachers;*
 - (g) *"Mathematics mentor" means an experienced mathematics coach who typically works with beginning or novice teachers only. The responsibilities and roles of the mentor are the same as those of the coach;*
 - (h) *"Numeracy" means the development of the basic concepts which include counting, place value, addition and subtraction strategies, multiplication and division strategies, and the concepts of time, money, and length. To be numerate is to have*

and be able to use appropriate mathematical knowledge, concepts, skills, intuition, and experience in relationship to every day life;

- (i) *"Relationships" means connections of mathematical concepts and skills within mathematics; and*
 - (j) *"Skills" means actions of mathematics.*
- (2) *The Committee for Mathematics Achievement is hereby created for the purposes of developing a multi-faceted strategic plan to improve student achievement in mathematics at all levels of schooling, prekindergarten through postsecondary and adult. At a minimum the plan shall address:*
- (a) *Challenging curriculum that is aligned prekindergarten through postsecondary, including consensus among high school teachers and postsecondary education faculty about expectations, curriculum, and assessment;*
 - (b) *Attitudes and beliefs of teachers about mathematics;*
 - (c) *Teachers' knowledge of mathematics;*
 - (d) *Diagnostic assessment, intervention services, and instructional strategies;*
 - (e) *Shortages of teachers of mathematics, including incentives to attract strong candidates to mathematics teaching;*
 - (f) *Statewide institutes that prepare cadres of mathematics leaders in local school districts, which may include highly skilled retired mathematics teachers, to serve as coaches and mentors in districts and schools;*
 - (g) *Cohesive continuing education options for experienced mathematics classroom teachers;*
 - (h) *Closing the student achievement gap among various student subpopulations;*
 - (i) *Curriculum expectations and assessments of students among the various school levels, prekindergarten, primary, elementary, middle, and high school;*
 - (j) *Content standards for adult education centers providing mathematics curricula;*
 - (k) *Introductory postsecondary education mathematics courses that are appropriate to the wide array of academic programs and majors;*
 - (l) *Research to analyze further the issues of transition from high school or GED programs to postsecondary education mathematics; and*
 - (m) *The early mathematics testing program under KRS 158.803.*

Other factors may be included in the strategic plan as deemed appropriate by the committee to improve mathematics achievement of Kentucky students.

- (3) *In carrying out its responsibility under subsection (1)(f) of this section, the committee shall:*
- (a) *Design a statewide professional development program that includes summer mathematics institutes at colleges and universities, follow-up, and school-based support services, beginning no later than June 1, 2006, to prepare teams of teachers as coaches and mentors of mathematics at all school levels to improve student achievement. Teachers shall receive training in diagnostic assessment and intervention. The statewide initiative shall be funded, based on available funds,*

from the Teachers' Professional Growth Fund described in Section 5 of this Act. The design shall:

- 1. Define the curricula focus;*
 - 2. Build on the expertise of specific colleges and universities;*
 - 3. Place emphasis on mathematics concepts, skills and relationships, diagnostic assessment, intervention services, and instructional strategies;*
 - 4. Identify quality control measures for the delivery of each institute;*
 - 5. Establish evaluation procedures for the summer institutes and the other professional development components;*
 - 6. Provide updates and networking opportunities for coaches and mentors throughout the school year; and*
 - 7. Define other components within the initiative that are necessary to meet the goal of increasing student achievement in mathematics.*
- (b) Require schools and districts approved to have participants in the mathematics leader institutes to provide assurances that:*
- 1. The district and schools have, or will develop, local mathematics curricula and assessments that align with state standards for mathematics;*
 - 2. There is a local commitment to build a cadre of mathematics leaders within the district;*
 - 3. The district and participating schools will provide in-school support for coaching and mentoring activities;*
 - 4. The mathematics teachers are willing to develop classroom assessments that align with state assessments; and*
 - 5. Students who need modified instructional and intervention services will have opportunity for continuing education services beyond the regular school day, week, or year.*
- (c) In addition to the conditions specified in paragraph (b) of this subsection, the committee shall make recommendations to the Kentucky Department of Education and the Kentucky Board of Education for criteria to be included in administrative regulations promulgated by the board which define:*
- 1. Eligible grant recipients, taking into consideration how this program relates to other funded mathematics initiatives;*
 - 2. The application process and review;*
 - 3. The responsibilities of schools and districts, including but not limited to matching funds requirements, released or extended time for coaches and mentors during the school year, continuing education requirements for teachers and administrators in participating schools, data to be collected, local evaluation requirements; and*
 - 4. Other recommendations requested by the Kentucky Department of Education.*
- (4) The committee shall initially be composed of twenty-five (25) members as follows:*

