

**Side-by-Side of:
S.114 as proposed by HEC (straw vote) v. S.114/H.315 (as passed Senate)
Jim DesMarais
4/2/21 (v.1.2)**

Differences highlighted in yellow

S.114 as proposed by HEC	S.114/H.315 (as passed Senate)
<p>Sec. 1. PURPOSE</p> <p>(a) <u>The purpose of this act is to continue the ongoing work to improve literacy for all students in the State while recognizing that achieving this goal will require a multiyear and multidimensional effort requiring continued focus by the General Assembly, the Administration, and school leaders.</u></p> <p>(b) <u>The State has been awarded funding under the Elementary and Secondary School Relief (ESSR) American Rescue Plan Act of 2021 Section 2001(f) to carry out, directly or through grants or contracts, activities to address learning loss by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on at-risk student populations, students</u></p>	<p>Sec. 2. PURPOSE (S.114)</p> <p><u>The purpose of this act is to continue the ongoing work to improve literacy for all students in the State, while recognizing that achieving this goal will require a multiyear and multidimensional effort requiring continued focus by the General Assembly, the Administration, and school leaders.</u></p>

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<p><u>experiencing homelessness, and children and youths in foster care, including by providing additional support to local educational agencies to fully address such impacts.</u></p> <p><u>(c) The purpose of the literacy grant program under Sec. 3 of this act and the retention of an Education Project Manager by the Agency of Education under Sec. 5 of this act is to carry out activities to address learning loss.</u></p> <p>Sec. 2. FINDINGS</p> <p><u>(a) Addressing literacy outcomes is a key strategy for the successful implementation of 2018 Acts and Resolves No. 173. The following findings from the report entitled “Expanding and Strengthening Best-Practice Supports for Students who Struggle” issued by the District Management Group in November 2017, which informed the development of Act 173, support the urgency to improve Vermont’s literacy outcomes relative to special education reform:</u></p> <p><u>(1) “Investing in the effectiveness of core reading instruction is critical for students in general education and students with disabilities.”</u></p>	<p>Sec. 1. FINDINGS (S.114)</p> <p><u>(a) Addressing literacy outcomes is a key strategy for the successful implementation of 2018 Acts and Resolves No. 173. The following findings from the report entitled “Expanding and Strengthening Best-Practice Supports for Students who Struggle” issued by the District Management Group in November 2017, which informed the development of Act 173, support the urgency to improve Vermont’s literacy outcomes relative to special education reform:</u></p> <p><u>(1) “Investing in the effectiveness of core reading instruction is critical for students in general education and students with disabilities.”</u></p>

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<p><u>(2) “Students with mild-to-moderate disabilities who struggle with reading may not be supported by teachers skilled in the teaching of reading.”</u></p> <p><u>(3) “While some special education teachers across the supervisory unions had a strong background in the teaching of reading, others indicated that they did not have the training or background to be effective supporting students struggling in reading.”</u></p> <p><u>(b) The data indicate Vermont needs to improve its literacy outcomes at the early grades:</u></p> <p><u>(1) Smarter Balanced Assessment Consortium results from 2016 to 2018 indicate that only about 50 percent of students in grade 3 were proficient in English Language Arts in each of these years.</u></p> <p><u>(2) From 2015 to 2019, Vermont’s average scale in grade 4 reading on the National Assessment of Educational Progress dropped every year from a high of 230 to a low score of 222.</u></p> <p><u>(c) The COVID-19 emergency has adversely affected student academic and developmental progress. Failure to address literacy outcomes now could significantly impact student development for</u></p>	<p><u>(2) “Students with mild-to-moderate disabilities who struggle with reading may not be supported by teachers skilled in the teaching of reading.”</u></p> <p><u>(3) “While some special education teachers across the supervisory unions had a strong background in the teaching of reading, others indicated that they did not have the training or background to be effective supporting students struggling in reading.”</u></p> <p><u>(b) The data indicate Vermont needs to improve its literacy outcomes at the early grades:</u></p> <p><u>(1) Smarter Balanced Assessment Consortium results from 2016 to 2018 indicate that only about 50 percent of students in grade 3 were proficient in English Language Arts in each of these years.</u></p> <p><u>(2) From 2015 to 2019, Vermont’s average scale in grade 4 reading on the National Assessment of Educational Progress dropped every year from a high of 230 to a low score of 222.</u></p> <p><u>(c) The COVID-19 emergency has adversely affected student academic and developmental progress. Failure to address literacy outcomes now could significantly impact student development for</u></p>

