



**Governor Ned Lamont
State of Connecticut**



FACT SHEET
2024 Legislative Session

**SENATE BILL 14
*AN ACT ASSISTING SCHOOL DISTRICTS IN IMPROVING EDUCATIONAL OUTCOMES***

The Problem

Connecticut has rightly focused, in recent years, on ensuring that students are receiving reading instruction that is firmly grounded in the science of reading. While districts work to implement structured literacy and other scientifically based reading and dyslexia instruction techniques, educator and administrator preparation programs must also focus on these techniques, commonly referred to as “Right to Read.” The state has embarked on a journey towards implementing the “Right to Read,” and it is the state’s responsibility to ensure that districts and staff have the tools needed to succeed.

Advances in technology mean that our school systems must adapt. Smartphones became ubiquitous before districts could react, and it’s no longer clear whether phones’ presence in classrooms is helping students succeed.

Governor Lamont’s Solution

This proposal broadly assigns additional responsibilities to the Connecticut State Department of Education (CSDE) to ensure that educator and administrator preparation programs are including instruction on scientifically based reading techniques. CSDE will develop compliance measures and audit procedures for educator and administrator preparation programs.

Currently, Connecticut’s Office of Dyslexia and Reading Disabilities has oversight over the state’s programs that train educators in dyslexia instruction and training, but no one specifically tracks programs’ effectiveness in preparing school staff — educators and administrators alike — to teach scientifically based techniques. Under this bill, the office will expand to cover intermediate administrator and supervisor programs and will use its authority to ensure that preparation programs are specifically including structured literacy in dyslexia and reading instruction training.

CSDE will be required to produce a model policy on the use of cell phones in schools. It also requires the department to produce a study on the feasibility of state-wide program supporting public high school students enrolling in advance courses and programs, such as AP Classes and dual college-high school enrollment classes.

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In this bill CSDE will publish guidance to local districts on how to best allocate state, federal, and local education resources to best improve student outcomes.

In parallel, included in the state budget is a \$3.5 million ARPA allocation for a statewide professional learning and coaching “master class” model developed by CSDE and the Connecticut Association of Public School Superintendents. The master class is designed to assist districts in empowering and supporting literacy leadership teams: deepening their knowledge of the science of reading and building aligned practices in their districts.