

Tuesday, January 28, 2020, Senate Education Hearing on SSSB 6

Follow-Up on Committee Member Comments

Prepared by DEED staff and staff to Senator Begich

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- **Senator Hughes: identify other states that have seen a cost savings in funding for special education students through implementation of comprehensive reading legislation**

See attached pdf from the Education Commission on the States (ECS) who researched this request at the request of DEED.

- **Senator Hughes: provide a financial breakout of the bill components in “buckets” – 1. Total cost, 2. Early education cost, and 3. Reading intervention cost**

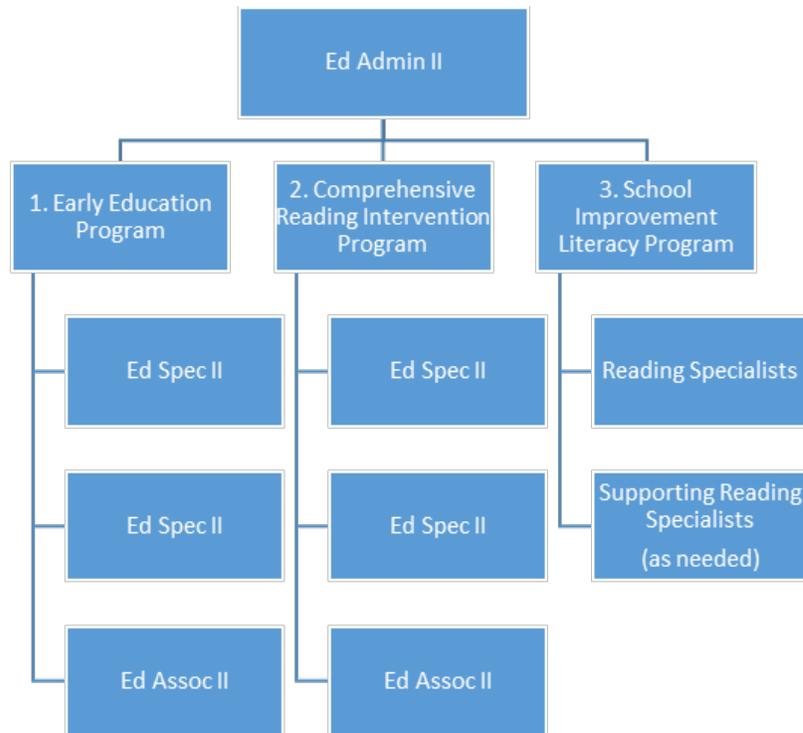
Bill Section / Component	FY21	FY22	FY23	FY24	FY25	FY26	Total
Reading Intervention Program	4,623.60	5,229.60	5,957.60	6,685.60	7,413.60	7,388.60	37,298.6
Student and School Achievement	4,221.7	4,848.7	5,576.7	6,304.7	7,032.7	7,007.7	
Early Learning Coordination	401.9	380.9	380.9	380.9	380.9	380.9	
Early Education Program	1,724.1	4,305.5	6,887.0	10,330.4	13,773.9	17,217.4	54,238.3
Pre-Kindergarten Grants	1,724.1	4,305.5	6,887.0	8,606.3	9,468.4	10,330.4	
Public Education Fund	-	-	-	1,724.1	4,305.5	6,887.0	
Total	6,347.7	9,535.1	12,844.6	17,016.0	21,187.5	24,606.0	91,536.9

- **Senator Hughes: research on Alaska population trends and how that may impact the student estimates provided in the fiscal notes**

“In the long term, we project the state will add about 100,000 people to its population by 2045 through a combination of natural increase partly offset by small net migration losses...Alaska’s 0-to-19-year-old population has been remarkably flat for the last couple of decades, but we project a total increase of about 3 percent through 2030 and 9 percent through 2045.” – *Population Projections 2017 to 2045, Department of Labor & Workforce Development, published August 2018, <http://laborstats.alaska.gov/trends/aug18art2.pdf>*

- **Senator Coghill: provide the number of current low-performing schools**
 - 505 schools were open in 2018-2019. Of those, 114 schools were designated for support by DEED.
 - 23 schools makeup the lowest performing 5% of all Title I schools needing comprehensive support.
 - The list of 2018-2019 schools designated for support through the *System for School Success* is available at <https://education.alaska.gov/aksupport/akstepp/Alaska-Designated-Schools-List.pdf>.