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<p>many years to come, since literacy is foundational to the success of each student.</p> <p><u>(d) The General Assembly recognizes that improving literacy outcomes is a significant challenge for school systems and their constituencies and that they will require time and assistance in making necessary changes.</u></p>	<p>many years to come, since literacy is foundational to the success of each student.</p> <p>Sec. 3. 16 V.S.A. § 2903 is amended to read: (S.114)</p> <p>§ 2903. PREVENTING EARLY SCHOOL FAILURE: READING LITERACY INSTRUCTION</p> <p><u>(a) Statement of policy. The ability to read Literacy proficiency is critical to success in learning. Children who fail to read attain age-appropriate literacy proficiency by the end of the first grade will likely fall further behind in school. The personal and economic costs of reading literacy proficiency failure are enormous both while the student remains in school and long afterward. All students need to receive systematic reading literacy instruction in the early grades from a teacher who is skilled in teaching reading literacy through a variety of instructional strategies that take into account the different learning styles and language backgrounds of the students. Some students</u></p>

may require intensive supplemental instruction tailored to the unique difficulties encountered.

(b) Foundation for literacy. The State Board of Education, in collaboration with the Agency of Human Services, higher education, literacy organizations, and others, shall develop a plan for establishing a comprehensive system of services for early education in the first three grades prekindergarten through grade three to ensure that all students learn to read attain literacy proficiency by the end of the third grade. The plan shall be updated at least once every five years following its initial submission in 1998.

(c) Reading Literacy instruction. A public school that offers instruction in grades one, two, or three any of prekindergarten through grade three shall provide highly effective, research-based reading evidence-based literacy instruction to all students. In addition, a school shall provide:

(1) supplemental reading literacy instruction to any enrolled student in grade four whose reading literacy proficiency falls below third grade reading literacy expectations, as defined under subdivision 164(9) of this title;

Sec. 3. LITERACY GRANT PROGRAM

(a) Definitions. As used in this section:

- (1) “Eligible applicant” means a supervisory union, or, if multiple supervisory unions choose to collaborate in applying together for the grant funding, those supervisory unions.
- (2) “Grant” means a grant provided under this section.
- (3) “Participating supervisory union” means each supervisory union that applies for the grant funding under the same application.
- (4) “Participating supervisory union leadership team” means the superintendent or designee of each participating supervisory union and two representatives of schools within each participating supervisory union appointed by its superintendent.

- (2) supplemental reading literacy instruction to any enrolled student in grades 5-12 whose reading literacy proficiency creates a barrier to the student’s success in school; and
- (3) support and information to parents and legal guardians.
- (d) Evidence-based literacy instruction. As used in this section, “evidence-based literacy instruction” means reading, writing, and spelling instruction that is supported by high-quality research that meets rigorous standards and is proven to translate effectively to classroom practices.

Sec. 16. EDUCATION SERVICES; FEDERAL FUNDS APPROPRIATIONS (S.315)

* * *

- (1) Literacy Training. \$3,000,000.00 for the Agency of Education to provide grants to supervisory districts and supervisory unions, on behalf of their member school districts, to provide professional development for teachers in methods of teaching literacy.
 - (A) The Agency shall administer the grant program and determine which supervisory districts and supervisory unions are eligible and the amount to be granted to each applicant based on its assessment of the relative need for this funding, taking into account the following factors across applicants:

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<p data-bbox="178 238 1045 332"><u>(5) “Program” means the Literacy Grant Program created by this section.</u></p> <p data-bbox="178 341 1045 381"><u>(b) Program creation and grant authorization.</u></p> <p data-bbox="178 397 1045 544"><u>(1) The Literacy Grant Program is created to enable supervisory unions to adopt best practices in teaching literacy instruction to students in prekindergarten through grade 3.</u></p> <p data-bbox="178 560 1045 933"><u>(A) In recognition that literacy proficiency is a foundational learning skill, this Program is designed to assist supervisory unions implement 2018 Acts and Resolves No. 173 by providing students with the literacy skills necessary to ensure that core instruction meets most needs of most students and that students who struggle receive all instruction from highly skilled teachers.</u></p> <p data-bbox="178 950 1045 1209"><u>(B) Supervisory unions are encouraged to work together in a sustained and targeted manner to improve literacy outcomes by applying together for the grant funding or otherwise working collaboratively in a manner that uses resources in an effective and efficient manner.</u></p> <p data-bbox="178 1226 1045 1323"><u>(C) Subject to the terms of the Program, grants shall be awarded to eligible applicants for three consecutive years.</u></p>	<p data-bbox="1050 238 1921 276"><u>(i) literacy assessments of students;</u></p> <p data-bbox="1050 292 1921 332"><u>(ii) the number of literacy instructors per enrolled students;</u></p> <p data-bbox="1050 349 1921 438"><u>(iii) the percentage of students eligible for free or reduced-priced meals;</u></p> <p data-bbox="1050 454 1921 552"><u>(iv) the percentage of students who are English language learners;</u></p> <p data-bbox="1050 568 1921 820"><u>(v) discrepancies in outcome data on literacy for students from historically underserved populations, including, to the extent that data is available in compliance with privacy laws, students who are Black, Indigenous, and Persons of Color and students on individualized education programs; and</u></p> <p data-bbox="1050 836 1921 933"><u>(vi) the extent to which teacher professional development is integrated with a multitiered system of supports.</u></p>

