



General Assembly

**Substitute Bill No. 1094**

January Session, 2023



**AN ACT CONCERNING THE IMPLEMENTATION OF READING MODELS OR PROGRAMS.**

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

1 Section 1. Section 10-14hh of the general statutes is repealed and the  
2 following is substituted in lieu thereof (*Effective from passage*):

3 (a) [For] (1) Except as otherwise provided in subdivision (2) of this  
4 subsection, for the school year commencing July 1, 2023, and each school  
5 year thereafter, each local and regional board of education shall fully  
6 implement a comprehensive reading curriculum model or program for  
7 grades [prekindergarten] kindergarten to grade three, inclusive, that has  
8 been reviewed and [recommended] approved pursuant to section 10-  
9 14ii, as amended by this act.

10 (2) (A) For the school years commencing July 1, 2023, and July 1, 2024,  
11 a local or regional board of education that has not been granted a waiver  
12 pursuant to subsection (c) of this section and is not fully implementing  
13 a comprehensive reading curriculum model or program for grades  
14 kindergarten to grade three, inclusive, in accordance with the provisions  
15 of subdivision (1) of subsection (a) of this section, shall begin partial  
16 implementation of such comprehensive reading curriculum model or  
17 program, and for the school year commencing July 1, 2025, and each  
18 school year thereafter, such board shall fully implement such

19 comprehensive reading curriculum model or program in accordance  
20 with the provisions of subsection (a) of this section.

21 (B) For the school year commencing July 1, 2024, and each school year  
22 thereafter, a local or regional board of education that has been granted  
23 a waiver pursuant to subsection (c) of this section shall implement a  
24 comprehensive reading curriculum model or program other than a  
25 model or program reviewed and approved pursuant to section 10-14ii,  
26 as amended by this act, in accordance with the provisions of such  
27 waiver.

28 (b) On or before July 1, [2023] 2025, and biennially thereafter, each  
29 local and regional board of education shall notify the Center for Literacy  
30 Research and Reading Success, established pursuant to section 10-14gg,  
31 as amended by this act, of which comprehensive reading curriculum  
32 model or program that the board is implementing pursuant to  
33 subsection (a) of this section.

34 [(c) If a local or regional board of education demonstrates to the  
35 Commissioner of Education that such board has insufficient resources  
36 or funding to implement any of the reading curriculum model or  
37 programs reviewed and recommended pursuant to section 10-14ii, the  
38 commissioner shall grant such board an extension of time, if the  
39 commissioner determines that such board demonstrates continued  
40 efforts to commence implementation of a reviewed and recommended  
41 reading curriculum model or program in accordance with this section.]

42 [(d)] (c) The Commissioner of Education, in consultation with the  
43 director of the Center for Literacy Research and Reading Success, shall,  
44 upon request of a local or regional board of education, grant a waiver  
45 from the provisions of subsection (a) of this section to such board to  
46 implement a comprehensive reading curriculum model or program  
47 other than a model or program reviewed and recommended pursuant  
48 to section 10-14ii, as amended by this act, if the commissioner  
49 determines that such other comprehensive reading curriculum [or]  
50 model or program is (1) evidenced-based and scientifically-based, and

51 (2) focused on competency in the following areas of reading: Oral  
52 language, phonemic awareness, phonics, fluency, vocabulary, rapid  
53 automatic name or letter name fluency and reading comprehension. A  
54 request for a waiver under this subsection shall include (A) data  
55 collected from the reading assessments described in section 10-14t that  
56 has been disaggregated by race, ethnicity, gender, eligibility for free or  
57 reduced priced lunches, students whose primary language is not  
58 English and students with disabilities, and (B) a strategy to address  
59 remaining reading achievement gaps, as defined in section 10-14u, as  
60 amended by this act.

61 Sec. 2. Section 10-14ii of the general statutes is repealed and the  
62 following is substituted in lieu thereof (*Effective from passage*):

63 Not later than July 1, 2022, the director of the Center for Literacy  
64 Research and Reading Success, in consultation with the Reading  
65 Leadership Implementation Council established pursuant to section 10-  
66 14gg, as amended by this act, shall review and approve at least five  
67 comprehensive reading curriculum models or programs to be  
68 implemented by local and regional boards of education according to the  
69 unique needs of each school district in accordance with the provisions  
70 of section 10-14hh, as amended by this act. Such comprehensive reading  
71 curriculum models or programs shall be (1) evidenced-based and  
72 scientifically-based, and (2) focused on competency in the following  
73 areas of reading: Oral language, phonemic awareness, phonics, fluency,  
74 vocabulary, rapid automatic name or letter name fluency and reading  
75 comprehension.

