



General Assembly

February Session, 2020

Raised Bill No. 5380

LCO No. 1510



Referred to Committee on EDUCATION

Introduced by:
(ED)

AN ACT CONCERNING SCHOOL LITERACY.

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

1 Section 1. Section 10-14t of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2020*):

3 (a) On or before [January 1, 2016] July 1, 2020, the Department of
4 Education shall develop or approve reading assessments for use by local
5 and regional boards of education for towns designated as an alliance
6 district, as defined in section 10-262u, as amended by this act, for the
7 school year commencing July 1, [2016] 2020, and each school year
8 thereafter, to identify students in kindergarten to grade [three] five,
9 inclusive, who are below proficiency in reading, provided any reading
10 assessments developed or approved by the department include
11 frequent screening and progress monitoring of students. Such reading
12 assessments shall (1) measure phonics, phonemic awareness, fluency,
13 vocabulary, and comprehension, (2) provide opportunities for periodic
14 formative assessment during the school year, (3) produce data that is
15 useful for informing individual and classroom instruction, including the
16 grouping of students based on such data and the selection of

17 instructional activities based on data of individual student response
18 patterns during such progress monitoring, (4) be compatible with best
19 practices in reading instruction and research, and (5) assist in
20 identifying, in whole or in part, students at risk for dyslexia, as defined
21 in section 10-3d, or other reading-related learning disabilities.

22 (b) Not later than [February 1, 2016] July 1, 2020, the Commissioner
23 of Education shall submit the reading assessments developed or
24 approved under this section to the joint standing committee of the
25 General Assembly having cognizance of matters relating to education,
26 in accordance with the provisions of section 11-4a.

27 Sec. 2. Section 10-14u of the general statutes is repealed and the
28 following is substituted in lieu thereof (*Effective July 1, 2020*):

29 (a) As used in this section:

30 (1) "Achievement gap" means the existence of a significant disparity
31 in the academic performance of students among and between (A) racial
32 groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and
33 (E) English language learners and students whose primary language is
34 English.

35 (2) "Scientifically-based reading research and instruction" means (A)
36 a comprehensive program or a collection of instructional practices that
37 is based on reliable, valid evidence showing that when such programs
38 or practices are used, students can be expected to achieve satisfactory
39 reading progress, and (B) the integration of instructional strategies for
40 continuously assessing, evaluating and communicating the student's
41 reading progress and needs in order to design and implement ongoing
42 interventions so that students of all ages and proficiency levels can read
43 and comprehend text and apply higher level thinking skills. Such
44 comprehensive program or collection of practices [shall include]
45 includes, but is not [be] limited to, instruction in five areas of reading:
46 Phonemic awareness, phonics, fluency, vocabulary, and text
47 comprehension.

48 (b) For the school year commencing July 1, [2014] 2020, and each
49 school year thereafter, the Commissioner of Education, in consultation
50 with the coordinator of the Center for Literacy Research and Reading
51 Success, established pursuant to section 5 of this act, shall create an
52 intensive reading instruction program to improve student literacy in
53 grades kindergarten to grade [three] five, inclusive, and close the
54 achievement gap. Such intensive reading instruction program shall
55 include routine reading assessments for students in kindergarten to
56 grade [three] five, inclusive, scientifically-based reading research and
57 instruction, an intensive reading intervention strategy, as described in
58 subsection (c) of this section, supplemental reading instruction and
59 reading remediation plans, as described in subsection (d) of this section,
60 and an intensive summer school reading program, as described in
61 subsection (e) of this section. [For the school year commencing July 1,
62 2014, the commissioner shall select five elementary schools that are (1)
63 located in an educational reform district, as defined in section 10-262u,
64 (2) participating in the commissioner's network of schools, pursuant to
65 section 10-223h, or (3) among the lowest five per cent of elementary
66 schools in school subject performance indices for reading and
67 mathematics, as defined in section 10-223e, to participate in the
68 intensive reading instruction program and for the school year
69 commencing July 1, 2015, and each school year thereafter, the
70 commissioner may select up to five additional such elementary schools
71 to participate in the intensive reading instruction program.] For the
72 school year commencing July 1, 2020, the commissioner, in consultation
73 with the Center for Literacy Research and Reading Success, shall
74 provide, upon request, such intensive reading instruction program to a
75 local or regional board of education for a town designated as an alliance
76 district, as defined in section 10-262u, as amended by this act, or may
77 include such intensive reading instruction program in the tiered
78 supports in early literacy provided under the reading readiness
79 program pursuant to section 10-14y, as amended by this act.