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<p><u>(2)(A) The Agency of Education shall inform supervisory unions of the availability of grants under this act and provide technical assistance to eligible applicants in applying for these funds.</u></p> <p><u>(B) The Agency, in providing information and technical assistance, shall focus on eligible applicants that have a relative higher percentage of:</u></p> <ul style="list-style-type: none"> <u>(i) students who have over recent years scored lower on literacy assessments;</u> <u>(ii) students who come from families eligible for free or reduced-priced lunch; or</u> <u>(iii) discrepancies in outcome data on literacy for students from historically underserved populations, including, to the extent that data is available in compliance with privacy laws, students who are Black, Indigenous, and People of Color; students who are English language learners; and students on individualized education programs.</u> <p><u>(C) The Agency of Education shall also advise supervisory unions of other sources of funding that may be available to advance the purpose of this act.</u></p> <p><u>(c) Application for, and approval of, grant funding.</u></p>	

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<p>(1) On or before July 15, 2021, the Agency of Education shall develop the application for the grant program and post the application on the Agency’s website.</p> <p>(2) The application for the grant shall include:</p> <p>(A) the members of the participating supervisory union leadership team and a description of its governance structure;</p> <p>(B) the person or persons who will disperse the grant funds among the participating supervisory unions, a description of the fiscal controls to ensure proper accounting of these funds, and the eligible applicant’s Program budget;</p> <p>(C) the literacy indicators and outcomes the eligible applicant seeks to improve, which shall include each of phonemic awareness, phonics, reading fluency, vocabulary, and comprehension, and may include any other areas of current best practices in teaching literacy;</p> <p>(D) the priority problems of practice in teaching and improving literacy outcomes, including shared problems of practice across the participating supervisory unions;</p> <p>(E) the eligible applicant’s plan for improving literacy teaching and outcomes, including how the proposed plan will strengthen the applicant’s process towards ensuring that:</p>	

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<p>(i) core literacy instruction meets most needs of most students; and</p> <p>(ii) students who struggle with literacy proficiency receive all instruction from highly skilled teachers;</p> <p>(F) the extent to which the eligible applicant’s plan aligns with its Agency of Education-approved COVID-19 Recovery Plans;</p> <p>(G) how the eligible applicant will implement its plan for literacy teaching and outcomes and a description of how it will achieve the purpose of this act;</p> <p>(H) how literacy results and outcomes will be measured and reported;</p> <p>(I) how the eligible applicant will improve its Tier 1 education under 16 V.S.A. § 2902 through this process; and</p> <p>(J) how systems and processes developed through the grant funding will be sustained.</p> <p>(3) The Agency shall develop application scoring criteria that incorporate the factors under subdivision (b)(2)(B) of this section and are consistent with subdivisions (2)(A)–(J) of this subsection (c). On or before July 31, 2021, the Agency shall send a copy of the grant application and scoring criteria, review</p>	

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<p>process, and selection criteria to the House and Senate Committees on Education.</p> <p>(4) Eligible applicants shall submit applications for grant funding to the Agency of Education, which shall review those applications. Following the application review process, the Agency shall recommend applications to the Secretary for funding based on the review scores, funding dollars available, and the Agency’s view of the applicant’s need for literacy instructional support as compared with other applicants. The Secretary shall make the final grant funding determination.</p> <p>(5) Based on the Secretary’s determination, the Agency of Education shall, on or before September 1, 2021, award the first year of grant funding, up to \$100,000.00 per application, to successful applicants. The amount of this funding shall be based on the applicant’s proposed budget, total availability of funds, and the applicant’s need for literacy instructional support as compared with other applicants. If the amount appropriated for this purpose is insufficient to fully fund the grants under that section, then the grant amounts that are awarded shall be prorated.</p> <p>(6) The Agency of Education shall, on or before each of September 1, 2022 and 2023, award the second year and third</p>	