- A guide to understanding the *System for School Success* is available at https://education.alaska.gov/akaccountability/schoolsuccess/Guide_to_the_System_of_School_Success_with_Fact_Sheets.pdf.
- **Senator Stevens: clarify the number of new DEED staff requested to support this work**
7 DEED staff positions have been proposed in the fiscal notes to support the early education program and reading intervention program efforts (see below organizational chart). These positions are separate from the Reading Specialist positions.



- **Senator Costello: provide a definition of a “reading specialist”**
SSSB 6 page 19, lines 27-30: (e) In this section, “reading specialist” means a teacher certificated under AS 14.20 who is employed and funded by the department and who meets the requirements established by the state Board of Education and Early Development in regulation.
- **Senator Costello: identify other states who have defined a “reading specialist” in statute (vs. regulation as SSSB 6 is currently proposing)**
See attached pdf’s for examples from California, Colorado, Nevada, Virginia, and Wisconsin. DEED also requested ECS research this request, and will provide that information in a follow-up email.
- **Senator Costello: provide examples of other states that have offered Professional Development for K through grade 3 teachers**
 - Colorado requires their education department to identify quality reading instructional programs and professional development programs for use by local education agencies. Through a review process, the department certifies programs and promotes those to educators.

- Mississippi provides K-3 educators LETRS or Language Essentials for Teachers of Reading and Spelling.
- Oklahoma provides for professional development to teachers in their local area (either face-to-face or webinar) as well as LETRS training.
- Arizona offers a five-day training (Teaching Reading Effectively) for K-3 educators, reading interventionists, literacy coaches, and school leaders. The course is a prerequisite for the Training of Trainers, which allows district and school-wide literacy leaders to train their own staff.

- **Senator Stevens: in the early education program section of the bill, is 10% the right number for year 1? What is the thinking behind the percent phasing?**

To accommodate the need for preparation and development of processes, SSSB 6 phases in early education grants, starting with the 10% of districts, including the Moore Settlement Districts, that already have established pre-k programs and with a little extra assistance, be ready to role in the foundation formula at year three. The subsequent phases allow for the department to adequately support districts without overwhelming state resources.

- **Senator Costello: provide definitions for the terms “reading” and “literacy” in SSSB 6**

Senator Begich prefers to use the term “reading” throughout the bill. Per federal standards, the following definition defines “reading”:

Reading is a complex system of deriving meaning from print that requires all of the following:

- the skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
- the ability to decode unfamiliar words;
- the ability to read fluently;
- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate active strategies to construct meaning from print;
- the development and maintenance of a motivation to read.

The **five components of reading** include:

- **Phonemic awareness** is the ability to notice, think about, and work with the individual sounds in spoken words.
- **Phonics** is the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Phonics instruction teaches learners to use these relationships to use and write words.
- **Fluency** is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. They read aloud effortlessly and with expression. Fluency is important because it provides a bridge between word recognition and comprehension.
- **Vocabulary** refers to the words we must know to communicate effectively. Vocabulary is also very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. Learning to read more advanced texts means readers must learn the meaning of new words that are not part of their oral vocabulary.

- **Comprehension** is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. Good readers are both purposeful (they have a reason to read) and active (they think to make sense of what they read).

Literacy as defined by the Department of Education and Early Development:

The ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (The United Nations Educational, Scientific and Cultural Organization definition).

