

ONE HUNDRED FIFTH LEGISLATURE

FIRST SESSION

**LEGISLATIVE RESOLUTION 222**

Introduced by Pansing Brooks, 28; Baker, 30; Groene, 42; Kolterman, 24; Krist, 10; Linehan, 39; Walz, 15.

PURPOSE: Early reading literacy plays a key role in enabling the kind of early learning experiences that research shows are linked with academic achievement, reduced retention, higher graduation rates, less contact with the juvenile and adult criminal justice system, and enhanced productivity in adult life. Numerous states have created legislation specifying the process of screening for dyslexia and reading literacy. Nebraska is currently one of only eleven states that has no such legislation in place. During the 2016 session, the Legislature passed LB 645, which defined dyslexia as a specific learning disability in state statute. The Nebraska Department of Education estimates that there were more than 15,000 children with learning disabilities between the ages of six to twenty-one years in 2016, and somewhere between eighty to eighty-five percent of those children have dyslexia.

Dyslexia's most visible indicators are often easily recognized, and if not caught early, put those affected rapidly behind their peers. National figures show that those with learning disabilities have dropout rates two point five times higher than their peers, and that they are twice as likely to be unemployed.

The purpose of this interim study is to examine dyslexia and reading literacy in Nebraska, including strategies for teacher training, student assessment, student intervention, and demonstrable student outcomes. This study shall include, but not be limited to:

(1) A review of current policies and procedures in place in schools across the state for screening and intervention in regards to dyslexia;

(2) A review of the latest scientific research on specific interventions that are necessary to identify at-risk families and improve outcomes for

children with dyslexia, including the Orton-Gillingham method;

(3) A review of the impact of pre-K schooling on reading outcomes;

(4) A review of the impact of poverty on statewide reading outcomes;

(5) A review of barriers preventing the state from successfully providing early reading interventions;

(6) A review of what other states are doing to successfully provide appropriate interventions and outcomes to students with dyslexia;

(7) A review of the role of the Nebraska Department of Education in addressing dyslexia and reading literacy statewide; and

(8) A review of the role of the College of Education and Human Sciences at the University of Nebraska-Lincoln in addressing dyslexia and reading literacy statewide.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED FIFTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.