



**Testimony in support of H.B. No. 6620 (RAISED) AN ACT CONCERNING THE RIGHT TO READ AND ADDRESSING OPPORTUNITY GAPS AND EQUITY IN PUBLIC SCHOOLS.**

Submitted by Jenna Gampel, HILL for Literacy, Inc.

March 16, 2021

Members of the Education Committee:

My name is Jenna Gampel. I am a Facilitator with HILL for Literacy, a non-profit organization that partners with state departments and school districts to implement multi-tiered systems of supports aimed at improving reading outcomes. As a former teacher and literacy coach, I understand from many angles the extensive work needed to implement a comprehensive MTSS model that meets the needs of ALL students. As a CT resident with two young children, one about to start Kindergarten, there is professional and personal urgency for a sustainable MTSS model of instruction across the state.

**I write to strongly support the Right to Read Act.**

For the past 3 years I have partnered with CT districts through the CT K-3 Literacy Initiative, which has enabled schools to focus their literacy efforts on providing effective literacy instruction driven by assessment data to ensure that all students learn to read and write on grade level. The evaluation of the CK3LI initiative in the initial pilot schools demonstrated that our tiered instructional, assessment and leadership model (MTSS) leads to improved student outcomes. Additionally, the funding has supported literacy training, consultation and coaching support to over 70 schools across Connecticut.

Data shows the inequities in literacy achievement across the state, and it is imperative more districts receive training on how to use research and evidence to support the academic outcomes of our most vulnerable students. The proposed bill will create The Center for Literacy Research and Reading Success, which will increase the capacity to extend the training and coaching to more schools and impact the reading achievement of more students. We have seen examples of other states, like Mississippi, having great success in student outcomes when they have emphasized training and coaching for all teachers. I believe Connecticut can become another model, with the support of the Right to Read Act.

Respectively submitted:

*Jenna Gampel*