This response was prepared for Erin Hardin

Your Question:

What states have seen a cost savings in funding for special education students through implementation of comprehensive reading legislation?

Our Response:

We were not able to find any national or statewide research that directly examines special education cost savings from comprehensive reading reforms. States that have implemented reforms in recent years likely do not yet have data that would evaluate those elements. We did find an [evaluation of a pilot program in Ohio](#) that provided reading interventions for students with dyslexia. This study also performed a future cost savings analysis and projected that all participating districts would see cost savings exceeding the initial pilot investment. These savings were projected based on decreased need for intensive, individualized interventions.

There is a more substantial body of research examining generally the link between literacy and future cost savings. Students who do not read proficiently by the end of third grade are [four times less likely to graduate from high school](#), and it is estimated that [each high school dropout costs taxpayers nearly \\$300,000](#) in lost earning potential, negative health outcomes, and increased likelihood of criminal activity. This research has contributed to the increased focus in many states on comprehensive reforms to boost third grade literacy. For students who struggle to read, such as those with learning disabilities, intensive interventions may be required. A meta-analysis of reading interventions for students at risk for or identified with reading disabilities found [significant positive results](#) across 25 studies. Another study found that effective reading interventions [can be successfully scaled up](#) to broaden impacts to larger student populations.

Please feel free to reach out with any additional questions.

5 CCR 80066

This document is current through Register 2020, No. 3, January 17, 2020

CA - Barclays Official California Code of Regulations > TITLE 5. EDUCATION > DIVISION 8. COMMISSION ON TEACHER CREDENTIALING > CHAPTER 1. CREDENTIALS ISSUED UNDER THE TEACHER PREPARATION AND LICENSING LAW OF 1970 > ARTICLE 2. CREDENTIAL TYPES, AUTHORIZATIONS, AND REQUIREMENTS

§ 80066. Specific Requirements for the Clear Reading and Literacy Leadership Specialist Credential

(a)The minimum requirements for the clear Reading and Literacy Leadership Specialist Credential for applicants who complete a professional preparation program in California shall include (1) through (5):

- (1)**possession of a valid basic California teaching credential as defined in [Education Code section 44203\(e\)](#) and an English learner authorization;
- (2)**verification of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, intern teaching, or teaching while holding an emergency or teaching permit;
- (3)**completion of a post baccalaureate professional preparation program based on the Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential Program Standards (rev. 2/2016) available on the Commission's website and hereby incorporated by reference, accredited by the Committee on Accreditation as specified in [Education Code section 44373\(c\)](#) for the Reading and Literacy Leadership Specialist Credential, including successful completion of supervised field experience;
- (4)**submission of an application form as defined in section 80001(b)(2) and the application fee as specified in section 80487(a)(1); and
- (5)**recommendation from a Commission-approved Reading and Literacy Leadership Specialist program as specified in [Education Code section 44227\(b\)](#).

(b)The minimum requirements for the clear Reading and Literacy Leadership Specialist Credential for applicants who complete a professional preparation program outside California shall include (1) through (4). Applicants may apply directly to the Commission for the clear Reading and Literacy Leadership Specialist Credential under this section:

- (1)**possession of a valid basic California teaching credential as defined in [Education Code section 44203\(e\)](#) and an English learner authorization;
- (2)**verification of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, intern teaching, or teaching while holding an emergency or teaching permit;
- (3)**completion of a post baccalaureate professional preparation program comparable to a program accredited by the Committee on Accreditation for the Reading and Literacy Leadership Specialist Credential, including successful completion of supervised field experience, but taken outside California. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed; and

(4) submission of an application form as defined in section 80001(b)(2) and the application fee as specified in section 80487(a)(1).

(c) The clear Reading and Literacy Leadership Specialist Credential issued on the basis of the completion of all requirements shall be dated per Title 5 section 80493.