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<p>year of grant funding, respectively, of up to \$100,000.00 per eligible applicant per year. The amount of this funding shall be based on the applicant's proposed budget, total availability of funds, and the Secretary's assessment of the eligible applicant's progress towards implementing its action plan to improve literacy teaching and outcomes under subdivision (2)(F) of this subsection. The Secretary may deny or reduce second- or third-year grant funding if the Secretary finds that the applicant has made insufficient progress towards implementing its action plan. If the amount appropriated for this purpose is insufficient to fully fund the grants under that section, then the grant amounts that are awarded shall be prorated.</p> <p>(d) Use of grant funds.</p> <p>(1) Grant funds shall be used to:</p> <p>(A) establish the participating supervisory union leadership team and its governance structure;</p> <p>(B) implement the eligible applicant's action plan to improve literacy teaching and outcomes under subdivision (c)(2)(F) of this section; and</p> <p>(C) measure the literacy results and outcomes under subdivision (c)(2)(G) of this section.</p>	

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<p>(2) Grant funds may be used to:</p> <p>(A) build literacy instructional leadership capacity to lead the improvement of the quality of literacy teaching and for the improvement of student learning;</p> <p>(B) implement an instructional coaching model, as described in the guidelines for implementing effective coaching systems issued by the Agency of Education in March 2016 (Coaching Guidelines);</p> <p>(C) implement a systems' coaching model, as described in the Coaching Guidelines;</p> <p>(D) support educators in using collaborative data systems to promote continuous improvement of literacy teaching and outcomes;</p> <p>(E) provide focused training on the literacy indicators and outcomes the eligible applicant seeks to improve, which, if offered, shall include each of phonemic awareness, phonics, reading fluency, vocabulary, and comprehension, and any other areas of focus in teaching literacy;</p> <p>(F) employ universal design for literacy learning, which is a framework to improve teaching and learning for all students based on scientific research on how people learn;</p>	

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<p data-bbox="186 240 905 380"><u>(G) employ evidence-based structured literacy instruction, including for students at risk for dyslexia or diagnosed with dyslexia; and</u></p> <p data-bbox="186 402 972 542"><u>(H) employ any other proven method that builds sustainable systemwide improvement in literacy delivery and outcomes.</u></p> <p data-bbox="186 565 1008 656"><u>(3) Required activities shall not be duplicative of existing programs and activities.</u></p> <p data-bbox="186 678 1035 873"><u>(4) Grant funds may be used for hiring additional staff, providing additional compensation to existing staff, or contracting with another entity or entities to aid in the implementation activities under subdivision (1) of this subsection.</u></p> <p data-bbox="226 896 604 928"><u>(e) Evaluation and reporting.</u></p> <p data-bbox="186 951 1029 1312"><u>(1) Not later than 30 calendar days after the one-year anniversary of receiving a grant award under this section, the eligible applicant shall submit to the Agency of Education a report that describes progress and concerns with the implementation of the eligible applicant's action plan to improve literacy teaching and outcomes under subdivision (c)(2)(F) of this section.</u></p>	

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<p data-bbox="178 237 1047 438">(2) On or before January 15, 2025, the Agency of Education shall report to the General Assembly and the Governor on the impact of the grant program. The report shall be made publicly available on the Agency of Education's website.</p> <p data-bbox="178 454 1047 495">Sec. 4. APPROPRIATION OF FUNDS</p> <p data-bbox="178 511 1047 820">(a) The sum of \$3,090,000.00 is appropriated from the American Rescue Plan Act of 2021 pursuant to Section 2001(f)(1), Pub. L. No. 117-2 to the Agency of Education for fiscal year 2022 for the literacy grants to be funded on or before September 1 of each of 2021, 2022, and 2023 under Sec. 3 of this act.</p> <p data-bbox="178 836 1047 876">(b) The Agency of Education may set aside:</p> <p data-bbox="178 893 1047 1096">(1) not more than one percent of the funds appropriated under subsection (a) of this section for each of fiscal years 2022, 2023, and 2024 for informational and technical assistance for eligible applicants as defined under Sec. 3(a)(2) of this act; and</p> <p data-bbox="178 1112 1047 1315">(2) not more than two percent of the funds appropriated under subsection (a) of this section for each of fiscal years 2022, 2023, and 2024 for the evaluations required under Sec. 3(e)(1) of this act.</p>	

