

# Region 1 Literacy Scan, 2019–2022

A comprehensive review of  
state literacy policies,  
initiatives, and funding in the  
Northeast states of the United  
States and literacy legislation  
across the country

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# 2022 Region 1 Literacy Scan

In 2022, the Region 1 Comprehensive Center (R1CC) [Advisory Board members](#) requested a scan of state literacy policies, initiatives, and funding across the four Region 1 states—Maine, Massachusetts, New Hampshire, and Vermont. This report summarizes the methods used to conduct the scan, key findings, and opportunities for states to explore.

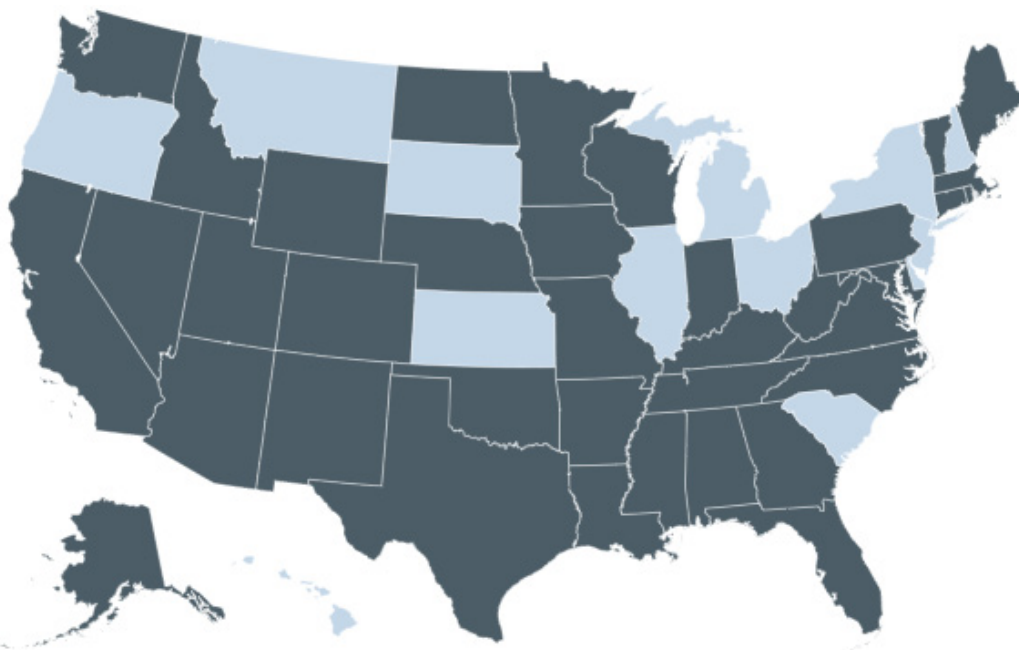
## Summary of Key Findings

As an initial step, the center conducted a national review of state-level literacy legislation and funding initiatives. The following summarizes recent efforts across the United States.

### Key Findings on State Literacy Initiatives Across the United States

- Over the 5 years from 2018 to 2022, 37 states and the District of Columbia enacted laws focused on improving literacy outcomes (see Figure 1). Of those, 19 states passed two or more laws.
- Those laws target a variety of levels—state agencies, local agencies, teachers/principals, and students/parents—and employ various strategies—establishing infrastructure, prevention, intervention, and funding (see Table 1 and Table 2).

**Figure 1. States Passing Literacy-Focused Legislation, 2018–2022**



**Key:** Dark gray = literacy legislation enacted  
Light blue = no literacy legislation enacted

**Table 1. State and Local Education Agency Approaches to Literacy Improvement**

Strategies	State-Centered Efforts	District-Centered Efforts
<b>Infrastructure</b>	<ul style="list-style-type: none"> <li>• Advisory/expert panel creation</li> <li>• State literacy plan mandates</li> <li>• Definitions of terms</li> <li>• Report and data collection                             <ul style="list-style-type: none"> <li>– Student data</li> <li>– Licensure data</li> <li>– District plans/curricula</li> </ul> </li> <li>• Legislative reporting</li> <li>• Statewide coaching or tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Local literacy plan mandates</li> <li>• Reporting mandates                             <ul style="list-style-type: none"> <li>– Student data</li> <li>– District plans</li> <li>– Curriculum selection</li> </ul> </li> <li>• Literacy coach installation</li> <li>• Tutoring program installation</li> </ul>
<b>Prevention</b>	<ul style="list-style-type: none"> <li>• SEA recommendation development                             <ul style="list-style-type: none"> <li>– Universal screeners</li> <li>– Core curriculum</li> </ul> </li> <li>• SEA training and resource provision</li> <li>• Early learning initiatives (preK)</li> </ul>	<ul style="list-style-type: none"> <li>• MTSS for reading mandates</li> <li>• Universal screening assessment mandates</li> <li>• Core curriculum alignment requirements                             <ul style="list-style-type: none"> <li>– Science of reading/NRP “Big 5”</li> <li>– Scientifically or evidence based</li> </ul> </li> <li>• LEA training provision</li> <li>• Family engagement mandates                             <ul style="list-style-type: none"> <li>– Home literacy supports</li> <li>– Books at home</li> </ul> </li> </ul>
<b>Intervention</b>	<ul style="list-style-type: none"> <li>• SEA recommendation development                             <ul style="list-style-type: none"> <li>– Diagnostic assessments</li> <li>– Progress monitoring tools</li> <li>– Intervention programs</li> </ul> </li> <li>• SEA training and resource provision</li> </ul>	<ul style="list-style-type: none"> <li>• Student individualized reading plans</li> <li>• Assessment mandates                             <ul style="list-style-type: none"> <li>– Diagnostic assessments</li> <li>– Progress monitoring tools</li> <li>– Formative assessments</li> </ul> </li> <li>• Intervention program alignment                             <ul style="list-style-type: none"> <li>– Science of reading/NRP “Big 5”</li> <li>– Scientifically or evidence based</li> </ul> </li> <li>• Intervention provision mandates</li> <li>• Summer program mandates</li> <li>• Parent notification requirements</li> </ul>
<b>Funding</b>	<ul style="list-style-type: none"> <li>• Staffing and advisory boards</li> <li>• Training/resource development</li> </ul>	(none)