80 (c) On or before July 1, [2014] 2020, the Department of Education, in
81 consultation with the coordinator of the Center for Literacy Research

82 and Reading Success, shall develop an intensive reading intervention
83 strategy for use by [schools selected by the Commissioner of Education
84 to participate in the intensive reading instruction program to address
85 the achievement gap at such schools and to] any elementary school
86 located in an alliance district that enrolls students who are not reading
87 at or above grade level to ensure that [all] such students are reading
88 proficiently by grade [three] five in such schools. Such intensive reading
89 intervention strategy [for schools] shall (1) include, but not be limited
90 to, (A) rigorous assessments in reading skills, (B) scientifically-based
91 reading research and instruction, (C) [one] external literacy [coach for]
92 coaches made available to each school [, to be funded by the
93 department,] who will work with the reading data collected, support the
94 principal of the school as needed, observe, and coach classes and
95 supervise the reading interventions, (D) [four] reading interventionists
96 [for each school, to be funded by the department,] who will develop a
97 reading remediation plan for any student who is reading below
98 proficiency, be responsible for all supplemental reading instruction, and
99 conduct reading assessments as needed, and (E) training for teachers
100 and administrators in scientifically-based reading research and
101 instruction, including [,] training for school administrators on how to
102 assess a classroom to ensure that all children are proficient in reading
103 by grade [three] five, and (2) outline, at a minimum, how (A) reading
104 data will be collected, analyzed and used for purposes of instructional
105 development, (B) professional and leadership development will be
106 related to reading data analysis and used to support individual teacher
107 and classroom needs, (C) [the selected] schools will communicate with
108 parents and guardians of students on reading instruction strategies and
109 student reading performance goals, and on opportunities for parents
110 and guardians to partner with teachers and school administrators to
111 improve reading at home and at school, (D) teachers and school leaders
112 will be trained in the science of teaching reading, (E) periodic student
113 progress reports will be issued, and (F) such [selected school] intensive
114 reading intervention strategy will be monitored at the classroom level.
115 The commissioner shall review and evaluate the [school] intensive
116 reading intervention strategy for model components that may be used

117 and replicated in other [schools and school] alliance districts to ensure
118 that all children are proficient in reading by grade [three] five.

119 (d) (1) For the school year commencing July 1, [2014] 2020, and each
120 school year thereafter, each [school selected by the Commissioner of
121 Education to participate in the intensive reading instruction program
122 under this section shall] local and regional board of education for a town
123 designated as an alliance district shall, in consultation with the
124 coordinator of the Center for Literacy Research and Reading Success,
125 provide supplemental reading instruction to students in kindergarten
126 to grade [three] five, inclusive, who are reading below proficiency, as
127 identified by the reading assessment described in section 10-14t, as
128 amended by this act. Such supplemental reading instruction shall be
129 provided by a reading interventionist during regular school hours.

130 (2) A reading remediation plan shall be developed by a reading
131 interventionist for each student in an alliance district in kindergarten to
132 grade [three] five, inclusive, who has been identified as reading below
133 proficiency to address and correct the reading deficiency of such
134 student. Such remediation plan shall include instructional strategies
135 that utilize research based reading instruction materials and teachers
136 trained in reading instruction, parental involvement in the
137 implementation of the remediation plan and regular progress reports on
138 such student.

139 (3) The principal of [a school selected by the Commissioner of
140 Education to participate in the intensive reading instruction program
141 under this section] each school in an alliance district shall notify the
142 parent or guardian of any student in kindergarten to grade [three] five,
143 inclusive, who has been identified as being below proficiency in
144 reading. Such notice shall be in writing and (A) include an explanation
145 of why such student is below proficiency in reading, and (B) inform such
146 parent or guardian that a remediation plan, as described in subdivision
147 (2) of this subsection, will be developed for such student to provide
148 supplemental reading instruction, including strategies for the parent or
149 guardian to use at home with such student.