- (a) *The commissioner of education or his or her designee;*
- (b) *The president of the Council on Postsecondary Education or his or her designee;*
- (c) *The president of the Association of Independent Kentucky Colleges and Universities or his or her designee;*
- (d) *The executive director of the Education Professional Standards Board or his or her designee;*
- (e) *The secretary of the Education, Arts, and Humanities Cabinet or his or her designee;*
- (f) *A representative with a specialty in mathematics or mathematics education who has expertise and experience in professional development, especially with coaching and mentoring of teachers, from each of the nine (9) public postsecondary education institutions defined in KRS 164.001. The representatives shall be selected by mutual agreement of the president of the Council on Postsecondary Education and the commissioner of education;*
- (g) *Two (2) adult education instructors selected by the vice-president for Kentucky Adult Education;*
- (h) *Two (2) elementary, two (2) middle, and two (2) high school mathematics teachers, appointed by the board of the statewide professional education association having the largest paid membership with approval from their respective local principals and superintendents of schools; and*
- (i) *Three (3) school administrators, with one (1) each representing elementary, middle, and high school, appointed by the board of the statewide administrators' association having the largest paid membership with approval from their respective local superintendents of schools.*

When the Center for Mathematics created under Section 4 of this Act becomes operational, the executive director of the center shall be added to the committee, which shall then be composed of twenty-six (26) members. Appointments to the committee shall be made no later than thirty (30) days following the effective date of this Act and the first meeting of the committee shall occur no later than thirty (30) days following appointment of the members.

- (5) *A majority of the full membership shall constitute a quorum.*
- (6) *Each member of the committee, other than members who serve by virtue of their positions, shall serve for a term of three (3) years or until a successor is appointed and qualified, except that the initial appointments shall be made in the following manner: six (6) members shall serve a one (1) year term, six (6) members shall serve a two (2) year term, and eight (8) members shall serve a three (3) year term.*
- (7) *A temporary chair of the committee shall be appointed prior to the first meeting of the committee through consensus of the president of the Council on Postsecondary Education and the commissioner of education, to serve ninety (90) days after his or her appointment. Prior to the end of the ninety (90) days, the committee shall elect a chair by majority vote. The temporary chair may be a nominee for the chair by majority vote. Thereafter, a chair shall be elected each calendar year. An individual may not serve as chair for more than three (3) consecutive years. The chair shall be the presiding officer of the committee, and coordinate the functions and activities of the committee.*