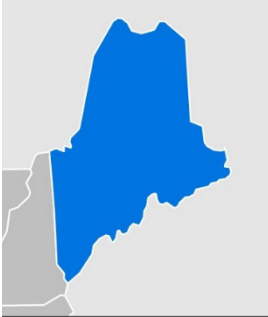
**Table 2. Educator- and Student-Centered Approaches to Literacy Improvement**

Strategies	Educator-Centered Efforts	Student-Centered Efforts
<b>Infrastructure</b>	<ul style="list-style-type: none"> <li>• State or local literacy plans</li> <li>• Reporting mandates               <ul style="list-style-type: none"> <li>– Teacher licensure/training</li> <li>– Principal licensure/training</li> </ul> </li> <li>• SEA and/or LEA trainings and resources</li> <li>• Coaching supports</li> </ul>	<ul style="list-style-type: none"> <li>• MTSS for Reading mandates</li> </ul>
<b>Prevention</b>	<ul style="list-style-type: none"> <li>• SEA recommendations               <ul style="list-style-type: none"> <li>– Universal screeners</li> <li>– Diagnostic assessments</li> <li>– Progress monitoring tools</li> <li>– Core curriculum</li> <li>– Intervention programs</li> </ul> </li> <li>• Teacher licensure policies               <ul style="list-style-type: none"> <li>– Standards development</li> <li>– Alignment or content requirements</li> <li>– Reading test passage</li> </ul> </li> <li>• Professional learning mandates for teachers, principals, or school boards</li> </ul>	<ul style="list-style-type: none"> <li>• Universal screening mandates</li> <li>• Family engagement mandates               <ul style="list-style-type: none"> <li>– Home literacy supports</li> <li>– Books at home</li> </ul> </li> </ul>
<b>Intervention</b>	<ul style="list-style-type: none"> <li>• Educator training               <ul style="list-style-type: none"> <li>– Science of reading/NRP “Big 5”</li> <li>– Evidence-based practices</li> </ul> </li> <li>• Educator resources</li> </ul>	<ul style="list-style-type: none"> <li>• Student individualized reading plan mandates</li> <li>• Intervention or tutoring provision</li> <li>• Summer or other out-of-school time supports provision</li> <li>• Parent notification and engagement requirements</li> </ul>
<b>Funding</b>	<ul style="list-style-type: none"> <li>• Stipends or reimbursement for professional development</li> <li>• Preservice education instructors</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring or evaluation reimbursements</li> </ul>

To better understand the specific literacy priorities of the New England region, R1CC conducted a comprehensive review of recent state literacy policies, initiatives, and funding in the Northeast states of the United States. The following summarizes efforts across the region.

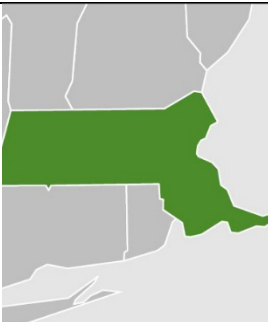
## Key Findings on State Literacy Initiatives Across the Northeast Region

There have been a variety of literacy initiatives undertaken in recent years, including enacted legislation, development of state literacy plans, and professional development.



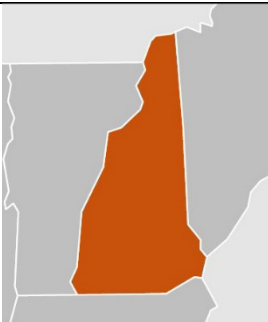
### Maine

- Published in 2022, a revision of the state’s literacy plan [Literacy for ME v2.0](#) identifies state-level strategies across six components of literacy education.
- Enacted dyslexia-focused reading legislation in 2015 but does not have published guidance on dyslexia.



### Massachusetts

- Multiple grant programs, professional learning efforts, and resource development provide support to districts, leaders, and educators.
- Enacted dyslexia-focused reading legislation in 2018.



### New Hampshire

- Multiple, large-scale professional development initiatives to build capacity for effective data use and virtual learning; however, none specifically target literacy.
- Enacted dyslexia-focused reading legislation in 2016.



### Vermont

- Established a short-term Advisory Council on Literacy (2021–2024) charged with reviewing and updating the state literacy plan, data plan, and teacher preparation requirements.

## Section 1: National Review

A national review of literacy legislation was conducted as part of a larger scan of state-level literacy policy and funding initiatives. The national review addressed the guiding question:

What are the literacy policy trends currently happening across the country?

