Offered by:
SEN. MCCRARY, 2nd Dist.
REP. SANCHEZ, 25th Dist.
REP. MILLER P., 145th Dist.

To: Subst. Senate Bill No. 1018 File No. 918 Cal. No. 547

"AN ACT CONCERNING THE OPPORTUNITY GAP."

Strike everything after the enacting clause and substitute the following in lieu thereof:

"Section 1. Section 10-266q of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

(a) On or before September fifteenth of each fiscal year in which payment is to be made, the State Board of Education shall authorize grant awards. [Grant awards] A grant award shall be authorized only after (1) [proposals] a proposal for such [grants have] grant has been submitted to the [commissioner] Commissioner of Education by the local board of education for a school [districts] district described in section 10-266p, as amended by this act, at such time and in such manner as the commissioner shall prescribe, and after the commissioner and [each] such school district [have] has reached agreement regarding how such grant shall be [utilized] expended, or
(2) for the school years commencing July 1, 2022, to July 1, 2024, inclusive, the commissioner has developed a plan for the expenditure of such grant for a local board of education described in subdivision (3) of subsection (c) of this section in accordance with the provisions of said subdivision. Each proposal or plan shall be based on a three-year project plan and include, but not be limited to, an explanation of project goals, objectives, evaluation strategies and budget which shall identify local funding and other resource contributions for the three-year period. [provided proposals shall give priority to the development or expansion of extended-day kindergarten programs.]

(b) [A] Except as otherwise provided in subsection (c) of this section, for the school year commencing July 1, 2019, and each school year thereafter, a priority school district grant shall be payable to the local board of education for [the] a school [districts] district described in section 10-266p, as amended by this act, which shall [use the funds] expend such grant for any of the following uses: (1) The creation or expansion of programs or activities related to dropout prevention, (2) alternative and transitional programs for students having difficulty succeeding in traditional educational programs, (3) academic enrichment, tutorial and recreation programs or activities in school buildings during nonschool hours and during the summer, (4) development or expansion of extended-day kindergarten programs, (5) development or expansion of [early reading intervention programs] scientifically-based reading research and instruction, as defined in section 10-14u, including summer and after-school programs, (6) enhancement of the use of technology to support instruction or improve parent and teacher communication, (7) initiatives to strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies, which may be in accordance with the provisions of section 10-4g, [or] (8) for purposes of obtaining accreditation for elementary and middle schools from the New England Association of Schools and Colleges, (9) numeracy instruction, or (10) support to chronically absent children, as defined in
section 10-198c, and reducing the district chronic absenteeism rate, as defined in section 10-198c. Each such board of education shall use at least twenty per cent of its grant for early reading intervention programs. Each such board of education shall use its grant to supplement existing programs or create new programs. If the State Board of Education finds that any such grant is being used for other purposes or is being used to decrease the local share of support for schools, it may require repayment of such grant to the state.

(c) (1) Not later than March 1, 2022, the Commissioner of Education shall determine whether the accountability index, as defined in section 10-223e, for each local board of education for a school district described in section 10-266p, as amended by this act, has improved during the school years commencing July 1, 2018, to July 1, 2020, inclusive.

(2) For the school years commencing July 1, 2022, to July 1, 2024, inclusive, any such board whose accountability index has improved during the school years commencing July 1, 2018, to July 1, 2020, inclusive, shall (A) submit a proposal to the commissioner in accordance with the provisions of subdivision (1) of subsection (a) of this section, and (B) expend the priority school district grant for any of the uses described in subsection (b) of this section.

(3) For the school years commencing July 1, 2022, to July 1, 2024, inclusive, if the accountability index for any such board has not improved during the school years commencing July 1, 2018, to July 1, 2020, inclusive, then the commissioner shall (A) develop a three-year plan for the expenditure of the priority school district grant for such board, and (B) expend such grant for any of the following uses: (i) Scientifically-based reading research and instruction, as defined in section 10-14u, (ii) numeracy instruction, and (iii) support to chronically absent children, as defined in section 10-198c, and reducing the district chronic absenteeism rate, as defined in section 10-198c.

[(c)] (d) Each priority school district grant shall be awarded by the
State Board of Education on an annual basis. Funding in subsequent years shall be based on funds available, annual application and program evaluation.

Sec. 2. Subsection (a) of section 10-266p of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

(a) The State Board of Education shall administer a priority school district grant program to assist certain school districts to improve student achievement and enhance educational opportunities. [The grant program shall include the priority school district portions of the grant programs established pursuant to sections 10-265f, 10-265m and 10-266t.] The priority school district grant program [and its component parts] shall be for school districts in (1) the eight towns in the state with the largest population, based on the most recent federal decennial census, (2) towns which rank for the first fiscal year of each biennium from one to eleven when all towns are ranked in descending order from one to one hundred sixty-nine based on the number of children under the temporary family assistance program, as defined in subdivision (17) of section 10-262f, plus the mastery count of the town, as defined in subdivision (13) of section 10-262f, and (3) towns which rank for the first fiscal year of each biennium one to eleven when all towns are ranked in descending order from one to one hundred sixty-nine based on the ratio of the number of children under the temporary family assistance program as so defined to the resident students of such town, as defined in subdivision (22) of section 10-262f, plus the grant mastery percentage of the town, as defined in subdivision (12) of section 10-262f. The State Board of Education shall utilize the categorical grant program established under this section and sections 10-266q and 10-266r, as amended by this act, and other educational resources of the state to work cooperatively with such school districts during any school year to improve their educational programs or early reading intervention programs. [The component parts of the grant shall be allocated according to the provisions of sections 10-265f, 10-265m and 10-266t.] Subject to the provisions of subsection (c) of section
10-276a, the State Board of Education shall allocate one million dollars
to each of the eight towns described in subdivision (1) of this
subsection and five hundred thousand dollars to each of the towns
described in subdivisions (2) and (3) of this subsection, except the
towns described in subdivision (1) of this subsection shall not receive
any additional allocation if they are also described in subdivision (2) or
(3) of this subsection.

