



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Connecticut Reading Leadership
Implementation Council
August 16, 2022**

Meeting is being recorded

Interim Director of the Center for Literacy Research and Reading Success

Dr. Melissa K. Wlodarczyk Hickey

Facilitator

Building a Learning Culture in a Virtual Space



- Keep yourself on **mute** unless you're speaking
- Keep your **video** on when life allows it - We'd love to see you!
- Use the **chat** to ask questions and keep the conversation going
- Use the **raise hand** feature to share your thinking
- Use **emotion** icons to share feeling or thinking

Purpose, Role, and Tasks of the Council

Purpose

The Council provides consultation to the Director of the Center for Literacy Research and Reading Success

Role and Tasks

- Develop and publish annual goals for the center
- Meet at least once every two months
- Consult with the Director of the Center for Literacy Research and Reading Success
- Support the work of the Center

Reading CORE Process

Director of the Center for Literacy Research and Reading Success, in consultation with the Council, shall review and approve at least five scientifically-based reading curriculum models or programs (focused on Oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension) to be implemented local and regional boards of education for school year commencing July 1, 2023.

- Open review period (May 4, 2022–May 25, 2022)
- Review process including members of the Council and Connecticut reading experts/practitioners (June 3, 2022–July 21, 2022)
- Audit and analyze data collected (present)

Presentations

- Science of Reading History in Connecticut
 - Dr. Melissa K. Wlodarczyk Hickey, CSDE
- Two-generational Presentation
 - Steven Hernández, Executive Director, Connecticut Commission on Women, Children, Seniors, Equity & Opportunity
- CT Literacy Model Presentation
 - Dr. Michael Coyne, Department Head Educational Psychology and Co-Director for the Center for Behavioral Education and Research (CBER), NEAG School of Education, UCONN

Science of Reading History in Connecticut

1997: Congress convened National Reading Panel

1999: CT convened the Early Reading Success Panel (P.A. 99-227)

2000: National Reading Panel concluded and released their [reports](#)

2000: CT Early Reading Success Panel released *Connecticut's Blueprint for Reading Achievement: The Report of the Early Reading Success Panel* (CSDE)

2001: Reading First (CSDE)

2007: *Beyond the Blueprint: Literacy in Grades 4-12, and Across the Content Areas* (CSDE)

2008: Connecticut's Framework for RTI (CSDE)

2010: Assessment Pilot

2012: Education Reform/Legislation (PA 12-116, PA 13-245, PA 13-245)

2016: An Act Concerning A Two-Generation Initiative for Families

2021: Section 395 of Public Act No. 21-2, June Special Session, codified as CT General Statutes (C.G.S.) Sections 10-14hh and 14ii

C.G.S. Early Literacy Legislation

Sec. 10-145d. State board regulations for teacher certificates.

Sec. 10-145r. Survey on reading instruction.

Sec. 10-148b. Professional development program re scientifically-based reading research and instruction. Review and assessment of professional development.

Sec. 10-262u. Alliance Districts.

Sec. 10-263c. Transitional school district grant program.

Sec. 10-264f. Grants for single districts or one or more schools within a district.

Sec. 10-265g. Summer reading programs required for priority school districts. Evaluation of student reading level. Individual reading plan.

Sec. 10-265m. Grants for summer school and weekend school programs in priority school districts.

Sec. 10-266p. Priority school district grant program.

Sec. 10-266q. Proposals and plans for expenditure of grant.

Connecticut's K-3 Literacy Initiative (CK3LI) /

Connecticut's Literacy Model (CTLTM)

Public Act 12-116 - An Act Concerning Education Reform (2012)

“The Department of Education shall develop an intensive reading intervention strategy for use by schools selected by the Commissioner of Education to participate in the intensive reading instruction program to address the achievement gap at such schools and to ensure that all students are reading proficiently by grade three in such schools.”