### Methodology

To summarize state policy trends, a search was conducted of enacted laws within the [Education Legislation Database](#) of the 50-State Searchable Bill Tracking Database (National Conference of State Legislatures), [LegiScan National Legislative Search](#) database (LegiScan), and the [Dyslexia state dyslexia laws tracker](#) (Davis Dyslexia Association International), as well as a review of legislation cited in recent literacy policy reviews and reports. To identify the legislative approaches for literacy, enacted laws from the past 5 years (2018–2022) were gathered to determine that 37 states have passed legislation establishing or revising policies, initiatives, or funding for literacy in that span. Then, to identify the strategies for improvement taken by states, a qualitative review and analysis was conducted using a list, group, and label approach. The review started with the most recently enacted laws (2022) and worked backward year by year. The analysis identified progressively fewer new approaches throughout the process, and it was decided to forego a review of remaining legislation from 2018.

### Findings

The analysis of recently enacted laws reveals that states have targeted a variety of education stakeholders, including the state education agency, districts and schools, individual educators and leaders, and students and parents.



Across the four stakeholder groups, the collective states' efforts reveal a comprehensive collection of strategies across four topical areas:

1. **Establishing infrastructure** to support the development, implementation, and monitoring of high-quality literacy teaching and learning—examples of such initiatives focus on developing literacy plans, collecting and reporting data, and ensuring capacity to deliver job-embedded professional development and tutoring.

2. Establishing policies and supports that create a system of proactive **prevention** to build educator capacity and maximize student achievement—these initiatives include guidance and mandates to ensure high-quality initial teacher preparation, use of data to monitor learning and respond before students fall behind, family engagement and support, and early learning initiatives.
3. Establishing systems, guidance, and resources to support early identification and targeted **intervention** and assistance for students with or at risk of reading disabilities, as well as systems of professional development to build educators’ literacy knowledge and increase effective use of evidence-based instructional practices.
4. **Funding** to support literacy initiatives.

This section discusses the policy strategies as summarized in Table 1 and Table 2.

### *State-Level Efforts*

Recent initiatives across the country have established requirements for state education agencies intended to improve literacy outcomes, as summarized here.

**Establishing Infrastructure.** Some recently enacted legislation requires state education agencies (SEAs) to install or expand content or infrastructure to inform and support statewide literacy efforts by:

- Establishing literacy goals such as student reading proficiency targets to be achieved by the end of Grade 3 or raising concerns about current proficiency levels of performance to highlight the urgency of legislation.
- Defining terms such as the *science of reading*, *dyslexia*, or *scientifically or evidence based*.
- Establishing state-level reading advisory panels, expert committees, or literacy centers. These groups are created to inform or provide SEA recommendations on literacy assessments, core curricula, or intervention programs.
- Requiring the SEA to develop a state literacy plan or to collect and/or approve local literacy plans or assurance statements.
- Mandating that the SEA submit reports to the legislature providing data on implementation or progress towards achievement of legislated goals.

**Prevention.** Another set of state-level policies focuses on SEAs developing recommendations and resources to support local education agencies (LEAs) and families by:

- Requiring the SEA to develop lists of recommended or approved universal screeners or evidence-based core curriculum materials.
- Requiring the SEA to develop and provide professional development to various identified groups and on a variety of topics—including assessment administration, data analysis and data-based decision making, evidence-based practices, the science of reading, and structured literacy.
- Requiring the SEA to curate or develop resources for LEAs, teachers, or parents.
- Implementing initiatives to support early learning providers and improve school readiness of preschool children.

**Intervention.** In addition to preventative measures, recent laws articulate roles for SEAs in supporting student interventions by:

- Requiring the SEA to develop lists of recommended or approved diagnostic assessments, progress monitoring tools, or intervention programs.

**Funding.** Most initiatives included no new funding allocation; however, new funding supported SEAs by:

- Supporting new staffing or advisory boards.
- Funding educator training and professional development.

### *District- or School-Level Efforts*

Recent policy initiatives to improve literacy outcomes establish new requirements for LEAs.

**Establishing Infrastructure and Setting Context.** Recent mandates for districts and schools require systems to establish a literacy infrastructure by:

- Requiring the development of local literacy plans.
- Mandating that LEAs report on student data, submit district literacy plans, or identify selected district curriculum materials.
- Requiring literacy coaches to support educators.
- Requiring tutoring programs to provide intensive intervention.



**Prevention.** Proactive literacy policies require districts or schools to foster and enhance teaching and learning by:

- Mandating the creation and use of a multi-tiered system of supports (MTSS) for reading.
- Mandating the identification and administration of a universal screening assessment.
- Requiring that core curricular materials meet certain criteria or alignment expectations, such as being scientifically or evidence based, aligning with the science of reading, or providing instruction on specific components of reading.
- Requiring training on specific content for identified stakeholder groups.
- Requiring resources to support family home literacy efforts, such as providing access to resources, books, or other reading material.

**Intervention.** Recent district- and school-level strategies seek to ensure that adequate, effective intervention is provided in support of teachers and learners by:

- Requiring that each student who is identified as at risk or reading below grade level be provided with an individualized reading plan.
- Mandating the provision and use of specific types of assessment, including:
  - Diagnostic assessments
  - Progress-monitoring tools
  - Formative assessments
- Requiring that intervention programs meet certain criteria or alignment expectations, such as being scientifically or evidence based, aligning with the science of reading, or providing instruction on specific components of reading.
- Requiring LEAs to provide intervention to students identified through a screening assessment.
- Requiring the development and implementation of a summer intervention program.
- Mandating that LEAs notify parents of specified information, such as student assessment results, interventions provided, and resources available to support the child’s literacy development.

