



General Assembly

Substitute Bill No. 405

February Session, 2008

* SB00405APP 040108 *

**AN ACT CONCERNING EARLY READING SUCCESS GRANTS AND
THE DISTRIBUTION OF PRIORITY SCHOOL DISTRICT GRANTS.**

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

1 Section 1. Subsection (b) of section 51 of public act 07-3 of the June
2 special session is repealed and the following is substituted in lieu
3 thereof (*Effective July 1, 2008*):

4 (b) For the fiscal year ending June 30, 2009, the distribution of
5 priority school district grants, pursuant to subsection (a) of section 10-
6 266p of the 2008 supplement to the general statutes, shall be as follows:
7 (1) For priority school districts in the amount of \$41,413,547; (2) for
8 school readiness in the amount of [~~\$76,338,972~~] \$74,538,972; (3) for
9 early reading success in the amount of \$19,747,286; (4) for extended
10 school building hours in the amount of \$2,994,752; and [(4)] (5) for
11 school accountability in the amount of \$3,499,699.

12 Sec. 2. Subsection (d) of section 10-265f of the 2008 supplement to
13 the general statutes is repealed and the following is substituted in lieu
14 thereof (*Effective July 1, 2008*):

15 (d) In the case of proposals for intensive early intervention reading
16 programs including after-school and summer programs, the plan shall:
17 (1) Incorporate the competencies required for early reading success,
18 critical indicators for teacher intervention and the components of a

19 high quality early reading success curriculum in accordance with the
20 findings of the Early Reading Success Panel delineated in section 10-
21 221l; (2) provide for a period of time each day of individualized or
22 small group instruction for each student; (3) provide for monitoring of
23 programs and students and follow-up in subsequent grades,
24 documentation of continuous classroom observation of students'
25 reading behaviors and establishment of performance indicators
26 aligned with the state-wide mastery examinations under chapter 163c,
27 measures of efficacy of programs developed by the department
28 pursuant to subsection (i) of this section, the findings of the Early
29 Reading Success Panel pursuant to section 10-221j and other
30 methodologies for assessing reading competencies established by the
31 department pursuant to section 10-221i; (4) include a professional
32 development component for teachers in grades kindergarten to three,
33 inclusive, that emphasizes the teaching of reading and reading
34 readiness and assessment of reading competency based on the findings
35 of the Early Reading Success Panel pursuant to section 10-221j; (5)
36 provide for on-site teacher training and coaching in the
37 implementation of research-based reading instruction delineated in
38 section 10-221l; (6) provide for parental involvement and ensure that
39 parents have access to information on strategies that may be used at
40 home to improve prereading or reading skills; (7) provide for data
41 collection and program evaluation; and (8) include any additional
42 information the commissioner deems relevant. Each school district that
43 receives grant funds under this section shall annually report to the
44 Department of Education on the district's progress toward reducing
45 the achievement gap in reading, including data on student progress in
46 reading, the percentage of students in grades one to three, inclusive,
47 who score at or above proficiency for their grade level based on
48 measures established by the State Board of Education and how such
49 data have been used to guide professional development and the
50 coaching process.

