

**Proposed Substitute
Bill No. 1019**

LCO No. 6579

AN ACT CONCERNING SCHOOL LITERACY.

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

1 Section 1. Section 10-14t of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2019*):

3 (a) On or before [~~January 1, 2016~~] July 1, 2019, the Department of
4 Education shall develop or approve reading assessments for use by
5 local and regional boards of education for towns designated as an
6 alliance district, as defined in section 10-262u, as amended by this act,
7 for the school year commencing July 1, [~~2016~~] 2019, and each school
8 year thereafter, to identify students in kindergarten to grade [~~three~~]
9 five, inclusive, who are below proficiency in reading, provided any
10 reading assessments developed or approved by the department
11 include frequent screening and progress monitoring of students. Such
12 reading assessments shall (1) measure phonics, phonemic awareness,
13 fluency, vocabulary, and comprehension, (2) provide opportunities for
14 periodic formative assessment during the school year, (3) produce data
15 that is useful for informing individual and classroom instruction,
16 including the grouping of students based on such data and the
17 selection of instructional activities based on data of individual student
18 response patterns during such progress monitoring, (4) be compatible
19 with best practices in reading instruction and research, and (5) assist in
20 identifying, in whole or in part, students at risk for dyslexia, as defined
21 in section 10-3d, or other reading-related learning disabilities.

22 (b) Not later than [February 1, 2016] July 1, 2020, the Commissioner
23 of Education shall submit the reading assessments developed or
24 approved under this section to the joint standing committee of the
25 General Assembly having cognizance of matters relating to education,
26 in accordance with the provisions of section 11-4a.

27 Sec. 2. Section 10-14u of the general statutes is repealed and the
28 following is substituted in lieu thereof (*Effective July 1, 2019*):

29 (a) As used in this section:

30 (1) "Achievement gap" means the existence of a significant disparity
31 in the academic performance of students among and between (A)
32 racial groups, (B) ethnic groups, (C) socioeconomic groups, (D)
33 genders, and (E) English language learners and students whose
34 primary language is English.

35 (2) "Scientifically-based reading research and instruction" means (A)
36 a comprehensive program or a collection of instructional practices that
37 is based on reliable, valid evidence showing that when such programs
38 or practices are used, students can be expected to achieve satisfactory
39 reading progress, and (B) the integration of instructional strategies for
40 continuously assessing, evaluating and communicating the student's
41 reading progress and needs in order to design and implement ongoing
42 interventions so that students of all ages and proficiency levels can
43 read and comprehend text and apply higher level thinking skills. Such
44 comprehensive program or collection of practices [shall include]
45 includes, but is not [be] limited to, instruction in five areas of reading:
46 Phonemic awareness, phonics, fluency, vocabulary, and text
47 comprehension.

48 (b) For the school year commencing July 1, [2014] 2019, and each
49 school year thereafter, the Commissioner of Education, in consultation
50 with the coordinator of the Center for Literacy Research and Reading
51 Success, established pursuant to section 5 of this act, shall create an
52 intensive reading instruction program to improve student literacy in

53 grades kindergarten to grade [three] five, inclusive, and close the
54 achievement gap. Such intensive reading instruction program shall
55 include routine reading assessments for students in kindergarten to
56 grade [three] five, inclusive, scientifically-based reading research and
57 instruction, an intensive reading intervention strategy, as described in
58 subsection (c) of this section, supplemental reading instruction and
59 reading remediation plans, as described in subsection (d) of this
60 section, and an intensive summer school reading program, as
61 described in subsection (e) of this section. [For the school year
62 commencing July 1, 2014, the commissioner shall select five elementary
63 schools that are (1) located in an educational reform district, as defined
64 in section 10-262u, as amended by this act, (2) participating in the
65 commissioner's network of schools, pursuant to section 10-223h, or (3)
66 among the lowest five per cent of elementary schools in school subject
67 performance indices for reading and mathematics, as defined in
68 section 10-223e, to participate in the intensive reading instruction
69 program and for the school year commencing July 1, 2015, and each
70 school year thereafter, the commissioner may select up to five
71 additional such elementary schools to participate in the intensive
72 reading instruction program.] For the school year commencing July 1,
73 2019, the commissioner, in consultation with the Center for Literacy
74 Research and Reading Success, shall provide, upon request, such
75 intensive reading instruction program to a local or regional board of
76 education for a town designated as an alliance district, as defined in
77 section 10-262u, as amended by this act, or may include such intensive
78 reading instruction program in the tiered supports in early literacy
79 provided under the reading readiness program pursuant to section 10-
80 14y, as amended by this act.