**Funding.** None of the enacted laws from 2019 through 2022 established new funding for local education agencies, although some provide flow-through allocation or grants from federal funds.

### *Educator-Centered Efforts*

In addition to influencing organizations at the state and district levels, recent laws have also sought to enact change to support educators.

**Establishing Infrastructure and Setting Context.** One approach to supporting educators and leaders is to establish supportive infrastructure. Some recent efforts include:

- Development or provision of state or local plans that facilitate the necessary context to support educators and leaders, including professional learning systems, data systems, staffing and resource allocation, MTSS frameworks, or decision rules.
- Mandates that SEAs collect and report data on:
  - Initial teacher licensure attainment
  - Education preparation programs’ effectiveness in preparing preservice educators and leaders to implement evidence-based assessment, instruction, and intervention or to effectively lead quality literacy programs.
- Requiring SEAs or LEAs to provide or recommend trainings and resources that support teachers in effectively using evidence-based practices, assessments, and curriculum.
- Mandated development of a statewide coaching initiative to provide or support literacy coaches in schools.

**Prevention.** To foster successful teaching and learning, many enacted laws proactively work to develop effective teachers, promote guaranteed and viable curriculum, and provide the tools necessary to assess and monitor individual students’ progress toward reading proficiency:

- Mandating that SEAs recommend or provide assessment and curricular materials, including universal screeners, diagnostic assessments, progress monitoring tools, core curricular materials, and intervention programs.
- Requiring the creation, review, or improvement of policies governing teacher licensure, including teacher licensure standards, alignment or content requirements for program coursework, or passage of a culminating test of reading development knowledge and pedagogy to receive teaching licensure.
- Mandating professional learning of specific content or duration for in-service teachers, principals, librarians, or school board members.

**Intervention.** The drive for many recent laws is the implementation of interventions to build educators’ knowledge and skills for effective literacy instruction to improve classroom practices.

- Requiring provision or completion of training in the science of reading, the essential components of effective reading instruction (typically the “Big 5” components named in the Report of the National Reading Panel), or scientifically- and evidence-based practices.
- Mandated development and provision of educator resources by the SEA or LEAs to support individualized learning.

**Funding.** While recent laws have not allocated funds to support the implementation of these policies, several states have dedicated funds for:

- Stipends or reimbursements for individuals completing approved professional development.
- Hiring of preservice education instructors or school-based instructional coaches.

### *Student-Centered Efforts*

Finally, states have enacted initiatives across the three strategies aimed at supporting students and families.

**Establishing Infrastructure and Setting Context.** Several states have mandated the establishment, promotion, or support of a multi-tiered system of supports framework for reading to ensure that students are screened for risk, supports are provided, progress is monitored, interventions are intensified, and referrals are made for further evaluation.

**Prevention.** Efforts to support students focus on family engagement, increasing access to reading materials, and early identification:

- Mandating that systems or educators provide caregivers with literacy supports they may use at home to foster student reading development.
- Mandating provision of books or other reading materials for reading at home.
- Mandating universal screening to proactively identify students at risk of not being on grade level at the end of the year, rather than using a “wait to fail” approach.

**Intervention.** States have taken several approaches to influence student interventions:

- Mandating the development of individualized reading plans for each student identified by a screener or teacher as being at risk or performing below grade level.

- Mandating provision of intervention or tutoring until the student demonstrates grade-level proficiency.
- Mandating provision and/or participation in summer programs or other out-of-school time supports.
- Mandated parent notification and engagement for students identified through screening as needing support.

**Funding.** Most enacted laws do not provide funding to support implementation. However, a small number of states have established a system to provide reimbursements or vouchers for evaluation, tutoring, or school choice.

## Section 2: State Reports

This next section summarizes state policies for the four states supported by R1CC. The review explored three guiding questions:

1. What are the state's literacy goals?
2. What state literacy policies and funding are in place?
3. How have states leveraged federal and state funding to improve literacy outcomes?

### Regional Review Methodology

Two methods were used to collect and review information to summarize state policy and funding initiatives: document review and staff interviews with agency representatives. The document review included a review of recent legislation, state plans and reports, agency websites, and requests for proposals. Interviews were conducted with representatives identified by the head of the state education agency; these representatives included one or more directors of offices overseeing literacy-related initiatives in each state. In addition to initial interviews, these staff members were invited to review the scan draft to ensure accuracy and completeness of the content.

### State Reports

Findings from the regional review are presented using categories introduced in the National Review Findings section above. The reports in this section provide detail for each state in response to the guiding questions.

## Maine

This state report summarizes the findings of policies and funding within the state relative to the guiding questions of this review. This report of state findings includes information from the following sources:

Type	Sources
<b>Documents</b>	2022 <a href="#">Literacy for ME 2.0</a> revised state literacy plan 2022–23 <a href="#">Maine Seal of Biliteracy Coordinator Guide</a> 2021 <a href="#">Maine ARP ESSER State Plan</a> 2017 <a href="#">Maine Consolidated State Plan under ESSA</a> 2012 <a href="#">Literacy for ME</a> state literacy plan
<b>Enacted Laws</b>	2021 Enacted Law 138 (ME H 94), 3/17/2021 2015 Enacted Law 338 (ME H 163), 7/12/2015 <a href="#">MRS Title 20-A. Education</a>
<b>Requests for Proposals (RFPs)</b>	2019 FY20–22 Competitive Grant Application for Integrated English Literacy and Civics Education – Integrated Education and Training Programs and Services ( <a href="#">RFP#201901017</a> ) 2019 FY20–22 Competitive Grant Application for Adult Education and Family Literacy Act ( <a href="#">RFP#201901015</a> )

### 1. What are Maine's literacy goals?

The Maine 2017 ESSA State Consolidated Plan identifies a long-term reading/language arts achievement goal of 75% of students meeting standards on the state reading test by 2030. The plan also sets goal targets for specific student groups.

