



CT Reading Leadership Implementation Council

February 27, 2024



Roll Call and Acceptance of Minutes



- November 14, 2023
- December 1, 2023



Council Norms



Equitable Participation

- Pause
- Be open and allow constructive silence
- Share the air

Active Listening

- Paraphrase
- Be present

Respect for All Perspectives

- Assume positive intentions
- Take an inquiry stance



Council Members' Legislated Responsibilities



- Consult with the Director
- Assist in informing the activities of the Center
- Facilitate communication in the field and dissemination of information, tools and services made available by the Center
- Develop and publish annual goals for the Center
- Meet at least once every two months



The Center's Why, How, and What



Why: Every Connecticut student has the right to read at or above grade level independently and proficiently by the end of third grade

How: By leading through change and bridging research to support Connecticut educators, families, policy leaders, and community members in increasing effectiveness of literacy teaching and learning

What: Build comprehensive local and regional literacy educational systems based on culturally-responsive, evidence-based literacy teaching and learning practices, strategies, and structures



Council Goals



2023-24 Reading Leadership Implementation Council Goals

- Review research and analyze successful birth through grade 12 evidence-based literacy strategies and instruction (e.g., Multi-tiered Systems of Support, Tutoring, District Work)
- Build upon [Connecticut's K-3 Strategy](#) to include birth through grade 12.
- Evaluate and identify supports for schools and districts regarding K-3 assessment and instruction (e.g., professional learning, tools, materials, etc.)
- Support and communicate the activities, information, and services provided by the Center.



Update on CT Literacy Plan



- On November 14, 2023, the Council approved to move forward the draft Connecticut 2023-30 K-3 Statewide Literacy Plan for review by the Commissioner's Office.
- In December 2023, the CSDE was one of 12 states to be granted national assistance from the federally established comprehensive Literacy State Development Literacy Center to enhance our draft Connecticut 2023-30 K-3 Statewide Literacy Plan.
- This ongoing, individualized process includes creating a cross-divisional state team to:
 - self-assess our current draft plan,
 - attend webinars with subject matter experts, and
 - work with other states.
- The Federal supports will end in June 2024.



ARPA Right to Read Grant



ARPA Right to Read Grant

- To assist Connecticut local and regional boards of education in addressing educational disparities and increasing their investment in scientifically based, evidence-based literacy teaching and learning.
- The ARPA resources were proportionally distributed among local and regional boards of education based on their individual weighted student enrollment in Grades K-3 in the October 2022 collection. The weighting of student enrollment is based on socioeconomic status (i.e., a weight of 2 for students eligible for free meals, a weight of 1.3 for student eligible for reduced-price meals, and a weight of 1 for students not eligible for free- or reduced-price meals)
- Shall be used to purchase:
 - Connecticut approved, evidence-based, scientifically based Kindergarten to grade three (Grades K-3) universal screening reading assessments, Grades K-3 Reading curriculum models, programs, and compendiums.
 - professional learning and in-service training provided by the vendors of the Connecticut approved Grades K-3 universal screening reading assessments and reading curriculum models, programs, and compendiums.

ARPA Right to Read Statewide Leadership Training (Leadership Series and Science of Reading Series)

- Partners: UCONN, Hill for Literacy, Literacy How
- Audience: 129 District-based Teams (e.g., literacy leaders, teachers, administrators)
- Purpose: Increase expertise in identifying and creating systems and structures (e.g., implementing tiered instructional framework, consistent literacy knowledge, data-driven decision making).



CSDE Professional Learning Opportunities



Connecticut's Literacy Model Strategy

- Partners: University of Connecticut, Hill for Literacy, and Literacy How
- Audience: 76 Schools across Alliance Districts and Opportunity Districts
- Purpose: Build district and school culturally responsive, scientifically-based, evidence-based literacy structures and practices

ReadConn

- Partner: Public Consulting Group (PCG)
- Audience: School-based Teams (e.g., literacy leaders, teachers, administrators)- Total 500 participants
- Purpose: Increase teachers' expertise in identifying and providing instruction in the necessary foundational reading skills, spotting student skills gaps, and monitoring students' progress to create a solid foundation in early literacy skills

Science of Reading Masterclass

- Partner: Connecticut Association of Public School Superintendents
- Audience: District-based Teams (e.g., superintendent, district literacy lead, administrators, teacher leaders)
- Purpose: Develop local capacity for science of reading and components of comprehensive K-3 literacy instruction

HILL for Literacy K-3 Literacy Model Curricula and Program Adoption Process and Implementation Plan

- Partner: Hill for Literacy
- Audience: 14 Districts*
- Purpose: Assist districts in reviewing, choosing, and/or implementing from the approved list



CSDE Professional Learning Opportunities in Contract Development Stage



K-3 Literacy Model Curricula and Program Adoption Process and Implementation Plan

- Partner: TNTP
- Audience: 11 District-based teams*
- Purpose: Assist districts in reviewing, choosing, and/or implementing from the approved list

Network Improvement Community-Smaller Districts

- Partner: WestEd
- Audience: 15 District-based Teams* (e.g., superintendent, district literacy lead, administrators, teacher leaders)
- Purpose: Develop local capacity for science of reading and components of comprehensive K-3 literacy instruction

RESC Literacy Affinity Groups and 1:1 Coaching

- Partner: Area Cooperative Educational Services (ACES)
- Audience: 8 Literacy Affinity Groups
- Purpose: Support implementation of the approved CT K-3 reading curriculum models and programs



CCERC



[Center for Connecticut Education Research Collaboration](#) (CCERC): designed to conduct evaluation studies of COVID-19 related projects funded through the CSDE and conduct research studies on areas of importance that may emerge due to the COVID-19 pandemic and beyond.

- Science of Reading Masterclass
- ARPA Right to Read Implementation of CT approved curriculum models and programs

*Pursuant to Public Act 23-167, §24, the Center in consultation with the Reading Leadership Implementation Council shall review issues related to the implementation of a comprehensive reading curriculum model or program including technical assistance to those local and regional boards of education that have been denied a waiver and the impact of the Science of Reading Masterclass.



The Path Forward



The Center, in consultation with the Council:

- shall be reviewing the provision of technical assistance to those local and regional boards of education that have been denied a waiver (Public Act 23-167, §24); and
- crafting the next steps on the path towards full implementation.



Proposed Future Agenda Items and Topics





Upcoming Meeting Dates and Future Agenda Items/Topics



- March 19, 2024, from 1:00 p.m. – 2:30 p.m.
- May 21, 2024, from 1:00 p.m. – 2:30 p.m.