

1 TO THE HOUSE OF REPRESENTATIVES:

2 The Committee on Education to which was referred House Bill No. 101
3 entitled “An act relating to the implementation of 2018 Acts and Resolves
4 No. 173 by providing grant funding to build systems-driven, sustainable
5 literacy support for all students” respectfully reports that it has considered the
6 same and recommends that the bill be amended by striking out all after the
7 enacting clause and inserting in lieu thereof the following:

8 Sec. 1. PURPOSE

9 The purpose of this act is to provide assistance to supervisory unions in
10 their implementation of 2018 Acts and Resolves No. 173 by providing grant
11 funding to build systems-driven, sustainable literacy support for all students
12 with measurable outcomes.

13 Sec. 2. FINDINGS

14 (a) In 2016 Acts and Resolves No. 148, the General Assembly directed the
15 Agency of Education to contract with a consulting firm to review current
16 practices and recommend best practices for the delivery of special education
17 services in school districts. The Agency of Education contracted with the
18 District Management Group, which issued in November 2017 its report entitled
19 “Expanding and Strengthening Best-Practice Supports for Students who
20 Struggle” (Report).

1 (b) This Report made the following five recommendations on best practices
2 for the delivery of special education services:

3 (1) ensure core instruction meets most needs of most students;

4 (2) provide additional instructional time outside core subjects to students
5 who struggle rather than providing interventions instead of core instruction;

6 (3) ensure students who struggle receive all instruction from highly
7 skilled teachers;

8 (4) create or strengthen a systems-wide approach to supporting positive
9 student behaviors based on expert support; and

10 (5) provide specialized instruction from skilled and trained experts to
11 students with more intensive needs.

12 (c) In enacting 2018 Acts and Resolves No. 173, the General Assembly's
13 goal was to enhance the effectiveness, availability, and equity of services
14 provided to all students who require additional support in Vermont's school
15 districts, recognizing that changing the models for delivery of services and
16 funding for students who require additional support is a significant change for
17 school systems and their constituencies and that they will require time and
18 assistance in making necessary accommodations.

19 (d) In Act 173, the General Assembly provided additional staff and
20 resources to the Agency of Education to support its work with supervisory

1 unions and schools that are transitioning to the best practices recommended in
2 the Report.

3 (e) Further support for supervisory unions and schools that are transitioning
4 to the best practices recommended in the Report are necessary, particularly in
5 the area of teaching literacy to students in prekindergarten through grade 3,
6 given that proficiency in reading is an essential foundational skill for
7 educational success.

8 (f) According to the 2019 assessment of reading proficiency by the
9 National Assessment of Educational Progress, only 37 percent of Vermont
10 students in fourth grade were proficient in reading, and that percentage has
11 declined from 2002 (39 percent) and 2017 (43 percent).

12 (g) Ensuring that students in prekindergarten through grade 3 learn to read
13 at a proficient level advances the best practices recommended in the Report, in
14 particular ensuring core instruction meets most needs of most students and
15 ensuring that students who struggle receive all instruction from highly skilled
16 teachers.

17 Sec. 3. LITERACY GRANT PROGRAM

18 (a) Definitions. As used in this section:

19 (1) “Eligible applicant” means a supervisory union, or, if multiple
20 supervisory unions choose to collaborate in applying together for the grant
21 funding, those supervisory unions.

1 (2) “Grant” means a grant provided under this section.

2 (3) “Participating supervisory union” means each supervisory union that
3 applies for the grant funding under the same application.

4 (4) “Participating supervisory union leadership team” means the
5 superintendent or designee of each participating supervisory union and two
6 representatives of schools within each participating supervisory union
7 appointed by its superintendent.

8 (5) “Program” means the Literacy Grant Program created by this
9 section.

10 (b) Program creation and grant authorization.

11 (1) The Literacy Grant Program is created to enable supervisory unions
12 to adopt best practices in teaching literacy instruction to students in
13 prekindergarten through grade 3.

14 (A) In recognition that literacy proficiency is a foundational learning
15 skill, this Program is designed to assist supervisory unions implement 2018
16 Acts and Resolves No. 173 by providing students with the literacy skills
17 necessary to ensure that core instruction meets most needs of most students
18 and that students who struggle receive all instruction from highly skilled
19 teachers.

20 (B) Supervisory unions are encouraged to work together in a
21 sustained and targeted manner to improve literacy outcomes by applying

1 together for the grant funding or otherwise working collaboratively in a
2 manner that uses resources in an effective and efficient manner.

3 (C) Subject to the terms of the Program, grants shall be awarded to
4 eligible applicants for three consecutive years.

5 (2) The Agency of Education shall inform supervisory unions of the
6 availability of grants under this act and provide technical assistance to eligible
7 applicants in applying for these funds. The Agency of Education shall also
8 advise supervisory unions of other sources of funding that may be available to
9 advance the purpose of this act.

10 (c) Application for, and approval of, grant funding.

11 (1) On or before July 15, 2021, the Agency of Education shall develop
12 the application for the grant program and post the application on the Agency's
13 website.