Sec. 3. Section 10-266r of the general statutes is repealed and the
following is substituted in lieu thereof (Effective July 1, 2019):

(a) The State Board of Education shall prepare an evaluation of the
priority school district grant program not later than [December 15,

(b) Each school district participating in the [project] priority school
district grant program shall prepare an annual [project] program
evaluation, which shall include a description of program activities and
[documentation of program improvement and student achievement]
whether such program is (1) improving student achievement and
enhancing educational opportunities in the school district, and (2)
achieving the objectives and performance targets approved by the
Commissioner of Education as stated in the proposal submitted by the
school district pursuant to subdivision (1) of subsection (a) of section
10-266q, as amended by this act, or the plan developed by the
commissioner pursuant to subdivision (3) of subsection (c) of section
10-266q, as amended by this act. Each such evaluation shall be
submitted to the commissioner on or before August fifteenth of the
fiscal year following each fiscal year in which the school district
participated in the priority school district program.

(c) [Within] Not later than sixty days after the close of the school
year, each local board of education which received a priority school
district grant shall file with the commissioner a financial statement of
expenditures in such form as the commissioner shall prescribe. The
State Board of Education shall periodically review grant payments
made pursuant to this section in order to determine that such state funds received are being used for the purposes specified in the application. On or before December thirty-first of the fiscal year following the fiscal year in which payment was received, each local board which received a priority school district grant shall file with the commissioner a financial audit in such form as prescribed by the commissioner.

Sec. 4. (NEW) (Effective July 1, 2019) (a) The Department of Education shall establish a Center for Literacy Research and Reading Success. The center shall be responsible for (1) collaborating with the department in the implementation of the coordinated state-wide reading plan for students in kindergarten to grade five, inclusive, established pursuant to section 10-14v of the general statutes, (2) researching and developing, in collaboration with the department and Office of Early Childhood, a birth to grade twelve, inclusive, reading success strategy to be included in the alignment of reading instruction with the two-generational initiative, established pursuant to section 17b-112l of the general statutes, (3) providing direct support to schools and boards of education to improve reading outcomes for students in kindergarten to grade three, inclusive, through coaching, leadership training, professional development, parental engagement and technical assistance that is consistent with the intensive reading instruction program, as described in section 10-14u of the general statutes, and aligned with evidence-based practices, (4) developing and maintaining an Internet web site for the purpose of (A) disseminating tools and information associated with the intensive reading instruction program and other reading initiatives, and (B) supporting the community of teachers, schools and boards of education engaged in improving student reading, and (5) serving as a collaborative center for institutions of higher education and making available to the faculty of teacher preparation programs (A) the science of teaching reading, (B) the intensive reading instruction program, and (C) samples of available curriculum.

(b) The center shall be under the direction of a coordinator who
shall, in consultation with the Reading Leadership Advisory Council described in subsection (c) of this section, be responsible for (1) overseeing all activities of the center, (2) facilitating communication between the center and boards of education, the Department of Education and other affiliates of the center, and (3) coordinating the dissemination of information, tools and services made available by the center.

(c) The policies and goals for the center shall be established by the Reading Leadership Advisory Council, which shall consist of the following members: (1) The coordinator of the center, or the coordinator's designee, (2) the director of reading initiatives for the Department of Education, as described in section 10-3c of the general statutes, (3) the executive director of the Commission on Women, Children and Seniors, or the executive director's designee, (4) literacy experts, designated by the coordinator, who are engaged in the development and implementation of the intensive reading instruction program, (5) an individual designated by the chairperson of the Black and Puerto Rican Caucus of the General Assembly, provided such individual is not a member of the General Assembly, and (6) the dean of the Neag School of Education at The University of Connecticut, or the dean's designee. The Reading Leadership Advisory Council shall develop and publish the annual goals for the center and meet at least once every two months. The Reading Leadership Advisory Council may establish an advisory board that consists of representatives from public, private and philanthropic organizations, and is responsible for providing advice, guidance and resources for the center's goal and mission.

(d) The center shall hire reading coaches who have experience and expertise in the intensive reading instruction program. Such reading coaches shall (1) provide training and professional development on the intensive reading instruction program, literacy leadership and effective instruction to teachers, (2) work directly with teachers to support the implementation of the intensive reading instruction program and attend school and school district leadership, data and planning
meetings, (3) provide coaching to teachers, and (4) lead and participate in family engagement activities.

(e) For purposes of establishing and administering the center under this section, the Department of Education may enter into a memorandum of understanding with a public institution of higher education that has expertise in scientifically-based reading research and instruction, as defined in section 10-14u of the general statutes, and prior experience in the delivery of comprehensive school-wide evidence-based reading instruction and intervention in grades kindergarten to five, inclusive."

This act shall take effect as follows and shall amend the following sections:

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<thead>
<tr>
<th>Section</th>
<th>Effective Date</th>
<th>New Code(s)</th>
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<tbody>
<tr>
<td>Section 1</td>
<td>July 1, 2019</td>
<td>10-266q</td>
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<tr>
<td>Sec. 2</td>
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<td>10-266p(a)</td>
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<td>Sec. 3</td>
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<td>Sec. 4</td>
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