



# House of Representatives

General Assembly

**File No. 713**

*January Session, 2007*

Substitute House Bill No. 7360

*House of Representatives, May 2, 2007*

The Committee on Appropriations reported through REP. MERRILL of the 54th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

## ***AN ACT CONCERNING EARLY CHILDHOOD EDUCATION AND READING PROGRAMS.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subdivision (3) of subsection (e) of section 10-16p of the  
2 general statutes is repealed and the following is substituted in lieu  
3 thereof (*Effective July 1, 2007*):

4 (3) [If a town that is eligible for a grant pursuant to subsection (c) of  
5 this section does not submit, by October first, a plan which is  
6 subsequently approved for the expenditure of the entire amount of  
7 funds for which such town is eligible, the department may use funds  
8 that such town has not earmarked for expenditure, to provide  
9 supplemental grants to other towns that are eligible for grants  
10 pursuant to subsection (c) of this section, for school readiness  
11 professional development, including, but not limited to, scholarship  
12 assistance for school readiness staff to attain early childhood education  
13 certification and staff training to enhance literacy teaching skills, and  
14 to conduct activities related to preschool and kindergarten student

15 developmental evaluations or assessments] If funds appropriated for  
16 the purposes of subsection (c) of this section are not expended, the  
17 Commissioner of Education may use such unexpended funds to  
18 support local school readiness programs. The commissioner may use  
19 such funds for purposes including, but not limited to, (A) assisting  
20 local school readiness programs in meeting and maintaining  
21 accreditation requirements, (B) providing training in implementing the  
22 preschool assessment and curriculum frameworks, including training  
23 to enhance literacy teaching skills, (C) developing a state-wide  
24 preschool curriculum, (D) developing student assessments for students  
25 in grades kindergarten to two, inclusive, (E) developing and  
26 implementing best practices for parents in supporting preschool and  
27 kindergarten student learning, (F) developing and implementing  
28 strategies for children to transition from preschool to kindergarten,  
29 and (G) providing for professional development, including assisting in  
30 career ladder advancement, for school readiness staff.

31 Sec. 2. Subsection (d) of section 10-265f of the general statutes is  
32 repealed and the following is substituted in lieu thereof (*Effective July*  
33 *1, 2007*):

34 (d) In the case of proposals for intensive early intervention reading  
35 programs including after-school and summer programs, the plan shall:  
36 (1) Incorporate the competencies required for early reading success,  
37 critical indicators for teacher intervention and the components of a  
38 high quality early reading success curriculum in accordance with the  
39 findings of the Early Reading Success Panel delineated in section 10-  
40 221l; (2) provide for a period of time each day of individualized or  
41 small group instruction for each student; (3) provide for monitoring of  
42 programs and students and follow-up in subsequent grades,  
43 documentation of continuous classroom observation of students'  
44 reading behaviors and establishment of performance indicators  
45 aligned with the state-wide mastery examinations under chapter 163c,  
46 measures of efficacy of programs developed by the department  
47 pursuant to subsection (i) of this section, as amended by this act, the  
48 findings of the Early Reading Success Panel pursuant to section 10-221j

49 and other methodologies for assessing reading competencies  
50 established by the department pursuant to section 10-221i; (4) include a  
51 professional development component for teachers in grades  
52 kindergarten to three, inclusive, that emphasizes the teaching of  
53 reading and reading readiness and assessment of reading competency  
54 based on the findings of the Early Reading Success Panel pursuant to  
55 section 10-221j; (5) provide for on-site teacher training and coaching in  
56 the implementation of research-based reading instruction delineated in  
57 section 10-221l; (6) provide for parental involvement and ensure that  
58 parents have access to information on strategies that may be used at  
59 home to improve prereading or reading skills; (7) provide for data  
60 collection and program evaluation; and (8) include any additional  
61 information the commissioner deems relevant. Each school district that  
62 receives grant funds under this section shall annually report to the  
63 Department of Education on the district's progress toward reducing  
64 the achievement gap in reading, including data on student progress in  
65 reading and how such data have been used to guide professional  
66 development and the coaching process.

67 Sec. 3. Section 10-265f of the general statutes is amended by adding  
68 subsection (i) as follows (*Effective July 1, 2007*):

69 (NEW) (i) (1) The Department of Education shall develop measures  
70 of efficacy of the early reading intervention programs employed by  
71 grant recipients under this section and the department shall list  
72 programs that are efficacious and make such list available to grant  
73 recipients. Not later than January 1, 2008, the department shall report  
74 the measures of efficacy and the list of efficacious programs to the  
75 Governor and the General Assembly, in accordance with the  
76 provisions of section 11-4a.