150 (e) (1) [Any student enrolled in a school selected by the
151 Commissioner of Education that is located in a priority school district,
152 pursuant to section 10-266p, to participate in the intensive reading
153 instruction program under this section and who is reading below
154 proficiency at the end of the school year shall be enrolled in] Each local
155 and regional board of education for a town designated as an alliance
156 district shall, in consultation with the coordinator of the Center for
157 Literacy Research and Reading Success, provide any student in
158 kindergarten to grade five, inclusive, who is reading below proficiency
159 at the end of the school year with an intensive summer school reading
160 instruction program. Such intensive summer school reading instruction
161 program shall include, (A) a comprehensive reading intervention
162 program, (B) scientifically-based reading research and instruction
163 strategies and interventions, (C) diagnostic assessments administered to
164 a student prior to or during an intensive summer school reading
165 instruction program to determine such student's particularized need for
166 instruction, (D) teachers who are trained in the teaching of reading and
167 reading assessment and intervention, and (E) weekly progress
168 monitoring to assess the reading progress of such student and tailor
169 instruction for such student.

170 (2) [The principal of a school selected by the Commissioner of
171 Education to participate in] Each local and regional board of education
172 for a town designated as an alliance district providing supplemental
173 reading instruction as part of the intensive reading instruction program
174 under this section shall submit reports to the Department of Education,
175 at such time and in such manner as prescribed by the department, on
176 (A) student reading progress for each student reading below proficiency
177 based on the data collected from the screening and progress monitoring
178 of such student using the reading assessments described in section 10-
179 14t, as amended by this act, and (B) the specific reading interventions
180 and supports implemented.

181 (f) Not later than October 1, [2015] 2020, and annually thereafter, the
182 department shall report to the joint standing committee of the General
183 Assembly having cognizance of matters relating to education, in

184 accordance with the provisions of section 11-4a, on student reading
185 levels [in schools participating] in the intensive reading instruction
186 program. Such report shall include recommendations on model
187 components of the school intensive reading intervention strategy that
188 may be used and replicated in other [schools and school] alliance
189 districts.

190 Sec. 3. Section 10-14v of the general statutes is repealed and the
191 following is substituted in lieu thereof (*Effective July 1, 2020*):

192 On or before January 1, [2014] 2020, the Department of Education
193 shall, in collaboration with the Center for Literacy Research and
194 Reading Success, established pursuant to section 5 of this act, develop a
195 coordinated state-wide reading plan for students in kindergarten to
196 grade [three] five, inclusive, that contains strategies and frameworks
197 that are research-driven to produce effective reading instruction and
198 improvement in student performance. Such plan shall include: (1) The
199 alignment of reading standards, instruction and assessments for
200 students in kindergarten to grade [three] five, inclusive; (2) teachers' use
201 of data on the progress of all students to adjust and differentiate
202 instructional practices to improve student reading success; (3) the
203 collection of information concerning each student's reading
204 background, level and progress so that teachers can use such
205 information to assist in the transition of a student's promotion to the
206 next grade level; (4) an intervention for each student who is not making
207 adequate progress in reading to help such student read at the
208 appropriate grade level; (5) enhanced reading instruction for students
209 who are reading at or above their grade level; (6) the coordination of
210 reading instruction activities between parents, students, teachers and
211 administrators of the school district at home and in school; (7) school
212 district reading plans; (8) parental involvement by providing parents
213 and guardians of students with opportunities for partnering with
214 teachers and school administrators to (A) create an optimal learning
215 environment, and (B) receive updates on the reading progress of their
216 student; (9) teacher training and reading performance tests aligned with
217 teacher preparation courses and professional development activities;

218 (10) incentives for schools that have demonstrated significant
219 improvement in student reading; (11) research-based literacy training
220 for early childhood care and education providers and instructors
221 working with children birth to five years of age, inclusive, and transition
222 plans relating to oral language and preliteracy proficiency for children
223 between prekindergarten and kindergarten; (12) the alignment of
224 reading instruction with the common core state standards adopted by
225 the State Board of Education; and (13) the alignment of reading
226 instruction with the two-generational initiative established pursuant to
227 section 17b-112l.