(d) The clear Reading and Literacy Leadership Specialist and the previously issued clear Reading and Language Arts Specialist credentials authorize the holder to provide the following services at the school site, school district, or county level in grades twelve and below, including preschool, and in classes organized primarily for adults:

(1) provide direct reading intervention to students and adapt instructional routines and strategies to provide direct specialized reading instruction to students with severe reading difficulties, including monitoring and adjusting intervention instruction;

(2) coordinate adoption and facilitate implementation of adopted literacy curricula, including providing training to teachers;

(3) select and administer reading and literacy assessments, interpret results to determine student growth and identification of struggling students, select interventions, communicate results, and provide guidance and coaching to teachers;

(4) design, implement, and evaluate a comprehensive literacy plan;

(5) support students' literacy development and inform and train teachers in literacy skills using information and communication technologies; and

(6) evaluate literacy practices and report findings, guide teachers and administrators in collaborative efforts to design, implement, and evaluate local, state and/or federal programs, and plan and conduct staff development.

Statutory Authority

AUTHORITY:

Note: Authority cited: [Sections 44225\(q\) and 44254, Education Code](#). Reference: [Sections 44203\(e\), 44225\(d\), 44225\(e\), 44227, 44251, 44254, 44265 and 44373, Education Code](#).

History

HISTORY:

1. New section filed 5-23-2000; operative 6-22-2000 (Register 2000, No. 21). For prior history, see Register 81, No. 13.
2. Amendment of section heading, section and Note filed 2-24-2016; operative 4-1-2016 (Register 2016, No. 9).

6.04 Reading Specialist (Grades K-12)

To be endorsed as a reading specialist, an applicant shall hold a Colorado initial or professional teacher license with an endorsement in an approved content area; hold a master's degree or higher; have completed an approved graduate program for the preparation of reading specialists at an accepted institution of higher education, including a supervised practicum or internship as a reading specialist; have three or more years of full-time, demonstrated classroom teaching experience; shall be knowledgeable about literacy instruction as outlined in rule 4.02(5) – 4.02(13) and the Colorado Academic Standards in reading, writing and communicating as outlined rule 2.01(7), and shall have demonstrated the competencies described below:

6.04(1) The reading specialist shall have knowledge of dyslexia and other learning disorders and:

6.04(1)(a) understand the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological and linguistic).

6.04(1)(b) recognize the tenets of the NICHD/IDA definition of dyslexia.

6.04(1)(c) recognize that dyslexia and other reading difficulties exist on a continuum of severity.

6.04(1)(d) identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, nonverbal learning disorders, etc.).

6.04(1)(e) identify how symptoms of reading difficulty may change over time in response to development and instruction.

6.04(1)(f) understand federal and state laws that pertain to reading disabilities including dyslexia.

6.04(2) The reading specialist shall have successfully completed graduate-level studies in a minimum of three of the following relevant supporting areas: testing and measurement; the teaching of exceptional students including, but not limited to, those who have been identified as gifted; child and adolescent development; speech and hearing; school counseling; child and adolescent literature; language development; curriculum; initial and advanced reading skills development; the identification of, planning for and instructional delivery of the curriculum to students with reading problems the identification of, planning for and instructional delivery of the curriculum to those students for whom English is not their native language.

6.04(3) The reading specialist is knowledgeable about and able to effectively articulate the methods, issues and resources involved in support of student instruction to a wide variety of audiences including but not limited to staff, parents and students.

6.04(4) The reading specialist shall self-assess the effectiveness of instruction, direction and/or supervision based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

[NAC 391.290](#)

This document reflects changes received through August 2019

NV - Nevada Administrative Regulations > CHAPTER 391 - EDUCATIONAL PERSONNEL > SPECIAL ENDORSEMENTS

391.290 Endorsement as specialist in teaching reading. ([NRS 385.080](#), [391.019](#))

To receive an endorsement as a specialist in teaching reading, a person must:

1. Hold a master's degree;
2. Have 3 years of verified experience as a teacher in state-approved schools;
3. Hold a valid elementary, secondary or special license to teach, excluding a business and industry endorsement, a valid license to teach special education, excluding a business and industry endorsement, or a valid license to teach middle school or junior high school education, excluding a business and industry endorsement; and
4. Have completed at least 16 graduate semester hours of courses in reading in each of the following subjects:
 - (a) Foundations of reading;
 - (b) Etiology and diagnosis of reading problems;
 - (c) Clinical practice in correcting reading problems; and
 - (d) Research in reading.

