

2021 Acts and Resolves No. 28, *An act relating to improving prekindergarten through grade 12 literacy within the State*
High-Level Summary

- Sec. 1(a): “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.”
- Required AOE to use funding appropriated from the American Rescue Plan Act of 2021:
 - To provide professional development modules in methods of teaching literacy in the 5 key areas of literacy instruction as identified by the National Reading Panel: phonics, phonemic awareness, vocabulary, fluency, and reading comprehension
 - To assist SUs in implementing evidence-based systems-wide literacy approaches that address learning loss due to the pandemic
 - To “[a]ddress learning loss through the implementation of evidence-based interventions that respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities”
 - To be directed to “school districts that need additional support as evidenced by their needs assessment priorities in their COVID-19 recovery plans”
- Provided funding for the hiring of a contractor for fiscal years 2022, 2023, and 2024 to provide technical assistance to SUs to:
 - “recommend how federal funds can be used to implement 2018 Acts and Resolves No. 173 in the context of improving literacy outcomes;”
 - “recommend evidence-based best practices in teach literacy instruction to students in prekindergarten through grade 3;”
 - “recommend how to provide professional development for teachers and school leaders in methods of teaching literacy;” and
 - “recommend policies, procedures, and other methods to ensure that improvements in literacy outcomes are sustained.”
- Created the Advisory Council on Literacy to advise AOE, the SBE, 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.”
 - Membership: Secretary of Ed; member of Standards Board for Professional Educators; EDs of the Vs; ED of VT Council of Special Ed Admins; ED of VT Independent Schools Assoc; VT Curriculum Leaders Assoc; 3 literacy teachers (1 special ed, 2 grades prek-3); 3 community

- members who have struggled with literacy proficiency or who have supported others who have struggled with literacy proficiency; 1 member appointed by AOE with expertise in working with students with dyslexia
 - Reports due annually by December 15th
 - The Council’s enabling language, and therefore the Council itself, will be automatically repealed on June 30, 2024, if no further legislative action is taken
- Required AOE, in collaboration with the Standards Board for Professional Educators, to review:
 - Teacher prep programs to “assess to what extent these programs prepare teacher candidates to use “evidence-based literacy instruction;” and
 - Licensing and re-licensing criteria as it pertains to literacy instruction
- Required a report from AOE on December 15th of 2021, 2022, and 2023 on progress of achieving the purpose of Act 28
- Added one year to the Census-Based Funding Advisory Group’s reporting requirement