228 Sec. 4. Section 10-14y of the general statutes is repealed and the
229 following is substituted in lieu thereof (*Effective July 1, 2020*):

230 (a) The Department of Education shall, within available
231 appropriations and in collaboration with the Center for Literacy
232 Research and Reading Success, established pursuant to section 5 of this
233 act, establish a reading readiness program that provides tiered supports
234 in early literacy to each school district designated as an alliance district,
235 pursuant to section 10-262u, as amended by this act, and each school
236 participating in the commissioner's network of schools, pursuant to
237 section 10-223h. The department shall conduct an assessment of the
238 reading readiness of students enrolled in kindergarten to grade [three]
239 five, inclusive, for each such school and school district. Such reading
240 readiness assessment shall consider any combination of the following:
241 (1) Whether such school or school district has developed and is
242 implementing a multiyear plan and allocated resources specifically for
243 early literacy in kindergarten to grade [three] five, inclusive, (2) whether
244 teachers and administrators have received training regarding the
245 science of teaching reading, and the extent to which teachers and
246 administrators have completed the program of professional
247 development in scientifically-based reading research and instruction,
248 pursuant to section 10-148b, (3) the level of access to external coaches in
249 literacy, and (4) whether there is reading intervention staff embedded at
250 such school or in the school district.

251 (b) The department shall identify the early literacy needs of each
252 school and school district described in subsection (a) of this section
253 based on the results of the reading readiness assessment conducted
254 pursuant to [said] subsection (a) of this section, and provide, in
255 collaboration with the Center for Literacy Research and Reading
256 Success, tiered supports in early literacy as follows:

257 (1) Tier one universal supports shall [be provided to each such school
258 district that is an educational reform district, as defined in section 10-
259 262u, and] include online professional development modules aligned
260 with the reading instruction survey, as described in section 10-145r, and
261 other literacy modules and programs available in the state;

262 (2) Tier two targeted supports shall include (A) a two-year program
263 of literacy leadership training for certain teachers and administrators,
264 (B) targeted professional development, in accordance with the
265 provisions of section 10-148b, using the results of the reading instruction
266 survey, as described in section 10-145r, and (C) external coaching
267 support using funding received pursuant to section 10-223h or 10-262u,
268 as amended by this act; and

269 (3) Tier three intensive supports shall include multiyear support from
270 the department and a commitment from such school or school district,
271 that includes, but need not be limited to, (A) the use of funding received
272 pursuant to section 10-262u, as amended by this act, to support an early
273 literacy program for students enrolled in kindergarten to grade [three]
274 five, inclusive, (B) technical support in the drafting and submission of
275 alliance district reading plans, as described in section 10-262u, as
276 amended by this act, (C) identifying and embedding dedicated literacy
277 coaches and reading interventionists, (D) targeted and intensive
278 professional development, and (E) funds for assessment and
279 instructional materials.

280 (c) Any tiered supports in early literacy provided under this section
281 shall be aligned with any turnaround plan, developed pursuant to
282 section 10-223h, or alliance district plan, developed pursuant to section

283 10-262u, as amended by this act, as applicable.

284 Sec. 5. (NEW) (*Effective July 1, 2020*) (a) The Department of Education
285 shall establish a Center for Literacy Research and Reading Success. The
286 center shall be responsible for (1) collaborating with the department in
287 the implementation of the coordinated state-wide reading plan for
288 students in kindergarten to grade five, inclusive, established pursuant
289 to section 10-14v of the general statutes, as amended by this act; (2)
290 researching and developing, in collaboration with the department and
291 Office of Early Childhood, a birth to grade twelve reading success
292 strategy to be included in the alignment of reading instruction with the
293 two-generational initiative, established pursuant to section 17b-112l of
294 the general statutes; (3) providing direct support to schools and boards
295 of education to improve reading outcomes for students in kindergarten
296 to grade five, inclusive, through coaching, leadership training,
297 professional development, parental engagement and technical
298 assistance that is consistent with the intensive reading instruction
299 program, as described in section 10-14u of the general statutes, as
300 amended by this act, and aligned with evidence-based practices; (4)
301 developing and maintaining an Internet web site for the purpose of (A)
302 disseminating tools and information associated with the intensive
303 reading instruction program and other reading initiatives, and (B)
304 supporting the community of teachers, schools and boards of education
305 engaged in improving student reading; and (5) serving as a
306 collaborative center for institutions of higher education and making
307 available to the faculty of teacher preparation programs (A) the science
308 of teaching reading, (B) the intensive reading instruction program, and
309 (C) samples of available curriculum.

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

317 center.