14 (2) The application for the grant shall include:

15 (A) the members of the participating supervisory union leadership
16 team and a description of its governance structure;

17 (B) the person or persons who will disperse the grant funds among
18 the participating supervisory unions, a description of the fiscal controls to
19 ensure proper accounting of these funds, and the eligible applicant's Program
20 budget;

1 (C) the literacy indicators and outcomes the eligible applicant seeks
2 to improve, which shall include each of phonemic awareness, phonics, reading
3 fluency, vocabulary, and comprehension, and may include any other areas of
4 current best practices in teaching literacy;

5 (D) the priority problems of practice in teaching and improving
6 literacy outcomes, including shared problems of practice across the
7 participating supervisory unions;

8 (E) the eligible applicant’s plan for improving literacy teaching and
9 outcomes, including how the proposed plan will strengthen the applicant’s
10 process towards ensuring that:

11 (i) core literacy instruction meets most needs of most students;

12 and

13 (ii) students who struggle with literacy proficiency receive all
14 instruction from highly skilled teachers;

15 (F) how the eligible applicant will implement its plan for literacy
16 teaching and outcomes and a description of how it will achieve the purpose of
17 this act;

18 (G) how literacy results and outcomes will be measured and reported;

19 (H) how the eligible applicant will improve its tier 1 education under
20 16 V.S.A. § 2902 through this process; and

1 (I) how systems and processes developed through the grant funding
2 will be sustained.

3 (3) The Agency shall develop application scoring criteria consistent with
4 subdivisions (2)(A)–(I) of this subsection (c). On or before July 31, 2021, the
5 Agency shall send a copy of the grant application and scoring criteria, review
6 process, and selection criteria to the House and Senate Committees on
7 Education.

8 (4) Eligible applicants shall submit applications for grant funding to the
9 Agency of Education, which shall review those applications.

10 Following the application review process, the Agency shall recommend
11 applications to the Secretary for funding based on the review scores, funding
12 dollars available, and the Agency’s view of the applicant’s need for literacy
13 instructional support as compared with other applicants. The Secretary shall
14 make the final grant funding determination.

15 (5) Based on the Secretary’s determination, the Agency of Education
16 shall, on or before September 1, 2021, award the first year of grant funding, up
17 to \$100,000.00 per application, to successful applicants. The amount of this
18 funding shall be based on the applicant’s proposed budget, total availability of
19 funds, and the applicant’s need for literacy instructional support as compared
20 with other applicants. If the amount appropriated for this purpose is

1 insufficient to fully fund the grants under that section, then the grant amounts
2 that are awarded shall be prorated.

3 (6) The Agency of Education shall, on or before each of September 1, 2022
4 and 2023, award the second year and third year of grant funding, respectively,
5 of up to \$100,000.00 per eligible applicant per year. The amount of this
6 funding shall be based on the applicant’s proposed budget, total availability of
7 funds, and the Secretary’s assessment of the eligible applicant’s progress
8 towards implementing its action plan to improve literacy teaching and
9 outcomes under subdivision (2)(F) of this subsection. The Secretary may deny
10 or reduce second- or third-year grant funding if the Secretary finds that the
11 applicant has made insufficient progress towards implementing its action plan.
12 If the amount appropriated for this purpose is insufficient to fully fund the
13 grants under that section, then the grant amounts that are awarded shall be
14 prorated.

15 (d) Use of grant funds.

16 (1) Grant funds shall be used to:

17 (A) establish the participating supervisory union leadership team and
18 its governance structure;

19 (B) implement the eligible applicant’s action plan to improve literacy
20 teaching and outcomes under subdivision (c)(2)(F) of this section; and

1 (C) measure the literacy results and outcomes under subdivision
2 (c)(2)(G) of this section.

3 (2) Grant funds may be used to:

4 (A) build literacy instructional leadership capacity to lead the
5 improvement of the quality of literacy teaching and for the improvement of
6 student learning;

7 (B) implement an instructional coaching model, as described in the
8 guidelines for implementing effective coaching systems issued by the Agency
9 of Education in March 2016 (Coaching Guidelines);

10 (C) implement a systems' coaching model, as described in the
11 Coaching Guidelines;

12 (D) support educators in using collaborative data systems to promote
13 continuous improvement of literacy teaching and outcomes;

14 (E) provide focused training on the literacy indicators and outcomes
15 the eligible applicant seeks to improve, which, if offered, shall include each of
16 phonemic awareness, phonics, reading fluency, vocabulary, and
17 comprehension, and any other areas of focus in teaching literacy;

18 (F) employ universal design for literacy learning, which is a
19 framework to improve teaching and learning for all students based on scientific
20 research on how people learn;

1 (G) employ evidence-based structured literacy instruction, including
2 for students at risk for dyslexia or diagnosed with dyslexia; and

3 (H) employ any other proven method that builds sustainable
4 systemwide improvement in literacy delivery and outcomes.

5 (3) Required activities shall not be duplicative of existing programs and
6 activities.

7 (4) Grant funds may be used for hiring additional staff, providing
8 additional compensation to existing staff, or contracting with another entity or
9 entities to aid in the implementation activities under subdivision (1) of this
10 subsection.

11 (e) Evaluation and reporting.

12 (1) Not later than 30 calendar days after the one-year anniversary of
13 receiving a grant award under this section, the eligible applicant shall submit to
14 the Agency of Education a report that describes progress and concerns with the
15 implementation of the eligible applicant's action plan to improve literacy
16 teaching and outcomes under subdivision (c)(2)(F) of this section.

17 (2) On or before January 15, 2025, the Agency of Education shall report
18 to the General Assembly and the Governor on the impact of the grant program.
19 The report shall be made publicly available on the Agency of Education's
20 website.

21 Sec. 4. APPROPRIATION OF FUNDS

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

4 (1) teacher preparation programs to assess to what extent these programs
5 prepare teacher candidates to use “evidence-based literacy instruction;” and
6 (2) licensing and re-licensing criteria as it pertains to literacy instruction.

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

10 Sec. 7. EFFECTIVE DATE

11 This act shall take effect on passage.

12

13 (Committee vote: _____)

14

15

Representative _____

16

FOR THE COMMITTEE