Creating Model Reading Legislation Since 1997

Connecticut has a rich history of promoting and passing legislation that acknowledges an extensive body of reading research, much of it conducted at Haskins Laboratories. In the last three years, the Black and Puerto Rican Caucus, in partnership with the State Department of Education, the Commission on Children, CBER at the University of Connecticut, the Grossman Family Foundation and Literacy How, sought to pilot, learn from, and grow an intentional set of literacy reforms to significantly narrow the achievement gap in reading.

From Connecticut’s Blueprint to Lessons Learned to Systems Change—What’s Missing?

Effective Innovations  Literacy How has collaborated with these and other partners in successful, evidence-based efforts to empower teaching excellence at every level, including:

- The Connecticut Foundations of Reading Test (pre-service teachers and reading specialists)
- Turning the Curve, the mClass Reading 3D assessment pilot
- Early Language and Literacy Initiative (ELLI) pre-K lab school
Effective Implementation is driven by: competency (selection, training, coaching); leadership (technical, adaptive); and organization (systems intervention, facilitative administration, decision support data system). Despite legislative inroads in each area, Connecticut has seen uneven implementation because of a lack of leadership and accountability.

Supportive Contexts—The Missing Piece At the 4/8 Reading Forum, guest speakers from Colorado and Florida stated that districts are most successful when they work in close partnership with an adequately staffed, highly skilled Office of Literacy or Reading Department within the State Department of Education.