CK3LI Collaborative Partnership

- Black and Hispanic Caucus of the CT General Assembly
- CT State Department of Education
- The Neag School of Education at the University of Connecticut
- Commission on Women, Children, Seniors, Equity & Opportunity
- Regional literacy organizations (Literacy How, HILL for Literacy)

The development of the CT Literacy Model was informed by the following:

- Teaching reading is *essential*
- Teaching reading is *urgent*
- Teaching reading should be informed by the *Science of Reading* (SOR) and should rely on effective *evidence-based practices* in assessment, instruction, and intervention
- Teaching reading is *hard* and *complex!*
- Teaching reading requires that schools develop *systems and structures* to support teachers and coordinate effective practices
- Teaching reading in schools is facilitated by *tiered systems of support* (MTSS)

CT Literacy Model

- Commitment to K-3 reading as the top priority
- Comprehensive school-wide reading plan
- Strong literacy leadership
- High quality classroom reading instruction
- Intensive reading interventions
- Assessments to inform instruction
- Ongoing coaching and professional development for teachers
- Strong family engagement

Pilot

- 5 schools across 5 Alliance Districts

Supports and Resources

- External expert coaches and facilitators
- Schoolwide reading inventory
- Support to adopt effective practices
- Professional development for teachers
- Leadership team training
- Support to hire internal coaches and interventionists
- Family engagement