77 (2) For the fiscal year ending June 30, 2008, and each fiscal year  
78 thereafter, using the measures developed pursuant to subdivision (1)  
79 of this subsection, the Department of Education shall determine the  
80 efficacy of the early reading intervention program employed by each  
81 grant recipient pursuant to this section. If any grant recipient is

82 determined to be employing a program that is not shown to be  
83 effective, the department shall require the grant recipient to employ a  
84 program listed as efficacious by the department pursuant to the  
85 provisions of subdivision (1) of this subsection.

86 Sec. 4. (*Effective July 1, 2007*) The Connecticut Health and  
87 Educational Facilities Authority, under chapter 187 of the general  
88 statutes, and the Department of Education shall develop a plan to  
89 increase capacity in school readiness programs under chapter 164 of  
90 the general statutes. Such plan shall include recommendations  
91 concerning needs for facility expansions and new facilities,  
92 professional development and changes to grant formulas for such  
93 programs. Not later than January 1, 2008, the authority and the  
94 Commissioner of Education shall report such plan, in accordance with  
95 the provisions of section 11-4a of the general statutes, to the Governor  
96 and the General Assembly.

97 Sec. 5. Section 10-265j of the general statutes is repealed and the  
98 following is substituted in lieu thereof (*Effective July 1, 2007*):

99 The Commissioner of Education shall establish two [pilot] model  
100 early childhood learning programs associated with institutions of  
101 higher education. [The pilot programs shall be established in priority  
102 school districts pursuant to section 10-266p or transitional school  
103 districts. One program shall be in a municipality with a population of  
104 fifty to one hundred thousand, inclusive, and one program shall be in a  
105 municipality with a population over one hundred thousand.] Each  
106 [pilot] program may include a laboratory school and a model day care  
107 program that serves sixty children ages three to five. Eligibility shall be  
108 determined for a five-year period. Grant awards shall be made  
109 annually during the five-year eligibility period, contingent upon  
110 available funding and a satisfactory annual evaluation. The  
111 Department of Education shall issue a request for proposals for the  
112 [pilot] programs. The commissioner shall provide grants in the amount  
113 of one hundred thousand dollars each for purposes of such [pilot]  
114 programs. The grants shall be provided from the amount appropriated

115 for purposes of section 10-265f.

116 Sec. 6. Subsection (e) of section 10-265f of the general statutes is  
 117 repealed and the following is substituted in lieu thereof (*Effective July*  
 118 *1, 2007*):

119 (e) (1) The [pilot] model programs established pursuant to section  
 120 10-265j, as amended by this act, shall be funded from the amount  
 121 appropriated for purposes of this section. The department shall use  
 122 ninety per cent of the remaining funds appropriated for purposes of  
 123 this section for grants to priority school districts. Priority school  
 124 districts shall receive grants based on their proportional share of the  
 125 sum of the products obtained by multiplying the number of enrolled  
 126 kindergarten students in each priority school district for the year prior  
 127 to the year the grant is to be paid, by the ratio of the average  
 128 percentage of free and reduced price meals for all severe need schools  
 129 in such district to the minimum percentage requirement for severe  
 130 need school eligibility. (2) The department shall use nine per cent of  
 131 such remaining funds for competitive grants to school districts in  
 132 which a priority elementary school is located. In awarding grants to  
 133 school districts in which priority elementary schools are located, the  
 134 department shall consider the town wealth, as defined in subdivision  
 135 (26) of section 10-262f, of the town in which the school district is  
 136 located, or in the case of regional school districts, the towns which  
 137 comprise the regional school district. Grants received by school  
 138 districts in which priority elementary schools are located shall not  
 139 exceed one hundred thousand dollars and shall be used for the  
 140 appropriate purpose at the priority elementary school. (3) The  
 141 department may retain up to one per cent of such remaining funds for  
 142 coordination, program evaluation and administration.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2007	10-16p(e)(3)
Sec. 2	July 1, 2007	10-265f(d)
Sec. 3	July 1, 2007	10-265f



The following fiscal impact statement and bill analysis are prepared for the benefit of members of the General Assembly, solely for the purpose of information, summarization, and explanation, and do not represent the intent of the General Assembly or either chamber thereof for any purpose:

---

**OFA Fiscal Note**

**State Impact:**

Agency Affected	Fund-Effect	FY 08 \$	FY 09 \$
Education, Dept.	GF - None	See Below	See Below

Note: GF=General Fund

**Municipal Impact:**

Municipalities	Effect	FY 08 \$	FY 09 \$
Various Municipalities	See Below	See Below	See Below

**Explanation**

Changes in the use of unexpended school readiness funds may alter the spread of such funds among eligible grant recipients. Currently unallocated funds can be provided as supplemental grants to other eligible towns that have the capacity to fill more early childhood slots and for other usages. Under the bill unallocated funds would be used to generally support school readiness programs which potentially results in those towns with capacity for more slots not receiving additional funds as they had in the past.

