AN ACT ASSISTING SCHOOL DISTRICTS IN IMPROVING EDUCATIONAL OUTCOMES.

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

Section 1. Subsection (a) of section 10-14z of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2024):

(a) There is established an Office of Dyslexia and Reading Disabilities within the Department of Education which shall be under the management of a chief. The chief shall be qualified by training and experience to perform the duties of the office, including, but not limited to, expertise in higher education, dyslexia and structured literacy. The Office of Dyslexia and Reading Disabilities shall (1) verify the compliance of (A) educator preparation programs, as defined in section 10-146c, including intermediate administrator and supervisor programs, and (B) applicants for an initial, provisional or professional educator certificate pursuant to the provisions of chapter 166 relating to scientifically-based reading research and instruction, as defined in...
section 10-14u, structured literacy instruction and training, dyslexia
instruction and training, including, but not limited to, the compliance
verifications required pursuant to sections 10-14aa to 10-14cc, inclusive;
(2) review and recommend changes, as necessary, to the State Board of
Education's process for approval of educator preparation programs
related to such compliance verifications; and (3) provide guidance to
and consult with the department's Talent Office related to such
compliance verifications.

Sec. 2. Subsection (a) of section 10-14gg of the 2024 supplement to the
general statutes is repealed and the following is substituted in lieu
thereof (Effective July 1, 2024):

(a) The Department of Education shall establish a Center for Literacy
Research and Reading Success within the department. The center shall
be responsible for (1) the implementation of the coordinated state-wide
reading plan for students in kindergarten to grade three, inclusive,
established pursuant to section 10-14v; (2) researching and developing,
in collaboration with the Office of Early Childhood, a birth to grade
twelve reading success strategy to be included in the alignment of
reading instruction with the two-generational initiative, established
pursuant to section 17b-112l; (3) (A) providing direct support to schools
and boards of education to improve reading outcomes for students in
kindergarten to grade three, inclusive, and other reading initiatives, and
(B) supporting teachers, schools and boards of education engaged in
improving 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 and aligned with evidence-based practices; (4)
providing independent, random reviews of how a local or regional
board of education is implementing (A) a comprehensive reading
curriculum model or program for grades kindergarten to grade three,
inclusive, pursuant to section 10-14hh, and (B) an approved reading
assessment, pursuant to section 10-14t; (5) receiving and publicly
reporting, not later than September 1, 2025, and biennially thereafter,
the comprehensive reading curriculum model or program being
implemented by each local and regional board of education pursuant to section 10-14hh; (6) developing and maintaining an Internet web site for the purpose of disseminating tools and information associated with the intensive reading instruction program for student reading; and (7) 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 comprehensive reading curriculum models or programs reviewed and approved pursuant to section 10-14ii; and (8) reviewing and publicly reporting on progress made by teacher preparation programs to include comprehensive reading curriculum models or programs reviewed and approved pursuant to section 10-14ii] (A) resources and research supporting scientifically-based reading instruction, and (B) Connecticut's K-3 Literacy Strategy, developed by the center.

Sec. 3. (NEW) (Effective July 1, 2024) Not later than July 1, 2025, the Department of Education shall develop compliance measures and audit procedures to determine the compliance of educator preparation programs, including intermediate administrator and supervisor programs, in the provision of instruction on scientifically-based reading research and instruction, as defined in section 10-14u of the general statutes.

Sec. 4. (NEW) (Effective from passage) Not later than September 1, 2024, and every five years thereafter, the State Board of Education shall develop, and revise as necessary, a model policy on the use of cellular mobile telephones and other mobile electronic devices, as defined in section 10-222d of the general statutes, in schools. Such policy shall consider the various needs of students, such as age and grade level, and include appropriate enforcement provisions. The department shall make such model policy available on its Internet web site.

Sec. 5. (Effective July 1, 2024) (a) As used in this section, "advanced course or program" means an honors class, advanced placement class, International Baccalaureate program, Cambridge International
program, dual enrollment program, dual credit course or program, early college program or any other advanced or accelerated course or program that is offered, and for which credit is awarded, by a local or regional board of education in grades nine to twelve, inclusive.

(b) The Department of Education shall conduct a study regarding the feasibility of establishing and administering a state-wide program that supports public high school students in participating in an advanced course or program, and which gives priority to students from low-income families. In conducting such study, the department shall consult with local and regional boards of education and public and independent institutions of higher education. Such study shall review current in-state programs to provide advanced courses or programs, identify and analyze similar programs in other states, and provide recommendations on the framework and criteria for implementing a state-wide program in the state.

(c) Not later than January 1, 2026, the department shall submit such report, and any recommendations on the establishment and implementation of such state-wide program, to the joint standing committee of the General Assembly having cognizance of matters relating to education in accordance with the provisions of section 11-4a of the general statutes.

Sec. 6. (NEW) (Effective July 1, 2024) Not later than January 1, 2025, and every five years thereafter, the Department of Education shall develop and make available to local and regional boards of education, a guide of recommended resource allocation strategies designed to target the allocation and expenditure of local, state and federal funds to improve student academic outcomes. Such guide shall include, but need not be limited to, recommendations relating to the percentage of funds boards of education should expend on administrative overhead and ongoing costs related to the provision of public education, such as teacher salaries, other specialized education interventions and any other categories the department determines is relevant and is based on best practices. The department shall make such guide available in its Internet
web site.

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**Statement of Purpose:**
To implement the Governor's budget recommendations.

[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.]