- (8) *The committee shall be attached to the Kentucky Department of Education for administrative purposes. The commissioner of education may contract with a mathematics-trained professional to provide part-time staff support to the committee. The commissioner of education and the president of the council shall reach consensus in the selection of a person to fill the position. The person selected shall have a graduate degree, a mathematics major, and teaching or administrative experience in elementary and secondary education. The person shall not be a current employee of any entity represented on the committee. The department shall provide office space and other resources necessary to support the staff position and the work of the committee.*
- (9) *The committee, under the leadership of the chair, may organize itself into appropriate subcommittees and work structures to accomplish the purposes of the committee.*
- (10) *Members of the committee shall serve without compensation but shall be reimbursed for necessary travel and expenses while attending meetings at the same per diem rate promulgated in administrative regulation for state employees under provisions of KRS Chapter 45. Funds shall be provided school districts to cover the cost of substitute teachers for those teachers on the committee at each district's established rate for substitute teachers.*
- (11) *If a vacancy occurs within the committee during its duration, the board of the statewide professional education association having the largest paid membership or the board of the statewide administrators association having the largest paid membership or the president of the Council on Postsecondary Education, as appropriate, shall appoint a person to fill the vacancy.*
- (12) *The committee shall:*
 - (a) *Present a draft strategic plan addressing the requirements in subsection (1) of this section and other issues that arose during the work of the committee to the Education Assessment and Accountability Review Subcommittee no later than August 2005;*
 - (b) *Present the strategic plan for improving mathematics achievement to the Interim Joint Committee on Education by July 15, 2006, which shall include any recommendations that require legislative action; and*
 - (c) *Provide a final written report of committee activities to the Interim Joint Committee on Education and the Legislative Research Commission by December 1, 2006.*
- (13) *The committee shall have ongoing responsibility for providing advice and guidance to policymakers in the development of statewide policies and in the identification and allocation of resources to improve mathematics achievement. In carrying out this responsibility, the committee shall periodically review the strategic plan and make modifications as deemed appropriate and report those to the Interim Joint Committee on Education.*
- (14) *The committee shall collaborate with the Center for Mathematics to ensure that there is ongoing identification of research-based intervention programs for K-12 students who have fallen behind in mathematics, rigorous mathematics curricula that prepare students for the next level of schooling, research-based professional development models that prepare teachers in mathematics and pedagogy, and strategies for closing the gap between high school or GED and postsecondary mathematics preparation.*

SECTION 3. A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

- (1) *The mathematics achievement fund is hereby created to provide developmentally appropriate diagnostic assessment and intervention services to students, primary through grade 12, to help them reach proficiency in mathematics on the state assessments under KRS 158.6453 and in compliance with the "No Child Left Behind Act of 2001," 20 U.S.C. sec. 6301 et seq. as required under Section 1 of this Act.*
- (2) *The grant funds may be used to support the implementation of diagnostic and intervention services in mathematics. The use of funds may include: pay for extended time for teachers, released time for teachers to serve as coaches and mentors or to carry out other responsibilities needed in the implementation of intervention services, payment of substitute teachers needed for the support of mathematics teachers, purchase of materials needed for modification of instruction, and other costs associated with diagnostic and intervention services or to cover other costs deemed appropriate by the Kentucky Board of Education.*
- (3) *The fund shall:*
 - (a) *Provide funding for the Center for Mathematics created in Section 4 of this Act and the costs of training selected teachers in the diagnostic assessment and intervention skills that are needed to assist struggling students in the primary program and other grade levels;*
 - (b) *Provide renewable, two (2) year local grants to school districts and for purposes described in subsection (2) of this section; and*
 - (c) *Provide operational funding for the Mathematics Achievement Committee created in Section 2 of this Act.*
- (4) *Any funds appropriated to the mathematics achievement fund that are specifically designated by the General Assembly to support the Center for Mathematics shall be appropriated to the Council on Postsecondary Education and distributed to the university administering the center, as determined by the council under Section 4 of this Act.*
- (5) *Any moneys in the fund at the close of a fiscal year shall not lapse but shall be carried forward to be used for the purposes specified in this section.*
- (6) *Any interest earnings of the fund shall become a part of the fund and shall not lapse.*
- (7) (a) *Any funds appropriated to the mathematics achievement fund and specifically designated by the General Assembly as funding for grants to local school districts or to support the Mathematics Achievement Committee shall be administered by the Kentucky Department of Education.*
 - (b) *The Kentucky Board of Education shall promulgate administrative regulations relating to the grants for local school districts based on recommendations from the Mathematics Achievement Committee, the secretary of the Education Cabinet, the commissioner of education, and the Center for Mathematics established in Section 4 of this Act. The administrative regulations shall:*
 1. *Identify eligibility criteria for grant applicants;*
 2. *Specify the criteria for acceptable diagnostic assessments and intervention programs and coaching and mentoring programs;*