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

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

347 (e) For purposes of establishing and administering the center under
348 this section, the Department of Education may enter into a
349 memorandum of understanding with a public institution of higher

350 education that has expertise in scientifically-based reading research and
351 instruction, as defined in section 10-14u of the general statutes, as
352 amended by this act, and prior experience in the delivery of
353 comprehensive school-wide, evidence-based reading instruction and
354 intervention in grades kindergarten to five, inclusive.

355 Sec. 6. (*Effective from passage*) (a) There is established a working group
356 to study issues relating to the teaching of scientifically-based reading
357 research and instruction, as defined in section 10-14u of the general
358 statutes, as amended by this act, as part of teacher preparation
359 programs, as defined in section 10-10a of the general statutes, offered by
360 public and independent institutions of higher education in the state.
361 Such study shall include, but need not be limited to, an examination of
362 (1) whether, or to what extent, (A) such teacher preparation programs
363 are providing, pursuant to subsection (e) of section 10-145a of the
364 general statutes, instruction on the knowledge and pedagogy of the
365 science of reading and the skills that are tested as part of the reading
366 instruction examination approved by the State Board of Education on
367 April 1, 2009, and (B) professors in such teacher preparation programs
368 have received training on or are competent to provide such instruction,
369 and (2) the number of credit hours of such instruction being provided in
370 such teacher preparation programs.

371 (b) The working group shall consist of the following members:

372 (1) The director of reading initiatives for the Department of
373 Education, as described in section 10-3c of the general statutes, as
374 amended by this act;

375 (2) The executive director of the Commission on Women, Children
376 and Seniors, or the executive director's designee;

377 (3) Three members who are representatives from the Neag School of
378 Education at The University of Connecticut, appointed by the president
379 of The University of Connecticut;

380 (4) Four members who are representatives from each of the teacher

381 preparation programs offered at Western Connecticut State University,
382 Southern Connecticut State University, Eastern Connecticut State
383 University and Central Connecticut State University, appointed by the
384 president of the Connecticut State Colleges and Universities;

385 (5) Three members who are representatives from teacher preparation
386 programs offered by independent institutions of higher education in the
387 state, appointed by the president of the Connecticut Conference of
388 Independent Colleges; and

389 (6) Two members who have expertise in scientifically-based reading
390 research and instruction, appointed by the executive director of the
391 Commission on Women, Children and Seniors.

392 (c) All appointments to the working group shall be made not later
393 than thirty days after the effective date of this section. Any vacancy shall
394 be filled by the appointing authority.

395 (d) The director of reading initiatives for the Department of
396 Education shall schedule the first meeting of the working group, which
397 shall be held not later than sixty days after the effective date of this
398 section. The members of the working group shall elect the chairperson
399 of the working group from among the members of the working group
400 at the first meeting.

401 (e) Not later than January 1, 2022, the working group shall submit a
402 report on its findings and recommendations to the joint standing
403 committees of the General Assembly having cognizance of matters
404 relating to education and higher education, in accordance with the
405 provisions of section 11-4a of the general statutes. Such report shall
406 include a recommendation as to the appropriate number of credit hours
407 for the instruction on the knowledge and pedagogy of the science of
408 reading and the skills that are tested as part of the reading instruction
409 examination approved by the State Board of Education on April 1, 2009.
410 The working group shall terminate on the date that it submits such
411 report or January 1, 2021, whichever is later.

412 Sec. 7. Section 10-3c of the general statutes is repealed and the
413 following is substituted in lieu thereof (*Effective July 1, 2020*):

414 There shall be a director of reading initiatives within the Department
415 of Education. The director shall be responsible for (1) administering the
416 intensive reading instruction program to improve student literacy in
417 kindergarten to grade [three] five, inclusive, and close the achievement
418 gap, pursuant to section 10-14u, as amended by this act, (2) assisting in
419 the development and administration of the program of professional
420 development for teachers and principals in scientifically-based reading
421 research and instruction, pursuant to section 10-148b, (3) administering
422 the coordinated state-wide reading plan for students in kindergarten to
423 grade [three] five, inclusive, pursuant to section 10-14v, as amended by
424 this act, (4) administering the incentive program described in section 10-
425 14w, (5) providing assistance to local and regional boards of education
426 in the administration of the reading assessments described in section 10-
427 14t, as amended by this act, and the implementation of school district
428 reading plans, (6) providing information and assistance to parents and
429 guardians of students relating to reading and literacy instruction, (7)
430 addressing reading and literacy issues related to students who are
431 English language learners, and (8) developing and administering any
432 other state-wide reading and literacy initiatives for students in
433 kindergarten to grade twelve, inclusive.