81 (c) On or before July 1, [2014] 2019, the Department of Education, in
82 consultation with the Center for Literacy Research and Reading
83 Success, shall develop an intensive reading intervention strategy for
84 use by [schools selected by the Commissioner of Education to
85 participate in the intensive reading instruction program to address the
86 achievement gap at such schools and to] any elementary school located

87 in an alliance district that enrolls students who are not reading at or
88 above grade level to ensure that [all] such students are reading
89 proficiently by grade [three] five in such schools. Such intensive
90 reading intervention strategy [for schools] shall (1) include, but not be
91 limited to, (A) rigorous assessments in reading skills, (B) scientifically-
92 based reading research and instruction, (C) [one] external literacy
93 [coach for] coaches made available to each school [, to be funded by the
94 department,] who will work with the reading data collected, support
95 the principal of the school as needed, observe, and coach classes and
96 supervise the reading interventions, (D) [four] reading interventionists
97 [for each school, to be funded by the department,] who will develop a
98 reading remediation plan for any student who is reading below
99 proficiency, be responsible for all supplemental reading instruction,
100 and conduct reading assessments as needed, and (E) training for
101 teachers and administrators in scientifically-based reading research
102 and instruction, including [,] training for school administrators on how
103 to assess a classroom to ensure that all children are proficient in
104 reading by grade [three] five, and (2) outline, at a minimum, how (A)
105 reading data will be collected, analyzed and used for purposes of
106 instructional development, (B) professional and leadership
107 development will be related to reading data analysis and used to
108 support individual teacher and classroom needs, (C) [the selected]
109 schools will communicate with parents and guardians of students on
110 reading instruction strategies and student reading performance goals,
111 and on opportunities for parents and guardians to partner with
112 teachers and school administrators to improve reading at home and at
113 school, (D) teachers and school leaders will be trained in the science of
114 teaching reading, (E) periodic student progress reports will be issued,
115 and (F) such [selected school] intensive reading intervention strategy
116 will be monitored at the classroom level. The commissioner shall
117 review and evaluate the [school] intensive reading intervention
118 strategy for model components that may be used and replicated in
119 other [schools and school] alliance districts to ensure that all children
120 are proficient in reading by grade [three] five.

121 (d) (1) For the school year commencing July 1, [2014] 2019, and each
122 school year thereafter, each [school selected by the Commissioner of
123 Education to participate in the intensive reading instruction program
124 under this section shall] local and regional board of education for a
125 town designated as an alliance district shall, in consultation with the
126 Center for Literacy Research and Reading Success, provide
127 supplemental reading instruction to students in kindergarten to grade
128 [three] five, inclusive, who are reading below proficiency, as identified
129 by the reading assessment described in section 10-14t, as amended by
130 this act. Such supplemental reading instruction shall be provided by a
131 reading interventionist during regular school hours.

132 (2) A reading remediation plan shall be developed by a reading
133 interventionist for each student in an alliance district in kindergarten
134 to grade [three] five, inclusive, who has been identified as reading
135 below proficiency to address and correct the reading deficiency of such
136 student. Such remediation plan shall include instructional strategies
137 that utilize research based reading instruction materials and teachers
138 trained in reading instruction, parental involvement in the
139 implementation of the remediation plan and regular progress reports
140 on such student.

