

1 WHEREAS, eighty-five percent of all juveniles who come into contact with the
2 juvenile court system are functionally illiterate, as are sixty percent of all prison inmates; and

3 WHEREAS, Louisiana spends more than two hundred seventy thousand dollars
4 annually to remediate students who read below grade-level; and

5 WHEREAS, decades of research provide a scientific basis for understanding how to
6 best help students become proficient readers; and

7 WHEREAS, evidence-based instruction methods include five systematic
8 components: phonemic awareness, phonics, fluency, vocabulary, and comprehension, which
9 have been affirmed by the Institute of Education Sciences and the National Institute of Child
10 Health and Human Development and have been recommended by the National Reading
11 Panel.

12 THEREFORE, BE IT RESOLVED that the House of Representatives of the
13 Legislature of Louisiana does hereby urge and request the state Department of Education to
14 create the Early Literacy Commission to study and make recommendations to develop and
15 implement an aligned system to provide effective evidence-based reading instruction for
16 children from birth through third grade.

17 BE IT FURTHER RESOLVED that the commission shall be composed of twenty-
18 one members as follows:

19 (1) The state superintendent of education, or his designee.

20 (2) The commissioner of higher education, or her designee.

21 (3) The governor, or his designee.

22 (4) Two local school superintendents from school systems which are implementing
23 evidence-based reading instruction, appointed by the State Board of Elementary and
24 Secondary Education in consultation with the Louisiana Association of School
25 Superintendents.

26 (5) One school principal whose school is implementing evidence-based reading
27 instruction, appointed by the State Board of Elementary and Secondary Education, in
28 consultation with the Louisiana Association of School Principals.

29 (6) One member from the staff of the Board of Regents, appointed by the
30 commissioner of higher education.

1 (7) One member from the staff of the state Department of Education, appointed by
2 the state superintendent of education.

3 (8) The executive director of the Children's Cabinet, or his designee.

4 (9) One parent with a demonstrated commitment to, and understanding of, evidence-
5 based reading instruction from Decoding Dyslexia Louisiana, appointed by the state
6 superintendent of education in consultation with stakeholders.

7 (10) Two educators with a demonstrated commitment to, and understanding of,
8 evidence-based reading instruction, appointed by the State Board of Elementary and
9 Secondary Education in consultation with the state superintendent of education and the
10 Center for Development and Learning.

11 (11) The president of the Louisiana Early Childhood Association, or his designee.

12 (12) The president of the Louisiana Association of Colleges of Education for
13 Teacher Education, or his designee.

14 (13) The dean of the college of education of a Louisiana postsecondary institution
15 who is a member of Deans for Impact, appointed by the commissioner of higher education.

16 (14) The executive director of the Center for Development and Learning, or his
17 designee.

18 (15) The executive director of the Louisiana Policy Institute for Children, or his
19 designee.

20 (16) A faculty member or researcher from a Louisiana public college or university
21 who is well-versed in evidence-based reading instruction, appointed by the commissioner
22 of higher education.

23 (17) A faculty member or researcher from a Louisiana nonpublic college or
24 university who is well-versed in evidence-based reading instruction, appointed by the
25 Louisiana Association of Independent Colleges and Universities.

26 (18) One member who is well-versed in evidence-based reading instruction,
27 appointed by the Louisiana Reading Association.

28 (19) One member who is well-versed in written language acquisition and evidenced-
29 based reading instruction, appointed by the Louisiana Speech-Language Hearing
30 Association.

1 BE IT FURTHER RESOLVED that vacancies shall be filled in the manner of
2 original appointment.

3 BE IT FURTHER RESOLVED that a majority of the membership shall constitute
4 a quorum for the transaction of business and an affirmative vote of the quorum present is
5 required for any official action of the commission.

6 BE IT FURTHER RESOLVED that members shall serve without compensation but
7 may be reimbursed for expenses as provided by the respective appointing authority.

8 BE IT FURTHER RESOLVED that the state superintendent and the commissioner
9 of higher education, or their designees, shall serve as co-chairmen and that the state
10 Department of Education shall provide staff support to the commission.

11 BE IT FURTHER RESOLVED that the commission shall meet upon the call of the
12 co-chairmen but shall meet at least three times a year.

13 BE IT FURTHER RESOLVED that the commission shall study and make
14 recommendations relative to improving the reading proficiency of third grade students and
15 shall:

16 (1) Gather and analyze data to determine the degree to which evidence-based
17 reading is being implemented with fidelity in the state's public schools and childhood care
18 and education settings.

19 (2) Conduct an assessment of the number of practicing educators, including K-3
20 teachers, special education teachers, and reading specialists, with training and skills in
21 evidence-based reading instruction.

22 (3) Assess the degree to which state colleges of education and alternative
23 certification programs provide a program of study on evidence-based reading practices for
24 K-3 teachers, special education teachers, and education specialists.

25 (4) Make recommendations regarding how the state might ensure that all teacher
26 preparation programs produce teacher candidates with the competencies needed to teach
27 evidence-based instruction from day one.

28 (5) Make recommendations regarding how to assist school systems to adopt reading
29 programs that utilize systematic and cumulative evidence-based reading instruction.

1 (6) Make recommendations regarding how the state can equip educators with the
2 evidence-based competencies and skills needed to ensure the reading proficiency of third
3 grade students.

4 (7) Develop and propose a time frame for increasing the reading proficiency of third
5 grade students and establish benchmarks for the intervening years.

6 BE IT FURTHER RESOLVED that the commission shall submit a written report of
7 its findings and recommendations by January 15, 2020, and a written report of the status of
8 the implementation of its recommendations by January 15, 2021, and that these reports shall
9 be submitted to the governor, the House Committee on Education, the Senate Committee on
10 Education, the Board of Regents, the State Board of Elementary and Secondary Education,
11 and the Children's Cabinet.

12 BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the
13 state superintendent of education and the commissioner of higher education.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HR 222 Engrossed

2019 Regular Session

Steve Carter

Requests the state Dept. of Education to create the Early Literacy Commission to study and make recommendations to develop and implement an aligned system to provide effective evidence-based reading instruction for children from birth through third grade.