434 Sec. 8. Subsection (d) of section 10-262u of the general statutes is
435 repealed and the following is substituted in lieu thereof (*Effective July 1,*
436 *2020*):

437 (d) The local or regional board of education for a town designated as
438 an alliance district may apply to the Commissioner of Education, at such
439 time and in such manner as the commissioner prescribes, to receive any
440 increase in funds received over the amount the town received for the
441 prior fiscal year pursuant to subsection (a) of section 10-262i.
442 Applications pursuant to this subsection shall include objectives and
443 performance targets and a plan that are developed, in part, on the
444 strategic use of student academic performance data. Such plan may

445 include, but not be limited to, the following: (1) A tiered system of
446 interventions for the schools under the jurisdiction of such board based
447 on the needs of such schools, (2) ways to strengthen the foundational
448 programs in reading, through the intensive reading instruction program
449 pursuant to section 10-14u, as amended by this act, to ensure reading
450 mastery in kindergarten to grade [three] five, inclusive, with a focus on
451 standards and instruction, proper use of data, intervention strategies,
452 current information for teachers, parental engagement, and teacher
453 professional development, (3) additional learning time, including
454 extended school day or school year programming administered by
455 school personnel or external partners, (4) a talent strategy that includes,
456 but is not limited to, teacher and school leader recruitment and
457 assignment, career ladder policies that draw upon guidelines for a
458 model teacher evaluation program adopted by the State Board of
459 Education, pursuant to section 10-151b, and adopted by each local or
460 regional board of education. Such talent strategy may include
461 provisions that demonstrate increased ability to attract, retain, promote
462 and bolster the performance of staff in accordance with performance
463 evaluation findings and, in the case of new personnel, other indicators
464 of effectiveness, (5) training for school leaders and other staff on new
465 teacher evaluation models, (6) provisions for the cooperation and
466 coordination with early childhood education providers to ensure
467 alignment with district expectations for student entry into kindergarten,
468 including funding for an existing local Head Start program, (7)
469 provisions for the cooperation and coordination with other
470 governmental and community programs to ensure that students receive
471 adequate support and wraparound services, including community
472 school models, (8) provisions for implementing and furthering state-
473 wide education standards adopted by the State Board of Education and
474 all activities and initiatives associated with such standards, (9) strategies
475 for attracting and recruiting minority teachers and administrators, (10)
476 provisions for the enhancement of bilingual education programs,
477 pursuant to section 10-17f, or other language acquisition services to
478 English language learners, including, but not limited to, participation in
479 the English language learner pilot program, established pursuant to

480 section 10-17n, (11) entering into the model school district
 481 responsibilities agreement, described in section 10-223l, (12) leadership
 482 succession plans that provide training and learning opportunities for
 483 administrators and are designed to assist in the seamless transition of
 484 school and district personnel in and out of leadership positions in the
 485 school district and the continuous implementation of plans developed
 486 under this subsection, and (13) any additional categories or goals as
 487 determined by the commissioner. Such plan shall demonstrate
 488 collaboration with key stakeholders, as identified by the commissioner,
 489 with the goal of achieving efficiencies and the alignment of intent and
 490 practice of current programs with conditional programs identified in
 491 this subsection. The commissioner may (A) require changes in any plan
 492 submitted by a local or regional board of education before the
 493 commissioner approves an application under this subsection, and (B)
 494 permit a local or regional board of education, as part of such plan, to use
 495 a portion of any funds received under this section for the purposes of
 496 paying tuition charged to such board pursuant to subdivision (1) of
 497 subsection (k) of section 10-264l or subsection (b) of section 10-264o.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2020</i>	10-14t
Sec. 2	<i>July 1, 2020</i>	10-14u
Sec. 3	<i>July 1, 2020</i>	10-14v
Sec. 4	<i>July 1, 2020</i>	10-14y
Sec. 5	<i>July 1, 2020</i>	New section
Sec. 6	<i>from passage</i>	New section
Sec. 7	<i>July 1, 2020</i>	10-3c
Sec. 8	<i>July 1, 2020</i>	10-262u(d)

Statement of Purpose:

To expand the intensive reading instruction program to include grades four and five, and to establish the Center for Literacy Research and Reading Success within the Department of Education.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]