Maine's Migrant Education Program has established a goal of 55% of migrant students meeting or exceeding standards on the state reading test.

### 2. What state literacy policies and funding are in place?

#### Establishing Infrastructure.

- In 2022, the Maine Department of Education (Maine DOE) and State Literacy Team conducted a review and revision of the state's literacy plan created in 2012. The new **state literacy plan**, [Literacy for ME 2.0](#), establishes a new set of priorities and identifies six critical components of literacy education: 1) shared and strength-based leadership, 2) standards-aligned, evidence-based instruction, 3) multi-tiered systems of instructional support, 4)

balanced assessment systems, 5) job-embedded professional learning, and 6) supportive family and community engagement. The plan identifies key state-level strategies for each of the six components. The plan also includes resources to support the development of local literacy plans.

- A 2021 law requires the Maine DOE to **collect and analyze data** on reading assessment measures, locally established reading benchmarks, reading achievement, and reading instructional programs and resources being used by LEAs and report findings to the state legislature (LD 138).
- In the spring of 2022, the Maine DOE formed an **Interdisciplinary Instruction Team** to support educators to utilize interdisciplinary instruction to develop foundational literacy skills, incorporate literacy instruction across disciplines, and access resources for interdisciplinary instruction that engage students in building literacy concepts.
- In 2019, the Maine DOE adopted the **Seal of Biliteracy** award to acknowledge the achievements and benefits of being multilingual.
- The 2015 dyslexia law established the position of **dyslexia coordinator** at the Maine DOE (LD 338).

#### **Prevention.**

The Maine DOE offers a variety of [professional learning resources](#) to Maine educators, including virtual, recorded workshops on literacy topics, equity, and virtual learning.

#### **Intervention.**

In response to inequitable access to in-person education due to the COVID-19 pandemic, the state created the [Maine Online Opportunities for Sustained Education \(MOOSE\) Learning Module Library](#), which provides free access to asynchronous, interdisciplinary, project-based **learning modules for students** aligned to the Maine Learning Results for preK–12.

### ***3. How has Maine leveraged federal and state funding?***

The Maine DOE has issued several requests for proposals (RFPs) focused on adult literacy under the Adult Education and Family Literacy Act (for example, [RFP#201901017](#) and [RFP#201901015](#)) and funded a Maine DOE early literacy skills pilot program titled MoMEntum; however, no specific state or federal funds earmarked specifically for literacy were found during the review.

## Massachusetts

This state report summarizes the findings of policies and funding within the state relative to the guiding questions of this review. This report of state findings includes information from the following sources:

Type	Sources
<b>Documents</b>	2021 <a href="#">Massachusetts ARP ESSER State Plan</a> 2019 <a href="#">Massachusetts State Literacy Plan</a> 2019 <a href="#">Massachusetts Dyslexia Guidelines</a> 2017 <a href="#">ESSA Consolidated State Plan</a> <a href="#">MA Department of Elementary and Secondary Education</a> webpages
<b>Enacted Laws &amp; Regulations</b>	<a href="#">M.G.L. Chapter 71, § 57A</a> , 1/17/2019 <a href="#">Early Literacy Screening, Regulation 603 CMR 28.03(1)(f)</a> , 9/20/22
<b>Requests for Proposals (RFPs)</b>	<a href="#">Growing Literacy Equity Across Massachusetts (GLEAM), K–5 and 6–12 Continuation</a> , Fund Code 509 and 510 <a href="#">Accelerating Literacy Learning with High-Quality Instructional Materials</a> , Fund Codes 730/719 <a href="#">Early Literacy Screening Assessment and Professional Development</a> , Fund Code 576 <a href="#">From Research to Practice: Evidence-Based Early Literacy</a> , Fund Code 734 <a href="#">Massachusetts Lead for Literacy Institute Grant</a> , Fund Code 725

### 1. What are Massachusetts' literacy goals?

Massachusetts' 2019 state literacy plan identifies seven goals across two areas:

- High-quality core instruction: 1) promote high-quality core instructional materials, 2) promote skillful implementation of high-quality instructional materials through high-quality professional development (K–8), 3) support effectiveness of literacy coaches (K–8), and 4) support the teaching of disciplinary literacy in the content areas (6–12).
- Evidence-based early literacy: 1) promote evidence-based early literacy instructional practices, 2) promote comprehensive approach to assessment, including high-quality literacy screening assessment and data-based decision making, and 3) promote purposeful selection of high-quality, evidence-based interventions.

Additionally, the Massachusetts Department of Elementary and Secondary Education (DESE) has set a goal specific to educator preparation that by the 2024–2025 schoolyear, all Early Childhood, Elementary, and Moderate Disabilities teacher licensure candidates in



Massachusetts are prepared, through coursework and opportunities for practice and high-quality feedback, in evidence-based early literacy as outlined in the Mass Literacy Guide.

## *2. What state literacy policies and funding are in place?*

### **Establishing Infrastructure.**

- The Massachusetts Board of Elementary and Secondary Education (BESE) established in 2022 a Special Committee on Pandemic Recovery and Literacy to monitor and explore literacy trends and policies.
- In 2020, DESE established a cadre of approved vendors able to provide high-dosage tutoring in early literacy (grades K–3).