History

[Bd. of Education, Certification Reg. § 391.460, eff. 10-23-81] -- (NAC A by Comm'n on Prof. Standards in Education, 11-4-91; R099-04, 8-25-2004; R005-05, 10-31-2005; R028-11, 10-26-2011)

NEVADA ADMINISTRATIVE CODE NEVADA ADMINISTRATIVE CODE

8 VAC 20-23-660

This document is current through December 1, 2019

VA - Virginia Administrative Code > TITLE 8. EDUCATION > AGENCY 20. STATE BOARD OF EDUCATION > CHAPTER 23. LICENSURE REGULATIONS FOR SCHOOL PERSONNEL > PART VI LICENSURE REGULATIONS GOVERNING SUPPORT PERSONNEL

8 VAC 20-23-660. Reading Specialist.

Endorsement requirements. The candidate shall have:

1. Graduated from a state-approved graduate-level reading specialist preparation program - master's degree from a regionally accredited college or university required - that includes course experiences of at least 30 semester hours of graduate coursework in the competencies for the endorsement, as well as a practicum experience in the diagnosis and remediation of reading difficulties;
2. Satisfied the requirements for the reading specialist assessment specified by the Virginia Board of Education; and
3. At least three years of successful classroom teaching experience in which the teaching of reading was an important responsibility.

Statutory Authority

Statutory Authority:

[§§ 22.1-298.1](#) and [22.1-299 of the Code of Virginia](#).

History

Historical Notes:

Derived from Volume 34, Issue 24, eff. August 23, 2018.

VIRGINIA ADMINISTRATIVE CODE
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Wis. Adm. Code PI 34.065

This document is current through Wis. Admn. Register No. 768 December 2019

WI - Wisconsin Administrative Code > DEPARTMENT OF PUBLIC INSTRUCTION > CHAPTER PI 34 EDUCATOR LICENSES > SUBCHAPTER VIII -- ADMINISTRATION AREAS

PI 34.065 General requirements

In order to be eligible for a license under this subchapter, an applicant shall meet all of the following requirements:

- (1) MASTER'S DEGREE.** Except as provided under [ss. PI 34.067](#) and 34.072 the applicant has a master's degree.
- (2) APPROVED PROGRAM.** The applicant completed an approved program in the applicable administrative area.
- (3) PROFESSIONAL EDUCATION.** Except as provided under [ss. PI 34.071](#) and 34.072, the applicant meets one of the following requirements:
 - (a)** The applicant holds or is eligible to hold a tier II, III, or IV teacher license in kindergarten through grade 12, or the applicant completed an approved program which leads to a license to teach in kindergarten through grade 12.
 - (b)** The applicant holds or is eligible to hold a tier II, III, or IV license as a school counselor, a school psychologist, or a school social worker, or has completed an approved program which leads to one of these licenses.
- (4) EXPERIENCE.** Except as provided under [ss. PI 34.071](#) and 34.072, the applicant meets one of the following requirements:
 - (a)** The applicant has 6 semesters of successful classroom experience teaching in any grade.
 - (b)** The applicant has 6 semesters of successful experience as a school counselor, school psychologist, or a school social worker, and the applicant has at least 540 hours of successful classroom teaching experience.

History

HISTORY:

CR 17-093: cr. Register July 2018 No. 751, eff. 8-1-18.

WISCONSIN ADMINISTRATIVE CODE