The State Department of Education can develop efficacy measures for early reading intervention programs with existing resources. Additionally The Connecticut Health and Educational Facilities Authority and the State Department of Education can develop a plan to increase school readiness capacity within existing resources.

Finally changes in the model early childhood learning programs associated with institutions of higher education may result in a change in recipients of the currently provided grants.

***The Out Years***

There is no fiscal impact in the out years.

**OLR Bill Analysis****sHB 7360*****AN ACT CONCERNING EARLY CHILDHOOD EDUCATION AND READING PROGRAMS.*****SUMMARY:**

This bill specifies how the education commissioner may use unexpended school readiness program funds. It requires the State Department of Education (SDE) to provide measures to determine the effectiveness of early reading intervention programs Early Reading Success grant recipients use. The bill requires SDE to assess programs' effectiveness and, if necessary, mandate grantees to implement programs that it has determined to be effective.

It also requires the establishment of two model early childhood learning programs similar to existing pilot early childhood programs.

Finally, the bill requires the Connecticut Health and Educational Facilities Authority and SDE to develop a plan to increase school readiness program capacity. The plan must include recommendations on facility needs, professional development, and grant formula changes. They must report on the plan to the governor and the legislature by January 1, 2008.

EFFECTIVE DATE: July 1, 2007

**UNEXPENDED SCHOOL READINESS FUNDS**

Under current law, a town must submit a plan to SDE by October 1 for spending all the noncompetitive school readiness grant funds for which it is eligible. Otherwise, SDE can use the unallocated funds for supplemental grants to other eligible towns and school readiness professional development and to conduct activities related to

preschool and kindergarten student development evaluations or assessments. The bill eliminates the requirement for a plan and appears to eliminate the authority to reallocate the funds during the fiscal year. Instead, it allows the education commissioner to use unexpended funds to generally support local school readiness programs.

In addition to professional development and preschool and kindergarten assessments, the bill specifically allows the commissioner to use the funds for (1) assisting local school readiness programs in meeting and maintaining accreditation requirements, (2) providing training in implementing the preschool curriculum frameworks and developing a state wide preschool curriculum, (3) developing assessments for first and second grade students, and (4) developing and implementing best practices for parents in supporting preschool and kindergarten student learning and for children to transition from preschool to kindergarten.

### **EARLY READING SUCCESS PROGRAMS**

The bill requires SDE to develop efficacy measures for early reading intervention programs used by Early Reading Success grant recipients. SDE must make a list of efficacious programs available to grant recipients. It must provide the measures and the list to the governor and the legislature by January 1, 2008.

Beginning with the 2008 fiscal year, SDE must annually use the measures to determine the efficacy of the programs used by each grant recipient. If SDE determines that a grant recipient is using an ineffective program, it must require the recipient to use a program from the SDE list.

The bill requires grant applicants to provide for the monitoring of programs, rather than just students, in their program proposals. It also requires the proposals to provide for the establishment of performance indicators that are aligned with the SDE efficacy measures, as well as the state-wide mastery test, Early Reading Success Panel findings, and

other methodologies, as existing law requires.

**MODEL PROGRAMS**

The bill requires the education commissioner to establish two model early childhood learning programs associated with higher education institutions. Each one may include a laboratory school and a model day care program for 60 children ages three to five. The bill requires SDE to issue requests for proposals for the programs and provide grants of \$100,000 each from Early Reading Success Program funds. Current law requires the establishment of two similar pilot programs, except that the pilots do not have to be associated with higher education institutions and are limited to certain towns.

The commissioner must determine grant eligibility for a five-year period with awards made annually, contingent on available funding and a satisfactory annual evaluation.

**COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute Change of Reference  
Yea 30 Nay 0 (03/29/2007)

Appropriations Committee

Joint Favorable Substitute  
Yea 47 Nay 0 (04/17/2007)