### **Prevention.**

- In February 2022, Massachusetts launched [Mass Literacy: Open Access Professional Learning](#) (OAPL). Through this open access hub, DESE offers qualified educators access to approved **professional learning opportunities** focused on early literacy. Courses are free for current educators who teach literacy in Grades preschool through 3, and some courses offer a stipend for completion.
- To support the adoption of effective core instructional materials, DESE developed a **core curriculum review process** and web resource titled [CURATE: CURriculum RATings by TEachers](#). The site includes reviews conducted when requested by a publisher. The review gathers evidence on the program from a review of the materials' alignment to college- and career-ready standards, feedback from educators who use the materials, and information submitted by the publisher. A team of teachers review the evidence and apply a rubric to assign ratings across five areas: text quality and organization, classroom tasks and instruction, accessibility for students, usability for teachers, and impact on students' learning.
- A DESE 2021 competitive RFP allocated nearly \$9 million, up to \$200,00 per district, to LEAs to **accelerate adoption of effective instructional materials**. Funds could be used towards purchase of high-quality core curricular materials for ELA/Literacy, initial professional development at schools using the newly purchased materials, stipends for educators and community members participating on curricular adoption teams, or stipends for educators to attend professional development on the newly purchased materials. Priority was given to districts using curricular materials found to not meet expectations under the CURATE reviews. Most of the allocation was funded by COVID relief funds (\$7.8 million) supplementing the state's investment (\$1 million).

- In 2019, DESE launched the Mass Literacy initiative “to **support pre-service and in-service educators** in grades preK–3 to gain deep knowledge of literacy development and to skillfully implement evidence-based, inclusive, culturally responsive practices using high-quality instructional materials and assessments” (DESE, 2022).
- Since 2020, DESE has provided competitive grants to **support deep professional development supports for school or district teams**:
  - 2022 Lead for Literacy Institute grants provided funding to support participation in a yearlong professional learning series designed to build the capacity of elementary school and district leaders and teams to improve literacy teaching and learning outcomes for students within a multi-tiered system of supports for reading.
  - Research to Practice grants for evidence-based literacy fund a year-long professional learning series for a team of teachers and one administrator to support implementation of evidence-based foundational instruction, materials, practices, screening and progress monitoring assessment, and data analysis.

#### Intervention.

- In 2018, the Massachusetts legislature enacted a law requiring DESE to develop guidelines to assist districts in developing **screening procedures or protocols** for students who demonstrate one or more indicators of a neurological learning disability including, but not limited to, dyslexia. The resulting effort produced the *Massachusetts Dyslexia Guidelines*.
- In September 2022, the Board of Elementary and Secondary Education adopted an amendment to regulations **requiring all elementary schools to assess each student’s** reading abilities and early literacy skills at least twice per year from kindergarten through at least third grade.
- In 2020, DESE established a program that covers the costs of **high-dosage tutoring** in early literacy (Grades K–3) to build prerequisite and foundational skills through a variety of models, including in-person and virtual tutoring occurring before, during, or after the school day.

### 3. How has Massachusetts leveraged federal and state funding?

- Massachusetts was awarded a Comprehensive Literacy State Development (CLSD) competitive grant that supports LEAs to develop a **multi-tiered system of supports (MTSS) for ELA/literacy** and expanding **access to high-quality preK** through a program named GLEAM, [Growing Literacy Equity Across Massachusetts](#).

- Massachusetts has leveraged state funding to develop the **Early Grades Literacy Grant**. The grant supports selected schools through a year of focused, intensive professional development to improve student reading in Grade K–3.
- A 2022 DESE competitive RFP leveraged Governor’s Emergency Education Relief (GEER) funds to support the purchase of **early literacy screening assessments** and **professional development**. Priority was given to districts without an approved screening assessment or to provide training in districts with approved screeners.

## New Hampshire

This state report summarizes the findings of policies and funding within the state relative to the guiding questions of this review. This report of state findings includes information from the following sources:

Type	Sources
<b>Documents</b>	2021 <a href="#">New Hampshire State Plan: American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund</a> (ARP ESSER III state plan) 2019 <a href="#">New Hampshire ESSA Consolidated State Plan</a> <a href="#">New Hampshire Department of Education</a> webpages
<b>Enacted Laws</b>	<a href="#">2021–22 New Hampshire Education Laws</a>
<b>Requests for Proposals (RFPs)</b>	Statewide Reading Campaign ( <a href="#">CO-2022-001</a> ) Best Practices: Preparing Excellent Reading Teachers ( <a href="#">LS-2022-02</a> ) Leaning Into Literacy: Building Statewide Capacity through Literacy Training ( <a href="#">LS-2022-001</a> ) Data Analysis and Assessment Literacy Coaches for New Hampshire Schools ( <a href="#">2022-DOE-OAA-DAAL Coaches-03</a> )

### 1. What are New Hampshire’s literacy goals?

In its 2019 ESSA Consolidated State Plan, the New Hampshire Department of Education (NHED) articulated:

- A 7-year statewide goal to increase student proficiency on the ELA state assessment to 71%, an annual increase of 1.7%, by 2026 (pp. 18–21)
- Measurable Program Outcomes for the Migrant Education Program (MEP):
  - Five percent more migrant students enrolled in Grades 3–8 and 11 receiving at least 20 hours of migrant-supported supplemental instruction will improve their reading and/or English language proficiency scores by 5% on a state-approved reading assessment (p. 75)
  - Seventy-five percent of migrant parents who received 20 or more hours of migrant services will report being involved with their children’s reading (p. 75)
  - Eighty percent of MEP staff who participate in professional development in reading will report they are better prepared to deliver reading instruction (p. 75)

The “Leaning Into Literacy” initiative has set a goal of training 9,000 individuals over 2 years in the science of reading (RFP LS-2022-001).