141 (3) The principal [of a school selected by the Commissioner of
142 Education to participate in the intensive reading instruction program
143 under this section] of each school in an alliance district shall notify the
144 parent or guardian of any student in kindergarten to grade [three] five,
145 inclusive, who has been identified as being below proficiency in
146 reading. Such notice shall be in writing and (A) include an explanation
147 of why such student is below proficiency in reading, and (B) inform
148 such parent or guardian that a remediation plan, as described in
149 subdivision (2) of this subsection, will be developed for such student to
150 provide supplemental reading instruction, including strategies for the
151 parent or guardian to use at home with such student.

152 (e) (1) [Any student enrolled in a school selected by the

153 Commissioner of Education that is located in a priority school district,
154 pursuant to section 10-266p, to participate in the intensive reading
155 instruction program under this section and who is reading below
156 proficiency at the end of the school year shall be enrolled in] Each local
157 and regional board of education for a town designated as an alliance
158 district shall, in collaboration with the Center for Literacy Research
159 and Reading Success, provide any student in kindergarten to grade
160 five, inclusive, who is reading below proficiency at the end of the
161 school year with an intensive summer school reading instruction
162 program. Such intensive summer school reading instruction program
163 shall include, (A) a comprehensive reading intervention program, (B)
164 scientifically-based reading research and instruction strategies and
165 interventions, (C) diagnostic assessments administered to a student
166 prior to or during an intensive summer school reading instruction
167 program to determine such student's particularized need for
168 instruction, (D) teachers who are trained in the teaching of reading and
169 reading assessment and intervention, and (E) weekly progress
170 monitoring to assess the reading progress of such student and tailor
171 instruction for such student.

172 (2) [The principal of a school selected by the Commissioner of
173 Education to participate in] Each local and regional board of education
174 for a town designated as an alliance district providing supplemental
175 reading instruction as part of the intensive reading instruction
176 program under this section shall submit reports to the Department of
177 Education, at such time and in such manner as prescribed by the
178 department, on (A) student reading progress for each student reading
179 below proficiency based on the data collected from the screening and
180 progress monitoring of such student using the reading assessments
181 described in section 10-14t, as amended by this act, and (B) the specific
182 reading interventions and supports implemented.

183 (f) Not later than October 1, [2015] 2019, and annually thereafter, the
184 department shall report to the joint standing committee of the General
185 Assembly having cognizance of matters relating to education, in

186 accordance with the provisions of section 11-4a, on student reading
187 levels [in schools participating] in the intensive reading instruction
188 program. Such report shall include recommendations on model
189 components of the school intensive reading intervention strategy that
190 may be used and replicated in other [schools and school] alliance
191 districts.

192 Sec. 3. Section 10-14v of the general statutes is repealed and the
193 following is substituted in lieu thereof (*Effective July 1, 2019*):

194 On or before January 1, [2014] 2019, the Department of Education
195 shall, in collaboration with the Center for Literacy Research and
196 Reading Success, established pursuant to section 5 of this act, develop
197 a coordinated state-wide reading plan for students in kindergarten to
198 grade [three] five, inclusive, that contains strategies and frameworks
199 that are research-driven to produce effective reading instruction and
200 improvement in student performance. Such plan shall include: (1) The
201 alignment of reading standards, instruction and assessments for
202 students in kindergarten to grade [three] five, inclusive; (2) teachers'
203 use of data on the progress of all students to adjust and differentiate
204 instructional practices to improve student reading success; (3) the
205 collection of information concerning each student's reading
206 background, level and progress so that teachers can use such
207 information to assist in the transition of a student's promotion to the
208 next grade level; (4) an intervention for each student who is not
209 making adequate progress in reading to help such student read at the
210 appropriate grade level; (5) enhanced reading instruction for students
211 who are reading at or above their grade level; (6) the coordination of
212 reading instruction activities between parents, students, teachers and
213 administrators of the school district at home and in school; (7) school
214 district reading plans; (8) parental involvement by providing parents
215 and guardians of students with opportunities for partnering with
216 teachers and school administrators to (A) create an optimal learning
217 environment, and (B) receive updates on the reading progress of their
218 student; (9) teacher training and reading performance tests aligned

219 with teacher preparation courses and professional development
220 activities; (10) incentives for schools that have demonstrated significant
221 improvement in student reading; (11) research-based literacy training
222 for early childhood care and education providers and instructors
223 working with children birth to five years of age, inclusive, and
224 transition plans relating to oral language and preliteracy proficiency
225 for children between prekindergarten and kindergarten; (12) the
226 alignment of reading instruction with the common core state standards
227 adopted by the State Board of Education; and (13) the alignment of
228 reading instruction with the two-generational initiative established
229 pursuant to section 17b-112l, as amended by this act.