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<p>Sec. 5. AGENCY OF EDUCATION; STAFFING</p> <p>(a) The Agency shall contract with an Education Project Manager to administer the literacy grant program established in Sec. 4 of this act.</p> <p>(b) There is appropriated to the Agency of Education from the American Rescue Plan Act of 2021 pursuant to Section 2001(f)(4), Pub. L. No. 117-2 for fiscal year 2022 the amount of \$450,000.00 for the costs of the Education Project Manager for fiscal years 2022, 2023, and 2024.</p> <p>Sec. 6. 16 V.S.A. § 2903a is added to read:</p> <p>§ 2903a. <u>ADVISORY COUNCIL ON LITERACY</u></p> <p>(a) <u>Creation. There is created the Advisory Council on Literacy. The Council shall advise the Agency of Education, the State Board of Education, and the General Assembly on how to improve proficiency outcomes in literacy for students in prekindergarten through grade 12 and how to sustain those outcomes.</u></p> <p>(b) <u>Membership. The Council shall be composed of the following 15 members:</u></p> <p>(1) <u>eight members who shall serve as ex officio members:</u></p>	<p>Sec. 16. EDUCATION SERVICES; FEDERAL FUNDS</p> <p>APPROPRIATIONS (S.315)</p> <p style="text-align: center;">* * *</p> <p>(B) There is established one limited service position, Education Programs Manager, within the Agency of Education for the literacy training program established by this section. The Agency of Education may utilize funds appropriated in this subdivision (1) for this position.</p> <p>Sec. 4. 16 V.S.A. § 2903a is added to read: (S.114)</p> <p>§ 2903a. <u>ADVISORY COUNCIL ON LITERACY</u></p> <p>(a) <u>Creation. There is created the Advisory Council on Literacy. The Council shall advise the Agency of Education, the State Board of Education, and the General Assembly on how to improve proficiency outcomes in literacy for students in prekindergarten through grade 12 and how to sustain those outcomes.</u></p> <p>(b) <u>Membership. The Council shall be composed of the following 18 members:</u></p> <p>(1) <u>eight members who shall serve as ex officio members:</u></p>

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<p><u>(A) the Secretary of Education or designee;</u></p> <p><u>(B) a member of the Standards Board for Professional Educators who is knowledgeable in licensing requirements for teaching literacy, appointed by the Standards Board;</u></p> <p><u>(C) the Executive Director of the Vermont Superintendents Association or designee;</u></p> <p><u>(D) the Executive Director of the Vermont School Boards Association or designee;</u></p> <p><u>(E) the Executive Director of the Vermont Council of Special Education Administrators or designee;</u></p> <p><u>(F) the Executive Director of the Vermont Principals' Association or designee;</u></p> <p><u>(G) the Executive Director of the Vermont Independent Schools Association or designee; and</u></p> <p><u>(H) the Executive Director of the Vermont-National Education Association or designee; and</u></p> <p><u>(2) seven members who shall serve two-year terms:</u></p> <p><u>(A) a representative appointed by the Vermont Curriculum Leaders Association;</u></p>	<p><u>(A) the Statewide Literacy Coordinator at the Agency of Education;</u></p> <p><u>(B) a member appointed of the Standards Board for Professional Educators who is knowledgeable in licensing requirements for teaching literacy, appointed by the Standards Board;</u></p> <p><u>(C) the Executive Director of the Vermont Superintendents Association or designee;</u></p> <p><u>(D) the Executive Director of the Vermont School Boards Association or designee;</u></p> <p><u>(E) the Executive Director of the Vermont Council of Special Education Administrators or designee;</u></p> <p><u>(F) the Executive Director of the Vermont Principals' Association or designee;</u></p> <p><u>(G) the Executive Director of the Vermont Independent Schools Association or designee; and</u></p> <p><u>(H) the Executive Director of the Vermont-National Education Association or designee;</u></p> <p><u>(2) 10 members who shall serve two-year terms:</u></p> <p><u>(A) a representative appointed by the Vermont Curriculum Leaders Association;</u></p>