## 2. What state literacy policies and funding are in place?

### Establishing Infrastructure.

Some of the state-level literacy strategies in this area include:

- Legislation defining **terms**: “dyslexia,” “potential indicators or risk factors of dyslexia and related disorders,” and “related disorders” (200:58 Definitions).
- In 2020, NHED adopted the **Seal of Biliteracy** diploma award to acknowledge the achievements and benefits of being multilingual.

### Prevention.

- Legislation in effect since 2016 requires **screening of all students** for risk factors of dyslexia and related disorders upon enrollment in kindergarten or Grade 1 and **parent notification** of results and progress if identified as at risk.
- Beginning in 2018, NHED partnered with CAST to facilitate the *New Hampshire **Universal Design for Learning (UDL) Network***, a collaborative of schools receiving professional learning and working to leverage the principles of UDL to ensure all students have access to high-quality, personalized instruction that builds academic knowledge and skills. The initiative addresses learner variability in diverse classrooms, promoting UDL principles to support developmentally appropriate, explicit, and systematic instruction, high-quality student academic assessments, frequent practice in reading and writing across content areas, and promotion of an MTSS framework.
- New Hampshire’s **Migrant Education Program** has identified several strategies for improving student reading achievement, including the provision of instruction, materials, and assessments; assisting families to obtain library cards and purchase books; conducting home visits; and provision of verbal and/or written/pictorial instruction and strategies to parents for reading.
- An NHED 2022 competitive RFP sought a vendor to develop a **statewide marketing campaign to promote reading and literacy** among parents and guardians, teachers, community groups, libraries, school districts, and broader communities (RFP CO-2022-001).
- As part of **teacher licensing**, the state requires teacher candidates to pass the *New Hampshire Foundations of Reading* test for several endorsement areas in addition to the Praxis tests for basic skills and subject area–specific testing.
- An NHED 2022 competitive RFP sought a vendor to review **New Hampshire teaching endorsement standards** for teaching reading, provide best practices used by educator preparation programs, and provide reports to institutions of higher education and the state

on related outcomes to ensure evidence-based, high-quality content standards for the teaching of reading.

- An NHED 2022 competitive RFP sought a vendor to provide **training to build the data analysis and assessment literacy capacity** of “school and district teams to administer, collect, analyze, interpret, and use data to more effectively plan, differentiate, and target instruction based on student needs” (RFP 2022-DOE-OAA-DAAL Coaches-03).

#### **Intervention.**

- Legislation in effect since 2016 requires the provision of **evidence-based interventions** for students at risk for or identified with dyslexia and related disorders.
- New Hampshire’s **Migrant Education Program** assists migratory students in obtaining tutoring.

### ***3. How has New Hampshire leveraged federal and state funding?***

New Hampshire’s federal emergency education funding (CARES, CRRSA, ARP) through GEER and ESSER funds left the use of sub-granted LEA funds up to districts. State investments focused on the support of individualized learning, technology, and out-of-school time enrichment opportunities.

- Through a request for proposal process, NHED partnered with Granite State College to offer teachers **professional development training** on how to design and teach effective online courses and how to use the state learning management system. The state dedicated \$2 million of emergency relief money to provide stipends for up to 8,000 teachers to complete the course in 2021 and 2022 **in support of virtual and hybrid learning**.
- \$500,000 in GEER I and \$300,000 in GEER II funds were utilized to provide **afterschool enrichment** in partnership with the New Hampshire United Way.

## Vermont

This state report summarizes the findings of policies and funding within the state relative to the guiding questions of this review. This report of state findings includes information from the following sources:

Type	Sources
<b>Documents</b>	2022 <a href="#">Early Literacy in Vermont: Findings From the Vermont Educator Preparation Program Course Syllabi Review</a> 2021 <a href="#">Report of the Advisory Council on Literacy</a> 2021 <a href="#">Building for the Future: Vermont’s Plan for Education Recovery and Beyond</a> (ARP ESSER III state plan) 2019 <a href="#">Blueprint for Early Literacy Comprehensive System of Services, PreK Through Third Grade</a> 2017 <a href="#">Vermont ESSA Consolidated State Plan</a> <a href="#">Vermont Agency of Education</a> webpages
<b>Enacted Laws</b>	2021 Enacted Law 28 ( <a href="#">VT S0114</a> ), 5/17/2021 2018 Enacted Law 173 ( <a href="#">VT H0897</a> ), 5/25/2018

### 1. What are Vermont’s literacy goals?

The Vermont 2017 ESSA Consolidated State Plan establishes a goal of all students achieving or exceeding the mid-point of the proficient scale of the state-adopted ELA/reading assessments (Smarter Balanced Assessment Consortium) by 2025. Interim targets have been developed for 3-year sprints and shared with schools for goal setting and progress monitoring toward achieving the 9-year goal targets (pp. 33–34).