230 Sec. 4. Section 10-14y of the general statutes is repealed and the
231 following is substituted in lieu thereof (*Effective July 1, 2019*):

232 (a) The Department of Education shall, within available
233 appropriations and in collaboration with the Center for Literacy
234 Research and Reading Success, established pursuant to section 5 of this
235 act, establish a reading readiness program that provides tiered
236 supports in early literacy to each school district designated as an
237 alliance district, pursuant to section 10-262u, and each school
238 participating in the commissioner's network of schools, pursuant to
239 section 10-223h. The department shall conduct an assessment of the
240 reading readiness of students enrolled in kindergarten to grade [three]
241 five, inclusive, for each such school and school district. Such reading
242 readiness assessment shall consider any combination of the following:
243 (1) Whether such school or school district has developed and is
244 implementing a multiyear plan and allocated resources specifically for
245 early literacy in kindergarten to grade [three] five, inclusive, (2)
246 whether teachers and administrators have received training regarding
247 the science of teaching reading, and the extent to which teachers and
248 administrators have completed the program of professional
249 development in scientifically based reading research and instruction,
250 pursuant to section 10-148b, (3) the level of access to external coaches
251 in literacy, and (4) whether there is reading intervention staff

252 embedded at such school or in the school district.

253 (b) The department shall identify the early literacy needs of each
254 school and school district described in subsection (a) of this section
255 based on the results of the reading readiness assessment conducted
256 pursuant to [said] subsection (a) of this section, and provide, in
257 collaboration with the Center for Literacy Research and Reading
258 Success, tiered supports in early literacy as follows:

259 (1) Tier one universal supports shall [be provided to each such
260 school district that is an educational reform district, as defined in
261 section 10-262u, and] include online professional development
262 modules aligned with the reading instruction survey, as described in
263 section 10-145r, and other literacy modules and programs available in
264 the state;

265 (2) Tier two targeted supports shall include (A) a two-year program
266 of literacy leadership training for certain teachers and administrators,
267 (B) targeted professional development, in accordance with the
268 provisions of section 10-148b, using the results of the reading
269 instruction survey, as described in section 10-145r, and (C) external
270 coaching support using funding received pursuant to section 10-223h
271 or 10-262u; and

272 (3) Tier three intensive supports shall include multiyear support
273 from the department and a commitment from such school or school
274 district, that includes, but need not be limited to, (A) the use of
275 funding received pursuant to section 10-262u, as amended by this act,
276 to support an early literacy program for students enrolled in
277 kindergarten to grade [three] five, inclusive, (B) technical support in
278 the drafting and submission of alliance district reading plans, as
279 described in section 10-262u, as amended by this act, (C) identifying
280 and embedding dedicated literacy coaches and reading
281 interventionists, (D) targeted and intensive professional development,
282 and (E) funds for assessment and instructional materials.

283 (c) Any tiered supports in early literacy provided under this section
284 shall be aligned with any turnaround plan, developed pursuant to
285 section 10-223h, or alliance district plan, developed pursuant to section
286 10-262u, as amended by this act, as applicable.

