



House of Representatives

General Assembly

File No. 150

February Session, 2018

House Bill No. 5335

House of Representatives, April 3, 2018

The Committee on Education reported through REP. FLEISCHMANN of the 18th Dist., Chairperson of the Committee on the part of the House, that the bill ought to pass.

AN ACT CONCERNING THE ALIGNMENT OF THE COORDINATED STATE-WIDE READING PLAN WITH THE STATE'S TWO-GENERATIONAL INITIATIVE.

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

1 Section 1. Section 10-14v of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2018*):

3 On or before January 1, 2014, the Department of Education shall
4 develop a coordinated state-wide reading plan for students in
5 kindergarten to grade three, inclusive, that contains strategies and
6 frameworks that are research-driven to produce effective reading
7 instruction and improvement in student performance. Such plan shall
8 include: (1) The alignment of reading standards, instruction and
9 assessments for students in kindergarten to grade three, inclusive; (2)
10 teachers' use of data on the progress of all students to adjust and
11 differentiate instructional practices to improve student reading
12 success; (3) the collection of information concerning each student's
13 reading background, level and progress so that teachers can use such
14 information to assist in the transition of a student's promotion to the

15 next grade level; (4) an intervention for each student who is not
16 making adequate progress in reading to help such student read at the
17 appropriate grade level; (5) enhanced reading instruction for students
18 who are reading at or above their grade level; (6) the coordination of
19 reading instruction activities between parents, students, teachers and
20 administrators of the school district at home and in school; (7) school
21 district reading plans; (8) parental involvement by providing parents
22 and guardians of students with opportunities for partnering with
23 teachers and school administrators to (A) create an optimal learning
24 environment, and (B) receive updates on the reading progress of their
25 student; (9) teacher training and reading performance tests aligned
26 with teacher preparation courses and professional development
27 activities; (10) incentives for schools that have demonstrated significant
28 improvement in student reading; (11) research-based literacy training
29 for early childhood care and education providers and instructors
30 working with children birth to five years of age, inclusive, and
31 transition plans relating to oral language and preliteracy proficiency
32 for children between prekindergarten and kindergarten; [and] (12) the
33 alignment of reading instruction with the common core state standards
34 adopted by the State Board of Education; and (13) the alignment of
35 reading instruction with the two-generational initiative established
36 pursuant to section 17b-112l, as amended by this act.

37 Sec. 2. Subsection (b) of section 17b-112l of the 2018 supplement to
38 the general statutes is repealed and the following is substituted in lieu
39 thereof (*Effective July 1, 2018*):

40 (b) The Office of Early Childhood shall serve as the two-
41 generational initiative's coordinating agency for the executive branch.
42 The initiative may review and consider the following, within available
43 appropriations:

44 (1) Improvements to the coordination and delivery of early learning
45 programs, adult education, child care, housing, job training,
46 transportation, financial literacy and other related support services,
47 including, but not limited to, health and mental health services, offered

48 at one location, wherever possible;

49 (2) Alignment of existing state and local support systems around (A)
50 the household, including how to leverage Temporary Assistance for
51 Needy Families block grant funds, and services to equip such
52 households with the tools and skills needed to overcome obstacles and
53 engage opportunities, and (B) the coordinated state-wide reading plan
54 for students in kindergarten to grade three, inclusive, developed
55 pursuant to section 10-14v, as amended by this act;

56 (3) Development of a long-term plan to coordinate, align and
57 optimize service delivery of relevant programs state wide. Such plan
58 may include, but need not be limited to, (A) the targeted use of
59 Temporary Assistance for Needy Families block grant funds, to the
60 extent permissible under federal law, to support two-generational
61 programming; (B) state incentives for private entities that develop such
62 two-generational programming; (C) streamlined resource, practice and
63 data sharing among and between agencies that serve families involved
64 in the initiative in order to best serve such families; and (D) the
65 development and assessment of two-generational programming
66 outcomes; and

67 (4) Partnerships between state and national philanthropic
68 organizations, as available, to provide support, technical assistance,
69 guidance and best practices to the participating communities in the
70 initiative and the advisory council established pursuant to subsection
71 (d) of this section.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2018	10-14v
Sec. 2	July 1, 2018	17b-112l(b)

ED *Joint Favorable*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note***State Impact:*** None***Municipal Impact:*** None***Explanation***

The bill does not result in a fiscal impact as the State Department of Education and the Office of Early Childhood have the expertise necessary to align reading instruction with the state two-generational initiative, and it is assumed the Commissioners will work together to ensure that the plans are aligned.

The Out Years***State Impact:*** None***Municipal Impact:*** None

OLR Bill Analysis**HB 5335*****AN ACT CONCERNING THE ALIGNMENT OF THE COORDINATED STATE-WIDE READING PLAN WITH THE STATE'S TWO-GENERATIONAL INITIATIVE.*****SUMMARY**

This bill (1) requires the State Department of Education to include the alignment of reading instruction with the two-generational initiative in its statewide reading plan and (2) allows the Office of Early Childhood, in its two-generational initiative and within available appropriations, to consider the alignment of state and local support systems around the statewide reading plan for students in kindergarten to grade three.

By law, the reading plan must contain various research-driven strategies and frameworks for effective reading instruction. The two-generational school readiness and workforce development initiative promotes early childhood care and education, health, and workforce readiness and self-sufficiency across two generations in the same household.

EFFECTIVE DATE: July 1, 2018

COMMITTEE ACTION

Education Committee

Joint Favorable

Yea 36 Nay 0 (03/14/2018)