Results

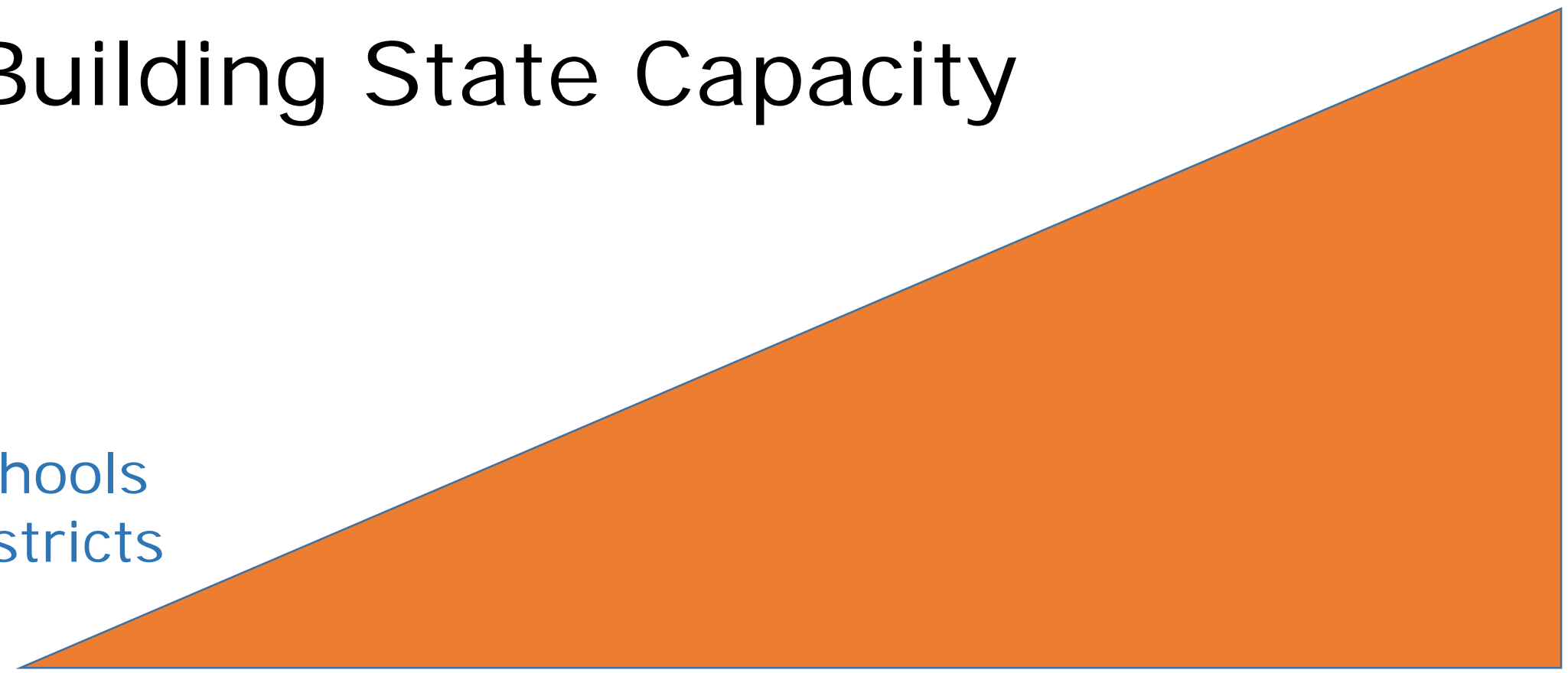
CT's K-3 Reading Model Works

Outcome data consistently show that students experience greater growth in early literacy skills across grade levels and across literacy measures when their school implements CT's K-3 Reading Model. Moreover, these results increase over time.

Building State Capacity

5 schools
5 districts

75 schools
15 districts



2013

2022

Right to Read Act (2021)

“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.”

“Center for Literacy Research and Reading Success, shall develop an intensive reading intervention strategy which shall be available to local and regional boards of education for a town designated as an alliance district that have any elementary schools that enroll students who are not reading at or above grade level to ensure that such students are reading proficiently by grade three in such schools.”



OUR PARTNERSHIP

The goal of **Connecticut's Partnership for Literacy Success** (formerly known as **CK3LI**) is to directly address the reading opportunity gap in Connecticut and support literacy success for all students.

The Partnership represents a unique 8-year collaboration between the CT State Department of Education, the Black and Puerto Rican Caucus of the Connecticut General Assembly, the Neag School of Education at the University of Connecticut, the Connecticut Commission on Women, Children and Seniors, HILL for Literacy, and Literacy How.

Funded by the Connecticut State Department of Education, the Partnership's team of expert reading coaches, trainers, and evaluators work directly with schools to implement **Connecticut's Literacy Model (CTLM)** and actualize the State Board of Education's goals, priorities, and vision for improving student reading achievement in our state.



Website: <https://readingsuccess.education.uconn.edu>

Council Goals (June 2022-June 2023)

- Review research and analyze successful birth-12 evidence-based literacy strategies addressing all tiers of instruction and prevention of learning loss
- Consult with the Director of the Center for Literacy Research and Reading Success on the reading curricula and/or programs to be approved for implementation by local and regional boards of education
- Develop a birth through grade 12 literacy success strategy to be included in the alignment of literacy instruction with the multi-generational success initiative

Goal: Develop a b-12 reading success strategy

Birth to 12 Continuum:

- Where do we see grades 4-12 fitting in? How will we connect dots of 4-12?

Stakeholders:

- How do we see birth to preschool age constituency being involved?
- How is it we engage private and non-private sectors?
- Which agencies can we partner with to make strategy come to fruition?
- What are the nuts and bolts of two-gen? Which districts? How does it operate? How involved are parents?

Families:

- How should families be targeted? How do we get feedback from families? How do we capture voices of families to move literacy initiatives statewide?
- How do we help families that struggle to read themselves? How do we support families who are multilingual?
- How can we bring the work we have done in literacy and family engagement into this work?

Strategy Composition

- What is our definition of “strategy”?
- What will the strategy look like?
- What are we shooting for as outcome?
- What information will we disseminate as a result of this process?

School Year 2022-23 Meeting Dates

Meeting Dates:

- September 20, 2022
- October 18, 2022
- November 16, 2022
- January 17, 2023
- March 21, 2023
- May 16, 2023
- June 20, 2023

All meetings from 1:00-2:30 p.m.

Meetings will be recorded and posted.



WHO do I contact with questions?

If you have questions or feedback, contact by email:

Melissa.Hickey@ct.gov