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<p>(B) <u>three</u> teachers appointed by the Vermont-National Education Association who teach literacy, one of whom shall be a special education literacy teacher and <u>two of whom</u> shall teach literacy to students in prekindergarten through grade three;</p> <p>(C) <u>two community members who have struggled with literacy proficiency or supported others who have struggled with literacy proficiency, appointed by the Agency of Education in consultation with the Vermont Family Network; and</u></p> <p>(D) <u>one member appointed by the Agency of Education who has expertise in working with students with dyslexia.</u></p>	<p>(B) <u>four</u> teachers appointed by the Vermont-National Education Association who teach literacy, one of whom shall be a special education literacy teacher and <u>at least two of whom</u> shall teach literacy to students in prekindergarten through grade three;</p> <p>(C) <u>two family members, guardians, or education surrogates of students who struggle or have struggled with literacy proficiency, appointed by the Vermont Family Network;</u></p> <p>(D) <u>two high school students or recent high school graduates who struggle or have struggled with literacy proficiency, appointed by the Agency of Education; and</u></p> <p>(E) <u>one member appointed by the Vermont Legal Aid Disability Law Project.</u></p>
<p>(c) <u>Members with two-year terms.</u></p> <p>(1) <u>A member with a term limit shall serve a term of two years and until a successor is appointed. A term shall begin on January 1 of the year of appointment and run through December 31 of the last year of the term. Terms of these members shall be staggered so that not all terms expire at the same time.</u></p>	<p>(c) <u>Members with two-year terms.</u></p> <p>(1) <u>A member with a term limit shall serve a term of two years and until a successor is appointed. A term shall begin on January 1 of the year of appointment and run through December 31 of the last year of the term. Terms of these members shall be staggered so that not all terms expire at the same time.</u></p>

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<p><u>(2) A vacancy created before the expiration of a term shall be filled in the same manner as the original appointment for the unexpired portion of the term.</u></p>	<p><u>(2) A vacancy created before the expiration of a term shall be filled in the same manner as the original appointment for the unexpired portion of the term.</u></p>
<p><u>(3) A member with a term limit shall not serve more than two consecutive terms. A member appointed to fill a vacancy created before the expiration of a term shall not be deemed to have served a term for the purpose of this subdivision.</u></p>	<p><u>(3) A member with a term limit shall not serve more than two consecutive terms. A member appointed to fill a vacancy created before the expiration of a term shall not be deemed to have served a term for the purpose of this subdivision.</u></p>
<p><u>(d) Powers and duties. The Council shall advise the Agency of Education, the State Board of Education, and the General Assembly on how to improve proficiency outcomes in literacy for students in prekindergarten through grade 12 and how to sustain those outcomes and shall:</u></p>	<p><u>(d) Powers and duties. The Council shall advise the Agency of Education, the State Board of Education, and the General Assembly on how to improve proficiency outcomes in literacy for students in prekindergarten through grade 12 and how to sustain those outcomes and shall:</u></p>
<p><u>(1) advise the State Board of Education on how to update section 2903 of this title and the statewide literacy plan required by that section and how to maintain that plan;</u></p>	<p><u>(1) advise the State Board of Education on how to update the statewide literacy plan required under section 2903 of this title and maintain that plan;</u></p>
<p><u>(2) advise the Agency of Education on what services the Agency should provide to school districts to support implementation of the plan and on staffing levels and resources needed at the Agency to support the statewide effort to improve literacy;</u></p>	<p><u>(2) advise the Agency of Education on what services the Agency should provide to school districts to support implementation of the plan and on staffing levels and resources needed at the Agency to support the Statewide Literacy Coordinator;</u></p>

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<p><u>(3) develop a plan for collecting literacy-related data that informs:</u></p> <p><u>(A) literacy instructional practices;</u></p> <p><u>(B) teacher professional development in the field of literacy;</u></p> <p><u>(C) what proficiencies and other skills should be measured through literacy assessments and how those literacy assessments are incorporated into local assessment plans; and</u></p> <p><u>(D) how to identify school progress in achieving literacy outcomes, including closing literacy gaps for students from historically underserved populations;</u></p> <p><u>(4) recommend best practices for Tier 1, Tier 2, and Tier 3 literacy instruction within the multitiered system of supports required under section 2902 of this title to best improve and sustain literacy proficiency; and</u></p> <p><u>(5) review literacy assessments and outcomes and provide ongoing advice as to how to continuously improve those outcomes and sustain that improvement.</u></p> <p><u>(e) Report. Notwithstanding 2 V.S.A. § 20(d), annually on or before December 15, the Council shall submit a written report to the House and Senate Committees on Education with its findings.</u></p>	<p><u>(3) develop a plan for collecting literacy-related data that informs:</u></p> <p><u>(A) literacy instructional practices;</u></p> <p><u>(B) teacher professional development in the field of literacy;</u></p> <p><u>(C) what proficiencies and other skills should be measured through literacy assessments and how those literacy assessments are incorporated into local assessment plans; and</u></p> <p><u>(D) how to identify school progress in achieving literacy outcomes, including closing literacy gaps for students from historically underserved populations; and</u></p> <p><u>(4) review literacy assessments and outcomes and provide ongoing advice as to how to continuously improve those outcomes and sustain that improvement.</u></p> <p><u>(e) Report. Notwithstanding 2 V.S.A. § 20(d), annually on or before December 15, the Council shall submit a written report to the House and Senate Committees on Education with its findings.</u></p>

