



Senate

General Assembly

File No. 547

February Session, 2024

Substitute Senate Bill No. 14

Senate, April 18, 2024

The Committee on Appropriations reported through SEN. OSTEN of the 19th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT ASSISTING SCHOOL DISTRICTS IN IMPROVING EDUCATIONAL OUTCOMES.

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

1 Section 1. Subsection (a) of section 10-14z of the general statutes is
2 repealed and the following is substituted in lieu thereof (*Effective July 1,*
3 *2024*):

4 (a) There is established an Office of Dyslexia and Reading Disabilities
5 within the Department of Education which shall be under the
6 management of a chief. The chief shall be qualified by training and
7 experience to perform the duties of the office, including, but not limited
8 to, expertise in higher education, dyslexia and structured literacy. The
9 Office of Dyslexia and Reading Disabilities shall (1) verify the
10 compliance of (A) educator preparation programs, as defined in section
11 10-146c, including intermediate administrator and supervisor
12 programs, and (B) applicants for an initial, provisional or professional
13 educator certificate pursuant to the provisions of chapter 166 relating to
14 scientifically based reading research and instruction, as defined in

15 section 10-14u, structured literacy instruction and training, dyslexia
16 instruction and training, including, but not limited to, the compliance
17 verifications required pursuant to sections 10-14aa to 10-14cc, inclusive;
18 (2) review and recommend changes, as necessary, to the State Board of
19 Education's process for approval of educator preparation programs
20 related to such compliance verifications; and (3) provide guidance to
21 and consult with the department's Talent Office related to such
22 compliance verifications.

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24 general statutes is repealed and the following is substituted in lieu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

26 (a) The Department of Education shall establish a Center for Literacy
27 Research and Reading Success within the department. The center shall
28 be responsible for (1) the implementation of the coordinated state-wide
29 reading plan for students in kindergarten to grade three, inclusive,
30 established pursuant to section 10-14v; (2) researching and developing,
31 in collaboration with the Office of Early Childhood, a birth to grade
32 twelve reading success strategy to be included in the alignment of
33 reading instruction with the two-generational initiative, established
34 pursuant to section 17b-112l; (3) (A) providing direct support to schools
35 and boards of education to improve reading outcomes for students in
36 kindergarten to grade three, inclusive, and other reading initiatives, and
37 (B) supporting teachers, schools and boards of education engaged in
38 improving through coaching, leadership training, professional
39 development, parental engagement and technical assistance that is
40 consistent with the intensive reading instruction program, as described
41 in section 10-14u and aligned with evidence-based practices; (4)
42 providing independent, random reviews of how a local or regional
43 board of education is implementing (A) a comprehensive reading
44 curriculum model or program for grades kindergarten to grade three,
45 inclusive, pursuant to section 10-14hh, and (B) an approved reading
46 assessment, pursuant to section 10-14t; (5) receiving and publicly
47 reporting, not later than September 1, 2025, and biennially thereafter,
48 the comprehensive reading curriculum model or program being

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note**State Impact:** None**Municipal Impact:** None**Explanation**

The bill has no fiscal impact. It makes changes regarding the duties of the Office of Dyslexia and Reading Disabilities and the Center for Literacy Research and Reading Success. It is anticipated that the State Department of Education can meet these expanded duties with existing resources.

The Out Years**State Impact:** None**Municipal Impact:** None

OLR Bill Analysis**sSB 14*****AN ACT ASSISTING SCHOOL DISTRICTS IN IMPROVING EDUCATIONAL OUTCOMES.*****SUMMARY**

This bill requires the State Department of Education's (SDE) Center for Literacy Research and Reading Success to make available to the faculty of teacher preparation programs (1) resources and research supporting scientifically based reading instruction (see BACKGROUND) and (2) Connecticut's K-3 Literacy Strategy that the center develops. It replaces current requirements that the center make available (1) materials related to the science of teaching reading, (2) the intensive reading instruction program, and (3) samples of available reviewed and approved reading curriculum models or programs. It also eliminates the requirement for the center to report on teacher preparation programs' progress in including these models or programs.

Under existing law, SDE's Office of Dyslexia and Reading Disabilities must verify that educator preparation programs and applicants for educator certification meet compliance standards for dyslexia instruction and training. The bill extends this requirement to cover intermediate administrator and supervisor preparation programs. It also expands the scope of the requirement to include the programs' and applicants' compliance with scientifically based reading research and instruction and structured literacy instruction and training.

EFFECTIVE DATE: July 1, 2024

BACKGROUND***Scientifically Based Reading Research and Instruction***

Existing law defines "scientifically based reading research and

instruction” as (1) a comprehensive program or a collection of practices based on reliable, valid evidence showing that when these programs or practices are used, students can be expected to achieve satisfactory reading progress and (2) the integration of strategies for continuously assessing, evaluating, and communicating the student’s reading progress and needs in order to implement ongoing interventions so all students can read and comprehend text and apply higher-level thinking skills. The program or collection of practices must include instruction in oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency, and reading comprehension.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute Change of Reference - APP
Yea 44 Nay 0 (03/18/2024)

Appropriations Committee

Joint Favorable Substitute
Yea 52 Nay 0 (04/04/2024)