3. *Establish the minimum annual evaluation process for each grant recipient;*
 4. *Identify the annual data that must be provided from each grant recipient;*
 5. *Define the application and approval process;*
 6. *Establish matching fund requirements if deemed necessary by the board;*
 7. *Define the obligations for professional development and continuing education for teachers, administrators, and staff of each grant recipient;*
 8. *Establish the conditions for renewal of a two (2) year grant; and*
 9. *Specify other conditions necessary to implement the purposes of this section.*
- (c) *As part of the application process, the board shall require that a grant applicant provide assurances that the following principles will be met if the applicant's request for funding is approved:*
1. *Mathematics instruction will be standards-based and utilize research-based practices;*
 2. *Intervention and support services will supplement, not replace, regular classroom instruction; and*
 3. *Intervention services will be provided to primary program students and other students who are at risk of mathematics failure within the school based upon ongoing assessments of their needs.*
- (d) *If matching funds are required, the school council or, if none exists, the principal or the superintendent of schools, shall allocate matching funds. Funding for professional development allocated to the school council under KRS 160.345 and for continuing education under KRS 158.070 may be used to provide a portion or all of a school's required match.*
- (e) *The Department of Education shall make available to schools:*
1. *Information from the Center for Mathematics regarding diagnostic assessment and intervention programs and coaching and mentoring programs of proven-practice in meeting the needs of primary students and other students who are at risk of failure;*
 2. *Technical assistance to potential applicants and grant recipients;*
 3. *A list of professional development providers offering teacher training in diagnostic assessment and intervention strategies and coaching and mentoring; and*
 4. *Information from the Center for Mathematics on how to communicate to parents effective ways of interacting with their children to improve their mathematics concepts, skills, and understanding; and*
- (f) *The Department of Education shall submit a report to the Interim Joint Committee on Education no later than September 1 of each year outlining the use of grant funds. By November 1, 2007, the Department of Education with input from the Committee for Mathematics Achievement and the Center for Mathematics shall conduct a statewide needs assessment of the resources needed in each school to help each child achieve proficiency in mathematics by the year 2014 and report to the*

Interim Joint Committee on Education an estimate of the cost and a specific timeline for meeting the goal established by the Commonwealth.

SECTION 4. A NEW SECTION OF KRS CHAPTER 164 IS CREATED TO READ AS FOLLOWS:

- (1) *The Center for Mathematics is hereby created to make available professional development for teachers in reliable, research-based diagnostic assessment and intervention strategies, coaching and mentoring models, and other programs in mathematics. The center shall be headed by an executive director and administered by a public postsecondary education institution. The center shall:*
- (a) *Act as a clearinghouse for information about professional development programs for teachers that address mathematics diagnostic assessment, intervention programs, coaching and mentoring programs, and other instructional strategies to address students' needs;*
 - (b) *Collaborate with Kentucky's other public and private postsecondary institutions to develop teachers' mathematical knowledge needed for teaching and help teachers improve students' mathematical concepts, thinking, problem-solving, and skills, with an emphasis on diagnostic assessment and intervention programs for students in the primary program;*
 - (c) *Provide teacher training to develop teacher leaders and teaching specialists in primary programs who have skills in diagnostic assessment and intervention services to assist struggling students or those who are at risk of failure in mathematics. The center may contract for services in order to carry out this responsibility;*
 - (d) *Maintain a demonstration and training site for mathematics located at each of the public universities;*
 - (e) *Advise the Kentucky Department of Education and Kentucky Board of Education regarding:*
 - 1. *Early mathematics content, diagnostic assessment practices, and intervention programs;*
 - 2. *Costs and effectiveness of various mathematics intervention programs;*
 - 3. *Coaching and mentoring models that help improve student achievements; and*
 - 4. *Trends and issues relating to mathematics programs in schools throughout the state; and*
 - (f) *Disseminate information to teachers, administrators, and policymakers on an ongoing basis.*
- (2) *The Council on Postsecondary Education shall select a location for the center no later than January 1, 2006. The council shall use a request for proposal process. In developing the request for proposal, the council shall seek advice from the Mathematics Achievement Committee created in Section 2 of this Act and the commissioner of education. The center shall be located at the selected university through July 1, 2011, unless funding is not available, the council deems the performance of the institute to be inadequate, or the university requests to discontinue its relationship to the institute. Contingent upon available funding at the end of the initial cycle, and each five (5) year period thereafter,*

the council shall issue a request for proposal to all public postsecondary education institutions to administer the center.

