



General Assembly

Substitute Bill No. 14

February Session, 2024



**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2 repealed and the following is substituted in lieu thereof (*Effective July 1,*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24 general statutes is repealed and the following is substituted in lieu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
49 implemented by each local and regional board of education pursuant to
50 section 10-14hh; (6) developing and maintaining an Internet web site for
51 the purpose of disseminating tools and information associated with the
52 intensive reading instruction program for student reading; and (7)
53 serving as a collaborative center for institutions of higher education and

