



November 14, 2023



Roll Call and Acceptance of Minutes



September 19, 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



Finalize Draft Center Goals



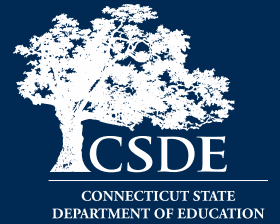
September 2022 – December 2022: The Council completed [Connecticut's K-3 Literacy Strategy](#) and it was posted February 2023.

January 2023 – November 2023: The Council drafted *The Center for Literacy Research and Reading Success: Connecticut's 2023–30 K–3 Statewide Literacy Plan* and requested feedback from departments across the CSDE (e.g., Academic Office, Bureau of Special Education, Office of Dyslexia and Reading Disabilities).

November 14, 2023: Discussion and vote on moving forward the draft of *The Center for Literacy Research and Reading Success: Connecticut's 2023–30 K–3 Statewide Literacy Plan*



Update Regarding the Waiver of Connecticut Approved K-3 Reading Curriculum Models or Programs (Waiver) Review Process



- **December 15, 2022:** Districts were notified of the Waiver application
- **February 28, 2023:** 85 districts* submitted completed Waiver applications, including:
 - Detailed description, including a compendium of documents, to demonstrate that the curriculum model or program is evidenced-based and scientifically based and focused on competency in the following areas of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name, or letter name fluency and reading comprehension (C.G.S. Sec. 10-14hh).
 - [Completed K–3 Reading Data Template \(C.G.S. Sec. 10-14hh\)](#).
 - Strategy to address reading achievement gaps as defined in C.G.S. Sec. 10-14u, in the academic performance of students among and between (A) racial groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and (E) English language learners and students whose primary language is English (C.G.S. Sec. 10-14hh).
- To provide updated information to Connecticut interest holders throughout the Waiver review process, the CSDE created a webpage on the [Center Website](#) dedicated to the [Waiver Application Process](#). *Two districts removed their application, making total of 83 requests.



Update Regarding the Waiver of Connecticut Approved K-3 Reading Curriculum Models or Programs (Waiver) Review Process



March 2023 – April 2023: CSDE reviewed each Waiver Application submitted through the Qualtrics system to ensure each included information mandated by legislation. CSDE noticed some districts submitted their application multiple times, and each of these submissions was reviewed to check if these were duplicate applications versus additional documents.

May 2023: CSDE partnered with PCG to assist in establishing the review process. This process included creating the [Waiver Application Review Tool](#) that was utilized during the review process to capture research-based evidence, document the findings, and identify the areas in which legislative requirements are met or not met. The tool was developed to align with the legislation, [2022 Guidelines for Open Review Period for Grades Pre-Kindergarten to Three Reading Curricula and/or Programs](#), and [Guidance Regarding the 2022 Application Requesting a Waiver of Connecticut Approved K-3 Reading Curriculum Model or Program](#).



Update Regarding the Waiver Review Process



June 2023 – August 2023

- June 2023: As the Waiver review process began, it was revealed that majority of Waiver applications did not include the publisher and/or year of the programs, curricula models, and resources being utilized. Therefore, CSDE asked Waiver applicants to complete a form to collect this missing information.
- First review completed by August 31, 2023.

September 2023 – October 2023

- Week of October 2, 2023: Conducted Four [Informational Webinar for Districts Who Have Requested a Waiver of Connecticut Approved K–3 Reading Curriculum Models or Programs](#)
- October 23 – 31, 2023: Conducted 76 one-on-one virtual meetings with those Waiver applicants requesting a meeting to discuss initial findings and feedback regarding individual Waiver applications. The feedback was provided in advance of the meeting.



Update Regarding the Waiver Review Process



A rigorous calibration approach was employed to ensure consistency and standardization across the process. This process included the following:

- Internal PCG training on the waiver review tool, which included scoring an actual Waiver and building consensus across the review team to calibrate;
- Random quality assurance checks against completed initial and final reviews; and
- Calibration meetings and scoring alignment throughout the process.