Section 5. KRS 156.553 is amended to read as follows:

- (1) The teachers' professional growth fund is hereby created to provide teachers with high quality professional development in content knowledge in mathematics, **reading**, science, language arts, social studies, arts and humanities, practical living, vocational studies, and foreign languages; **classroom-based screening, diagnostic, assessment and intervention strategies; and**~~[as well as] teaching methodologies~~~~[to impart the content to students. During the years 2000 to 2004, priority for funding shall be given to middle school teachers; and, based upon available funds, and in subsequent years, funding shall be made available to teachers in all grade levels in the subject areas listed in this subsection].~~ Based on available funds, student achievement data, and teacher data, the Kentucky Board of Education shall annually determine the priority for content emphasis based on the greatest needs.
- (2) (a) The fund may provide moneys to teachers for:
 - 1.~~[(a)]~~ Tuition reimbursement for successful completion of college or university level courses, including on-line courses and seminars, approved for this purpose by the Education Professional Standards Board;
 - 2.~~[(b)]~~ Stipends for participation in and successful completion of:
 - a.~~[(1)]~~ College or university courses, including on-line courses and seminars, approved for this purpose by the Education Professional Standards Board;
 - b.~~[(2)]~~ Teacher institutes developed for core content instructors by the Department of Education in compliance with KRS 156.095; and
 - c.~~[(3)]~~ Other professional development programs approved by the Kentucky Department of Education;
 - 3.~~[(c)]~~ Reimbursement for the purchase of materials required for professional development programs; and
 - 4.~~[(d)]~~ Reimbursement for other approved professional development activities throughout the school year, including reimbursement for:
 - a.~~[(1)]~~ Travel to and from professional development workshops; and
 - b.~~[(2)]~~ Travel to and from other schools for the observation of, and consultation with, peer mentors; *or*
- (b) *The fund may be used to provide grants to local school districts to support staff participation in specific, statewide initiatives for the professional development of teachers and administrators in specific content areas as established by the Kentucky Department of Education and the Kentucky Board of Education under the provisions of subsections (4), (5), and (6) of this section and referenced in Section 2 of this Act.*
- (c) *The fund may be used to provide grants to colleges and universities to plan and develop statewide professional development institutes and other professional development services.*
- (d) *The fund may be used to provide grants to local school districts, to colleges and universities, or other entities to assist the Kentucky Department of Education in*

evaluating costs and the effectiveness of activities and initiatives established under this section.

- (3) The Education Professional Standards Board shall determine the college and university courses, including on-line courses and seminars, for which teachers may receive reimbursement from the fund.
- (4) The Department of Education shall:
- (a) Administer the fund. In order to process reimbursements to teachers promptly, the reimbursements shall not be subject to KRS 45A.690 to 45A.725;
 - (b) Determine the professional development programs for which teachers may receive reimbursement, ***or districts or colleges and universities may receive grants***, from the fund;
 - (c) Determine the level of stipend or reimbursement, subject to the availability of appropriated funds, for particular courses and programs, under subsection (2) of this section; and
 - (d) Provide an accounting of fund expenditures ***and results of the use of the funds for each biennium to the Interim Joint Committee on Education by November 1 of each odd-numbered year***~~[to the Center for Middle School Academic Achievement, upon request of the center, for use in preparing the center's annual report].~~
- (5) The professional development programs approved by the Department of Education for which teachers may receive support from the fund shall:
- (a) Focus on improving the content knowledge of teachers;
 - (b) ***Provide training in the use of research-based and developmentally appropriate classroom-based screening, diagnostic, assessment, and intervention strategies;***
 - (c) Provide instruction on teaching methods to effectively impart content knowledge to all students;
 - ~~(d)(e)~~ Include intensive training institutes and workshops during the summer;
 - ~~(e)(d)~~ Provide programs for the ongoing support of teacher participants throughout the year, which may include:
 1. A peer coaching or mentoring, and assessment program; and
 2. Planned activities, including:
 - a. Follow-up workshops; and
 - b. Support networks of teachers of the core disciplines using technologies, including but not limited to telephone, video, and on-line computer networks; and
 - ~~(f)(e)~~ Provide teacher participants with professional development credit toward renewal of certification under the provisions of KRS 161.095, relating to continuing education for teachers.
- (6) The Kentucky Board of Education shall specify through promulgation of administrative regulations:
- (a) The application and approval process for receipt of funds;