76 Sec. 3. Subsection (a) of section 10-14gg of the general statutes is  
77 repealed and the following is substituted in lieu thereof (*Effective from*  
78 *passage*):

79 (a) The Department of Education shall establish a Center for Literacy  
80 Research and Reading Success within the department. The center shall  
81 be responsible for (1) the implementation of the coordinated state-wide  
82 reading plan for students in kindergarten to grade three, inclusive,

83 established pursuant to section 10-14v; (2) researching and developing,  
84 in collaboration with the Office of Early Childhood, a birth to grade  
85 twelve reading success strategy to be included in the alignment of  
86 reading instruction with the two-generational initiative, established  
87 pursuant to section 17b-112l; (3) (A) providing direct support to schools  
88 and boards of education to improve reading outcomes for students in  
89 kindergarten to grade three, inclusive, and other reading initiatives, and  
90 (B) supporting teachers, schools and boards of education engaged in  
91 improving through coaching, leadership training, professional  
92 development, parental engagement and technical assistance that is  
93 consistent with the intensive reading instruction program, as described  
94 in section 10-14u, as amended by this act, and aligned with evidence-  
95 based practices; (4) providing independent, random reviews of how a  
96 local or regional board of education is implementing (A) a  
97 comprehensive reading curriculum model or program for grades  
98 [prekindergarten] kindergarten to grade three, inclusive, pursuant to  
99 section 10-14hh, as amended by this act, and (B) an approved reading  
100 assessment, pursuant to section 10-14t; (5) receiving and publicly  
101 reporting, not later than September 1, [2023] 2025, and biennially  
102 thereafter, the comprehensive reading curriculum model or program  
103 being implemented by each local and regional board of education  
104 pursuant to section 10-14hh, as amended by this act; (6) developing and  
105 maintaining an Internet web site for the purpose of disseminating tools  
106 and information associated with the intensive reading instruction  
107 program for student reading; (7) serving as a collaborative center for  
108 institutions of higher education and making available to the faculty of  
109 teacher preparation programs (A) the science of teaching reading, (B)  
110 the intensive reading instruction program, and (C) samples of available  
111 comprehensive reading curriculum models or programs reviewed and  
112 [recommended] approved pursuant to section 10-14ii, as amended by  
113 this act; and (8) reviewing and publicly reporting on progress made by  
114 teacher preparation programs to include comprehensive reading  
115 curriculum models or programs reviewed and [recommended]  
116 approved pursuant to section 10-14ii, as amended by this act.

117 Sec. 4. Subsection (a) of section 10-14u of the general statutes is  
118 repealed and the following is substituted in lieu thereof (*Effective from*  
119 *passage*):

120 (a) As used in this section: [and section 10-3c:]

121 (1) "Achievement gaps" means the existence of a significant disparity  
122 in the academic performance of students among and between (A) racial  
123 groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and  
124 (E) English language learners and students whose primary language is  
125 English.

126 (2) "Opportunity gaps" means the ways in which race, ethnicity,  
127 socioeconomic status, English proficiency, community wealth, familial  
128 situations or other factors intersect with the unequal or inequitable  
129 distribution of resources and opportunities to contribute to or  
130 perpetuate lower educational expectations, achievement or attainment.

131 (3) "Scientifically-based reading research and instruction" means (A)  
132 a comprehensive program or a collection of instructional practices that  
133 is based on reliable, valid evidence showing that when such programs  
134 or practices are used, students can be expected to achieve satisfactory  
135 reading progress, and (B) the integration of instructional strategies for  
136 continuously assessing, evaluating and communicating the student's  
137 reading progress and needs in order to design and implement ongoing  
138 interventions so that students of all ages and proficiency levels can read  
139 and comprehend text and apply higher level thinking skills. Such  
140 comprehensive program or collection of practices includes, but is not  
141 limited to, instruction in the following areas of reading: Oral language,  
142 phonemic awareness, phonics, fluency, vocabulary, rapid automatic  
143 name or letter name fluency and reading comprehension.

144 Sec. 5. (*Effective from passage*) The Center for Literacy Research and  
145 Reading Success, established pursuant to section 10-14gg of the general  
146 statutes, as amended by this act, shall review issues related to the  
147 implementation of a comprehensive reading curriculum model or

148 program pursuant to section 10-14hh of the general statutes, as  
149 amended by this act. Such review shall include (1) the provision of  
150 technical assistance to those local and regional boards of education that  
151 have been denied a waiver from the provisions of subsection (a) of said  
152 section 10-14hh of the general statutes, (2) an examination of the impact  
153 of the science of reading master class that uses all of the components of  
154 reading, such as phonemic awareness, phonics, fluency, vocabulary and  
155 comprehension, and (3) upon completion of the Department of  
156 Education's independent impact evaluation, a determination of how to  
157 scale for use to develop educators who are ready and able to support  
158 individual student learning and the science of reading.

159 Sec. 6. Section 10-3c of the general statutes is repealed. (*Effective from*  
160 *passage*)

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	10-14hh
Sec. 2	<i>from passage</i>	10-14ii
Sec. 3	<i>from passage</i>	10-14gg(a)
Sec. 4	<i>from passage</i>	10-14u(a)
Sec. 5	<i>from passage</i>	New section
Sec. 6	<i>from passage</i>	Repealer section

**ED** Joint Favorable Subst.