Next Phases for Implementation



Granted a Waiver:

- For the school year commencing July 1, 2024, and each school year thereafter, each local and regional board of education shall implement a comprehensive reading curriculum model or program other than a model or program reviewed and approved pursuant to section 10-14ii.
- On or before July 1, 2025, and biennially thereafter, each local and regional board of education shall notify the Center for Literacy Research and Reading Success, established pursuant to section 10-14gg, as amended by this act, of which comprehensive reading curriculum model or program that the board is implementing.

From [An Act Concerning Transparency in Education](#)



Next Phases for Implementation



Not Granted a Waiver:

- For the school years commencing July 1, 2023, and July 1, 2024, a local or regional board of education that has not been granted a waiver and is not fully implementing a comprehensive reading curriculum model or program for grades kindergarten to grade three, inclusive, shall begin partial implementation of a Connecticut approved comprehensive reading curriculum model or program.
- For the school year commencing July 1, 2025, and each school year thereafter, such board shall fully implement such comprehensive reading curriculum model.

From [An Act Concerning Transparency in Education](#)



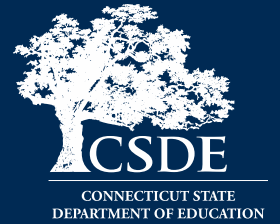
Supports for Districts: ARPA Funds



- 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 Right to Read 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)
- May 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 and programs, and associated **professional learning provided by the vendors** of the approved assessments, approved curriculum models and programs
 - professional learning and in-service training aligned to Connecticut approved Grades K-3 universal screening reading assessments and reading curriculum models and programs; and
 - purchase technology-related supplies, supplies, and books (e.g., Connecticut approved Grades K-3 universal screening reading assessments and Grades K-3 reading curriculum models or programs).



Supports for Districts: ARP ESSER Small Town



- To assist Connecticut local and regional boards of education with a total enrollment of under 1000 students.
- When calculating this grant, the CSDE proportionally distributed \$4,539,000 ARP ESSER Small Town funds to small towns utilizing the weighted Grades K-3 student enrollment from the ARPA Right to Read grant calculations.
- May use to support:
 - Connecticut approved, evidence-based, scientifically based Kindergarten to grade three (Grades K-3) universal screening reading assessments, Grades K-3 Reading curriculum models and programs, and associated professional learning provided by the vendors of the approved assessments, curriculum models and programs;
 - professional learning and in-service training aligned to Connecticut approved Grades K-3 universal screening reading assessments and reading curriculum models and programs; and
 - purchase technology-related supplies, supplies, and books (e.g., Connecticut approved Grades K-3 universal screening reading assessments and Grades K-3 reading curriculum models or programs).
 - substitute teacher fees associated with staff attending **professional learning provided by the vendors** of the approved assessments, curriculum models, and programs; and
 - positions, substitute teacher coverage, or stipends regarding the implementation of the Grades K-3 universal screening reading assessments, Grades K-3 Reading curriculum models and programs.



Supports for Districts: Professional Learning



Connecticut's Literacy Model Strategy

- Partners: University of Connecticut, Hill for Literacy, and Literacy How are supporting 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) are supporting 500 teachers and administrators
- 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 are supporting district-based teams Purpose: Develop local capacity for science of reading and components of comprehensive K-3 literacy instruction



Supports for Districts: Professional Learning



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

- Partner: TNTP shall support 45 Schools across 8 Districts (District-based teams)
- Partner: Hill for Literacy shall support 14 Districts

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

- Partners: UCONN, Hill for Literacy, Literacy How are supporting all district-based teams receiving ARPA Right to Read grant funds
- Purpose: Increase expertise in identifying and creating systems and structures to support SOR

Network Improvement Community-Smaller Districts

- Partner: WestEd shall support 15 District-based Teams
- Purpose: Develop local capacity for science of reading and components of comprehensive K-3 literacy instruction



Upcoming Meeting Date



January 16, 2024, from 1:00 p.m. – 2:30 p.m.