- (b) The requirements and process for the disbursal of funds; and
 - (c) The number of each kind of approved course for which applicants may receive funds.
- (7) Notwithstanding any other provisions to the contrary, a local school board may advance the funds necessary for its teachers to participate in a college course or professional development seminar or activity approved by the Kentucky Department of Education and the Education Professional Standards Board under provisions of this section and receive reimbursement from the department at the conclusion of the activity or course by the teacher. If funds are advanced for the benefit of a teacher under this subsection, but the teacher does not fulfill his or her obligation, the teacher shall reimburse the school district for the funds expended by the district on the teacher's behalf.
- (8) Notwithstanding the provisions of KRS 45.229, unexpended funds in the teachers' professional growth fund in the 2000-2001 fiscal year or in any subsequent fiscal year shall not lapse but shall carry forward to the next fiscal year and shall be used for the purposes established in subsections (1) and (2) of this section.
- (9) ***Notwithstanding any provisions of this section to the contrary, beginning June 1, 2006, through the 2009-2010 school year, priority for the use of funds from the teachers' professional growth fund shall be used to train and support teams of teachers from all school levels to be trained as reading coaches and mentors or as mathematics coaches and mentors in statewide institutes referenced in Sections 1 and 2 of this Act, and for selected teachers to be highly trained in providing diagnostic assessment and intervention services for students in the primary program struggling with mathematics.***
- (a) ***The design of the statewide mathematics institutes to train mathematics coaches and mentors shall be developed by the Committee for Mathematics Achievement established in Section 2 of this Act. The committee shall provide recommendations to the Kentucky Department of Education and the Kentucky Board of Education in the preparation of administrative regulations that may be promulgated by the board to implement the provisions of this subsection relating to mathematics.***
 - (b) ***The design of the professional development program to provide highly trained mathematics intervention teachers in the primary program shall be developed by the Center for Mathematics in collaboration with public and private institutions of postsecondary education.***
 - (c) ***The development of the statewide program to train reading coaches and mentors shall be coordinated by the Kentucky Department of Education with recommendations from the Collaborative Center for Literacy Development, established in KRS 164.0207, and the reading steering committee established in KRS 158.794. The design of the program shall reflect a consensus of the agencies involved in the development of the program. The training program for reading coaches and mentors shall complement other statewide reading initiatives, funded with state and federal funds, and shall give priority to teachers in grades four (4) through twelve (12). The program shall be implemented no later than June 1, 2006. The board shall promulgate administrative regulations required to implement the provisions of this subsection relating to reading.***

Section 6. Whereas it is essential that the Committee for Mathematics Achievement be established as quickly as possible in order to begin the duties assigned to it in Section 2 of this Act; whereas it is important that work begin in a timely fashion in the design of the statewide

professional development programs to train coaches and mentors, and whereas it is important that the Kentucky Department of Education inform the local school districts regarding the provisions of Section 1 of this Act, relating to students not at proficiency, an emergency is declared to exist, and this Act takes effect upon its passage and approval by the Governor or upon its otherwise becoming a law.

Approved March 18, 2005.