287 Sec. 5. (NEW) (*Effective July 1, 2019*) (a) The Department of
288 Education shall establish a Center for Literacy Research and Reading
289 Success. The center shall be responsible for (1) collaborating with the
290 department in the implementation of the coordinated state-wide
291 reading plan for students in kindergarten to grade five, inclusive,
292 established pursuant to section 10-14v of the general statutes, as
293 amended by this act, (2) researching and developing, in collaboration
294 with the department and Office of Early Childhood, a birth to grade
295 twelve reading success strategy to be included in the alignment of
296 reading instruction with the two-generational initiative, established
297 pursuant to section 17b-112l of the general statutes, as amended by this
298 act, (3) providing direct support to schools and boards of education to
299 improve reading outcomes for students in kindergarten to grade five,
300 inclusive, through coaching, leadership training, professional
301 development, parental engagement and technical assistance that is
302 consistent with the intensive reading instruction program, as described
303 in section 10-14u of the general statutes, as amended by this act, and
304 aligned with evidence-based practices, (4) developing and maintaining
305 an Internet web site for the purpose of (A) disseminating tools and
306 information associated with the intensive reading instruction program
307 and other reading initiatives, and (B) supporting the community of
308 teachers, schools and boards of education engaged in improving
309 student reading, and (5) serving as a collaborative center for
310 institutions of higher education and making available to the faculty of
311 teacher preparation programs (A) the science of teaching reading, (B)
312 the intensive reading instruction program, and (C) samples of
313 available curriculum.

314 (b) The center shall be under the direction of a coordinator who
315 shall, in consultation with the Reading Leadership Advisory Council

316 described in subsection (c) of this section, be responsible for (1)
317 overseeing all activities of the center, (2) facilitating communication
318 between the center and boards of education, the Department of
319 Education and other affiliates of the center, and (3) coordinating the
320 dissemination of information, tools and services made available by the
321 center.

322 (c) The activities of the center shall be implemented by the Reading
323 Leadership Advisory Council which shall consist of the following
324 members: (1) The coordinator of the center, or the coordinator's
325 designee, (2) the director of reading initiatives for the Department of
326 Education, as described in section 10-3c of the general statutes, as
327 amended by this act, (3) the executive director of the Commission on
328 Women, Children and Seniors, or the executive director's designee, (4)
329 literacy experts, designated by the coordinator, who are engaged in the
330 development and implementation of the intensive reading instruction
331 program, (5) an individual designated by the chairperson of the Black
332 and Puerto Rican Caucus of the General Assembly, provided such
333 individual is not a member of the General Assembly, and (6) the dean
334 of the Neag School of Education at The University of Connecticut, or
335 the dean's designee. The Reading Leadership Advisory Council shall
336 develop and publish the annual goals for the center and meet at least
337 once every two months. The Reading Leadership Advisory Council
338 may establish an advisory board that consists of representatives from
339 public, private and philanthropic organizations, and is responsible for
340 providing advice, guidance and resources for the center's goal and
341 mission.

342 (d) The center shall hire reading coaches who have experience and
343 expertise in the intensive reading instruction program. Such reading
344 coaches shall (1) provide training and professional development on the
345 intensive reading instruction program, literacy leadership and effective
346 instruction to teachers, (2) work directly with teachers to support the
347 implementation of the intensive reading instruction program and
348 attend school and school district leadership, data and planning

349 meetings, (3) provide coaching to teachers, and (4) lead and participate
350 in family engagement activities.

351 (e) For purposes of establishing and administering the center under
352 this section, the Department of Education may enter into a
353 memorandum of understanding with a public institution of higher
354 education that has expertise in scientifically-based reading research
355 and instruction, as defined in section 10-14u of the general statutes, as
356 amended by this act, and prior experience in the delivery of
357 comprehensive school-wide evidence-based reading instruction and
358 intervention in grades kindergarten to five, inclusive.

359 Sec. 6. (*Effective from passage*) (a) There is established a working
360 group to study issues relating to the teaching of scientifically-based
361 reading research and instruction, as defined in section 10-14u of the
362 general statutes, as amended by this act, as part of teacher preparation
363 programs, as defined in section 10-10a of the general statutes, offered
364 by public and independent institutions of higher education in the state.
365 Such study shall include, but need not be limited to, an examination of
366 (1) whether, or to what extent, (A) such teacher preparation programs
367 are providing, pursuant to subsection (e) of section 10-145a of the
368 general statutes, instruction on the knowledge and pedagogy of the
369 science of reading and the skills that are tested as part of the reading
370 instruction examination approved by the State Board of Education on
371 April 1, 2009, and (B) professors in such teacher preparation programs
372 have received training on or are competent to provide such instruction,
373 and (2) the number of credit hours of such instruction being provided
374 in such teacher preparation programs.