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<p><u>any recommendations for legislative action, and progress toward outcomes identified in this section. The report shall contain an executive summary, which shall not exceed two pages.</u></p> <p><u>(f) Meetings.</u></p> <p><u>(1) The Secretary of Education shall call the first meeting of the Council to occur on or before August 1, 2021.</u></p> <p><u>(2) The Council shall select a chair from among its members.</u></p> <p><u>(3) A majority of the membership shall constitute a quorum.</u></p> <p><u>(4) The Council shall meet not more than eight times per year.</u></p> <p><u>(g) Assistance. The Council shall have the administrative, technical, and legal assistance of the Agency of Education.</u></p> <p><u>(h) Compensation and reimbursement. Members of the Council shall be entitled to per diem compensation and reimbursement of expenses as permitted under 32 V.S.A. § 1010 for not more than eight meetings of the Council per year.</u></p>	<p><u>any recommendations for legislative action, and progress toward outcomes identified in this section. The report shall contain an executive summary, which shall not exceed two pages.</u></p> <p><u>(f) Meetings.</u></p> <p><u>(1) The Secretary of Education shall call the first meeting of the Council to occur on or before August 1, 2021.</u></p> <p><u>(2) The Statewide Literacy Coordinator at the Agency of Education shall chair the Council, provided that until that position is filled, the Council shall select a chair from among its members.</u></p> <p><u>(3) A majority of the membership shall constitute a quorum.</u></p> <p><u>(4) The Council shall meet not more than eight times per year.</u></p> <p><u>(g) Assistance. The Council shall have the administrative, technical, and legal assistance of the Agency of Education.</u></p> <p><u>(h) Compensation and reimbursement. Members of the Council shall be entitled to per diem compensation and reimbursement of expenses as permitted under 32 V.S.A. § 1010 for not more than eight meetings of the Council per year.</u></p>

S.114 as proposed by HEC	S.114/H.315 (as passed Senate)
<p data-bbox="176 235 1047 321">Sec. 7. APPROPRIATION; ADVISORY COUNCIL ON LITERACY</p> <p data-bbox="176 342 1047 651">The sum of <u>\$21,000.00</u> is appropriated from <u>the American Rescue Plan Act of 2021 pursuant to Section 2001(f)(4), Pub. L. No. 117-2</u> in fiscal year 2022 to the Agency of Education for per diem and reimbursement of expenses for members of the Advisory Council on Literacy <u>for fiscal years 2022, 2023 and 2024</u> created under Sec. 6 of this act.</p> <p data-bbox="176 672 1047 818">Sec. 8. REPEAL; ADVISORY COUNCIL ON LITERACY <u>16 V.S.A. § 2903a (Advisory Council on Literacy) as added by this act is repealed on June 30, 2024.</u></p> <p data-bbox="176 839 1047 925">Sec. 9. IMPLEMENTATION OF THE ADVISORY COUNCIL ON LITERACY</p> <p data-bbox="176 946 1047 1040">(a) <u>The Advisory Council on Literacy, created in Sec. 6 of this act, is established on August 1, 2021.</u></p> <p data-bbox="176 1062 1047 1256">(b) <u>Members of the Council shall be appointed on or before August 1, 2021 and, for members with a term limit, their service on the Council from the date of appointment through December 31, 2021 shall not be counted toward their term limit.</u></p>	<p data-bbox="1050 235 1917 321">Sec. 5. APPROPRIATION; ADVISORY COUNCIL ON LITERACY (S.114)</p> <p data-bbox="1050 342 1917 537">The sum of <u>\$10,000.00</u> is appropriated from the <u>General Fund</u> in fiscal year 2022 to the Agency of Education for per diem and reimbursement of expenses for members of the Advisory Council on Literacy created under Sec. 4 of this act.</p> <p data-bbox="1050 839 1917 925">Sec. 6. IMPLEMENTATION OF THE ADVISORY COUNCIL ON LITERACY (S.114)</p> <p data-bbox="1050 946 1917 1040">(a) <u>The Advisory Council on Literacy, created in Sec. 4 of this act, is established on August 1, 2021.</u></p> <p data-bbox="1050 1062 1917 1256">(b) <u>Members of the Council shall be appointed on or before August 1, 2021 and, for members with a term limit, their service on the Council from the date of appointment through December 31, 2021 shall not be counted toward their term limit.</u></p>