### 2. What state literacy policies and funding are in place?

#### Establishing Infrastructure.

- Vermont developed the *Blueprint for Early Literacy Comprehensive System of Service, PreK Through Third Grade* in 2019 (contract #36003). The **state literacy plan** “blueprint” lays out guidance for developing a comprehensive service delivery plan for supporting children’s reading from preK through third grade using a three-step process: conducting a local needs assessment, conducting a local asset mapping, and articulating an early literacy action plan.
- The 2021 law Act 28 created a 3-year **Advisory Council on Literacy** to advise and support the Vermont Agency of Education (AOE) to implement its requirements: 1) revision of the statewide literacy plan, 2) SEA services to LEAs, 3) a literacy data collection plan, 4) best practices to support literacy instruction through an MTSS model, and 5) literacy data

review. The council's [2021 report](#) to the legislature made recommendations for revisions to Section 2903 of the Vermont statutes on preventing early school failure and reading instruction (16 V.S.A. § 2903); the council will make recommendations for revisions to the state literacy plan in its 2022 report.

#### Prevention.

- Act 28 also required AOE to contract with vendors to review 1) the extent to which **teacher preparation programs** prepare teacher candidates to use evidence-based literacy instruction and 2) the state's teacher licensing requirements focused on literacy. AOE partnered with the Region 1 Comprehensive Center to analyze the extent to which Vermont educator preparation programs at Vermont institutes of higher education prepare teachers to provide effective, evidence-based literacy instruction.

#### Intervention.

- While not targeting reading specifically, an act passed in 2018 requires districts to establish a **multi-tiered system of supports framework** for identifying and supporting students (Act 173).

### *3. How has Vermont leveraged federal and state funding?*

- Vermont allocated \$450,000 from ARP funds to establish and support the work of the Advisory Council on Literacy in enacting the requirements of the 2021 law.
- Just over \$3 million of American Rescue Plan Act of 2021 appropriation has been allocated to AOE to 1) “provide professional development learning modules for teachers in methods of teaching literacy in the five key areas of literacy” and 2) “assist supervisory unions in implementing evidence-based systems-wide approaches that address learning loss due to the COVID-19 pandemic” (2021 Act 28, Sec. 3. B.1.A–B.).
- In 2018, \$200,000 of federal funds from the Individuals with Disabilities Education Act (IDEA) were allocated to the AOE in each of the fiscal years 2019 and 2020 to provide professional development and support to LEAs to implement MTSS to improve services to meet students' needs. A general fund allocation of \$350,000 was also made to the department to add three full-time positions (one legal counsel and two staff specialized in effective instruction for students needing additional support) to assist LEAs.



## Appendix A

### Enacted Literacy Legislation, 2019–2022

Alabama 2019 Enacted Law 2019-523 (AL HB 388), 5/31/2019  
Alabama 2022 Enacted Law 2022-391 (AL S 200), 2022  
Alaska 2022 Enacted Law 22 (AK H 114), 7/18/2022  
Arizona 2018 Enacted Law 309 (AZ H 2520), 5/16/2018  
Arizona 2021 Enacted Law 147 (AZ S 1404), 3/26/2021\*  
Arkansas 2019 Enacted Law 83 (AR S 153), 2/11/2019  
Arkansas 2021 Enacted Law 914 (AR S 564), 4/26/2021  
Arkansas 2021 Enacted Law 606 (AR S 349), 4/7/2021  
Arkansas 2021 Enacted Law 542 (AR S 409), 4/1/2021\*  
Arkansas 2019 Enacted Law 83 (AR S 153), 2/11/2019  
Colorado 2018 Enacted Law 275 (CO H 1393), 5/29/2018  
Colorado 2022 Enacted Law 280 (CO S 4), 5/31/2022  
Florida 2022 Enacted Law 2022-154 (FL S 2524), 6/2/2022  
Florida 2021 Enacted Law 2021-9 (FL H 7011), 5/4/2021  
Georgia 2021 Enacted Law 159 (GA S 88), 5/4/2021  
Idaho 2022 Enacted Law 169 (ID H 731), 3/23/2022  
Idaho 2021 Enacted Law 292 (ID S 1006), 4/27/2021  
Kentucky 2022 Enacted Law 40 (KY S 9), 3/29/2022  
Louisiana 2022 Enacted Law 520 (LA H 911), 6/16/2022  
Louisiana 2022 Enacted Law 448 (LA H 214), 6/15/2022  
Mississippi 2021 Enacted Law 425 (MS H 754), 4/9/2021  
New Mexico 2019 Enacted Law 256 (NM S 398), 4/4/2019  
North Carolina 2021 Enacted Law 2021-8 (NC S 387), 4/9/2021  
North Dakota 2021 Enacted Law 141 (ND H 1388), 4/30/2021  
North Dakota 2021 Enacted Law 137 (ND H 1131), 4/1/2021

Oklahoma 2019 Enacted Law 16 (OK H 1228), 4/4/2019

Tennessee 2022 Enacted Law 974 (TN S 2163), 5/3/2022

Tennessee 2021 Enacted Law 3 (TN S 7003), 2/3/2021

Utah 2022 Enacted Law (UT S 127), 3/23/2022

Vermont 2021 Enacted Law 28 (VT S 114), 5/17/2021

Virginia 2022 Enacted Law 550 (VA H 319), 4/11/2022

Virginia 2021 Enacted Law 167 (VA H 1865), 3/18/2021

Wisconsin 2022 Enacted Law 214 (WI S 589), 3/31/2022

Wyoming 2022 Enacted Law 56 (WY S 32), 3/11/2022

\* These laws made only minor language or date changes that did not create new policies or funding.