375 (b) The working group shall consist of the following members:

376 (1) The director of reading initiatives for the Department of
377 Education, as described in section 10-3c of the general statutes, as
378 amended by this act;

379 (2) The executive director of the Commission on Women, Children

380 and Seniors, or the executive director's designee;

381 (3) Three members who are representatives from the Neag School of
382 Education at The University of Connecticut, appointed by the
383 president of The University of Connecticut;

384 (4) Four members who are representatives from each of the teacher
385 preparation programs offered at Western Connecticut State University,
386 Southern Connecticut State University, Eastern Connecticut State
387 University and Central Connecticut State University, appointed by the
388 president of the Connecticut State Colleges and Universities;

389 (5) Three members who are representatives from teacher
390 preparation programs offered by independent institutions of higher
391 education in the state, appointed by the president of the Connecticut
392 Conference of Independent Colleges; and

393 (6) Two members who have expertise in scientifically-based reading
394 research and instruction, appointed by the executive director of the
395 Commission on Women, Children and Seniors.

396 (c) All appointments to the working group shall be made not later
397 than thirty days after the effective date of this section. Any vacancy
398 shall be filled by the appointing authority.

399 (d) The director of reading initiatives for the Department of
400 Education shall schedule the first meeting of the working group, which
401 shall be held not later than sixty days after the effective date of this
402 section. The members of the working group shall elect the chairperson
403 of the working group from among the members of the working group
404 at the first meeting.

405 (e) Not later than January 1, 2021, the working group shall submit a
406 report on its findings and recommendations to the joint standing
407 committees of the General Assembly having cognizance of matters
408 relating to education and higher education, in accordance with the
409 provisions of section 11-4a of the general statutes. Such report shall

410 include a recommendation as to the appropriate number of credit
411 hours for the instruction on the knowledge and pedagogy of the
412 science of reading and the skills that are tested as part of the reading
413 instruction examination approved by the State Board of Education on
414 April 1, 2009. The working group shall terminate on the date that it
415 submits such report or January 1, 2021, whichever is later.

416 Sec. 7. Subdivision (2) of subsection (b) of section 17b-112l of the
417 general statutes is repealed and the following is substituted in lieu
418 thereof (*Effective July 1, 2019*):

419 (2) Alignment of existing state and local support systems around the
420 (A) household, including how to leverage Temporary Assistance for
421 Needy Families block grant funds, and services to equip such
422 households with the tools and skills needed to overcome obstacles and
423 engage opportunities, and (B) the coordinated state-wide reading plan
424 for students in kindergarten to grade [three] five, inclusive, developed
425 pursuant to section 10-14v, as amended by this act;

426 Sec. 8. Section 10-3c of the general statutes is repealed and the
427 following is substituted in lieu thereof (*Effective July 1, 2019*):

428 There shall be a director of reading initiatives within the
429 Department of Education. The director shall be responsible for (1)
430 administering the intensive reading instruction program to improve
431 student literacy in kindergarten to grade [three] five, inclusive, and
432 close the achievement gap, pursuant to section 10-14u, as amended by
433 this act, (2) assisting in the development and administration of the
434 program of professional development for teachers and principals in
435 scientifically based reading research and instruction, pursuant to
436 section 10-148b, (3) administering the coordinated state-wide reading
437 plan for students in kindergarten to grade [three] five, inclusive,
438 pursuant to section 10-14v, as amended by this act, (4) administering
439 the incentive program described in section 10-14w, (5) providing
440 assistance to local and regional boards of education in the
441 administration of the reading assessments described in section 10-14t,

442 as amended by this act, and the implementation of school district
443 reading plans, (6) providing information and assistance to parents and
444 guardians of students relating to reading and literacy instruction, (7)
445 addressing reading and literacy issues related to students who are
446 English language learners, and (8) developing and administering any
447 other state-wide reading and literacy initiatives for students in
448 kindergarten to grade twelve, inclusive.