<p align="center">S.114 as proposed by HEC</p>	<p align="center">S.114/H.315 (as passed Senate)</p>
<p><u>(c)(1) In order to stagger the terms of the members of the Council, the initial terms of the following members shall be for one year:</u></p> <p style="padding-left: 40px;"><u>(A) two of the teachers appointed under subdivision (b)(2)(B) of this section; and</u></p> <p style="padding-left: 40px;"><u>(B) the two community members appointed under subdivision (b)(2)(C) of this section.</u></p> <p><u>(2) After the expiration of the initial term set forth in subdivision (1) of this subsection, Council member terms shall be as set forth in 16 V.S.A. § 2903a(c) in Sec. 6 of this act.</u></p> <p>Sec. 10. AGENCY OF EDUCATION; LITERACY PLAN <u>Notwithstanding 16 V.S.A. § 2903(b), on or before December 1, 2021, the Agency of Education shall, in collaboration with the Advisory Council on Literacy created by Sec. 6 of this act, update the statewide literacy plan required under 16 V.S.A. § 2903(b).</u></p>	<p><u>(c)(1) In order to stagger the terms of the members of the Council, the initial terms of the following members shall be for one year:</u></p> <p style="padding-left: 40px;"><u>(A) two of the teachers appointed by the Vermont-National Education Association;</u></p> <p style="padding-left: 40px;"><u>(B) one of the family members, guardians, or education surrogates of students who struggle or have struggled with literacy proficiency appointed by the Vermont Family Network;</u></p> <p style="padding-left: 40px;"><u>(C) one of the high school students or recent high school graduates who struggle or have struggled with literacy proficiency appointed by the Agency of Education; and</u></p> <p style="padding-left: 40px;"><u>(D) the member appointed by the Vermont Legal Aid Disability Law Project.</u></p> <p><u>(2) After the expiration of the initial term set forth in subdivision (1) of this subsection, Council member terms shall be as set forth in 16 V.S.A. § 2903a(c) in Sec. 4 of this act.</u></p> <p>Sec. 7. STATE BOARD OF EDUCATION; LITERACY PLAN (S.114) <u>On or before December 1, 2021, the State Board of Education shall, in collaboration with the Advisory Council on Literacy</u></p>

**Sec. 11. TEACHER PREPARATION PROGRAMS;
REVIEW**

(a) On or before December 1, 2021, the Agency of Education in collaboration with the Standards Board for Professional Educators shall review:

(1) teacher preparation programs to assess to what extent these programs prepare teacher candidates to use “evidence-based literacy instruction”; and

(2) licensing and re-licensing criteria as it pertains to literacy instruction.

(b) “Evidence-based literacy instruction” means reading, writing, and spelling instruction that is supported by high-quality research that meets rigorous standards and is proven to translate effectively to classroom practices.

Sec. 12. AGENCY OF EDUCATION; REPORTS

On or before July 1, 2021 and on or before the first day of the beginning of the each fiscal quarter thereafter through July 1, 2022, the Agency of Education shall provide a report to the House and Senate Committees on Education and on Appropriations

created by Sec. 4 of this act, update the statewide literacy plan required under 16 V.S.A. § 2903.

**Sec. 8. TEACHER PREPARATION PROGRAMS;
REVIEW (S.114)**

(a) On or before December 1, 2021, the Agency of Education in collaboration with the Standards Board for Professional Educators shall review:

(1) teacher preparation programs to assess to what extent these programs prepare teacher candidates to use “evidence-based literacy instruction”; and

(2) licensing and re-licensing criteria as it pertains to literacy instruction.

(b) “Evidence-based literacy instruction” means reading, writing, and spelling instruction that is supported by high-quality research that meets rigorous standards and is proven to translate effectively to classroom practices.

Sec. 9. AGENCY OF EDUCATION; REPORTS (S.114)

(a) On or before December 15, 2021, the Agency of Education shall report its findings and recommendation under this act, and its progress in achieving the purpose of this act, to the General

<p align="center">S.114 as proposed by HEC</p>	<p align="center">S.114/H.315 (as passed Senate)</p>
<p><u>regarding the status of implementation under this act and on any other COVID-19-related topics relevant to the policy jurisdiction of these Committees.</u></p> <p>Sec. 13. EFFECTIVE DATE <u>This act shall take effect on passage.</u></p>	<p><u>Assembly. The report shall contain an executive summary, which shall not exceed two pages.</u></p> <p><u>(b) On or before each of December 15, 2022 and 2023, the Agency of Education shall report the statewide progress in achieving the purpose of this act to the General Assembly. Each report shall contain an executive summary, which shall not exceed two pages.</u></p> <p>Sec 10. EFFECTIVE DATE (S.114) <u>This act shall take effect on passage.</u></p>