449 Sec. 9. Subsection (d) of section 10-262u of the general statutes is
450 repealed and the following is substituted in lieu thereof (*Effective July*
451 *1, 2019*):

452 (d) The local or regional board of education for a town designated
453 as an alliance district may apply to the Commissioner of Education, at
454 such time and in such manner as the commissioner prescribes, to
455 receive any increase in funds received over the amount the town
456 received for the prior fiscal year pursuant to subsection (a) of section
457 10-262i. Applications pursuant to this subsection shall include
458 objectives and performance targets and a plan that are developed, in
459 part, on the strategic use of student academic performance data. Such
460 plan may include, but not be limited to, the following: (1) A tiered
461 system of interventions for the schools under the jurisdiction of such
462 board based on the needs of such schools, (2) ways to strengthen the
463 foundational programs in reading, through the intensive reading
464 instruction program pursuant to section 10-14u, as amended by this
465 act, to ensure reading mastery in kindergarten to grade [three] five,
466 inclusive, with a focus on standards and instruction, proper use of
467 data, intervention strategies, current information for teachers, parental
468 engagement, and teacher professional development, (3) additional
469 learning time, including extended school day or school year
470 programming administered by school personnel or external partners,
471 (4) a talent strategy that includes, but is not limited to, teacher and
472 school leader recruitment and assignment, career ladder policies that
473 draw upon guidelines for a model teacher evaluation program
474 adopted by the State Board of Education, pursuant to section 10-151b,

475 and adopted by each local or regional board of education. Such talent
476 strategy may include provisions that demonstrate increased ability to
477 attract, retain, promote and bolster the performance of staff in
478 accordance with performance evaluation findings and, in the case of
479 new personnel, other indicators of effectiveness, (5) training for school
480 leaders and other staff on new teacher evaluation models, (6)
481 provisions for the cooperation and coordination with early childhood
482 education providers to ensure alignment with district expectations for
483 student entry into kindergarten, including funding for an existing local
484 Head Start program, (7) provisions for the cooperation and
485 coordination with other governmental and community programs to
486 ensure that students receive adequate support and wraparound
487 services, including community school models, (8) provisions for
488 implementing and furthering state-wide education standards adopted
489 by the State Board of Education and all activities and initiatives
490 associated with such standards, (9) strategies for attracting and
491 recruiting minority teachers and administrators, (10) provisions for the
492 enhancement of bilingual education programs, pursuant to section 10-
493 17f, or other language acquisition services to English language
494 learners, including, but not limited to, participation in the English
495 language learner pilot program, established pursuant to section 10-17n,
496 (11) entering into the model school district responsibilities agreement,
497 described in section 10-223l, (12) leadership succession plans that
498 provide training and learning opportunities for administrators and are
499 designed to assist in the seamless transition of school and district
500 personnel in and out of leadership positions in the school district and
501 the continuous implementation of plans developed under this
502 subsection, and (13) any additional categories or goals as determined
503 by the commissioner. Such plan shall demonstrate collaboration with
504 key stakeholders, as identified by the commissioner, with the goal of
505 achieving efficiencies and the alignment of intent and practice of
506 current programs with conditional programs identified in this
507 subsection. The commissioner may (A) require changes in any plan
508 submitted by a local or regional board of education before the

509 commissioner approves an application under this subsection, and (B)
510 permit a local or regional board of education, as part of such plan, to
511 use a portion of any funds received under this section for the purposes
512 of paying tuition charged to such board pursuant to subdivision (1) of
513 subsection (k) of section 10-264l or subsection (b) of section 10-264o.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2019</i>	10-14t
Sec. 2	<i>July 1, 2019</i>	10-14u
Sec. 3	<i>July 1, 2019</i>	10-14v
Sec. 4	<i>July 1, 2019</i>	10-14y
Sec. 5	<i>July 1, 2019</i>	New section
Sec. 6	<i>from passage</i>	New section
Sec. 7	<i>July 1, 2019</i>	17b-112l(b)(2)
Sec. 8	<i>July 1, 2019</i>	10-3c
Sec. 9	<i>July 1, 2019</i>	10-262u(d)