

DEPARTMENT OF PUBLIC INSTRUCTION

Modify DPI ARPA Plan

Motion:

Move to modify the ARPA federal funding plan submitted by DPI on April 1, 2021, as follows:

1. Reduce funding for administrative costs by \$662,189, so that \$1,200,000 remains for administration of ESSER III.

2. Delete the \$600,000 minimum aid proposal provided under DPI's plan, except increase the minimum aid proposed under DPI's plan for the state's residential schools for blind pupils to \$300,000, the residential school for deaf pupils to \$400,000, the Syble Hopp School operated by the Brown County Children with Disabilities Board to \$700,000, and the Lakeland School operated by the Walworth County Children with Disabilities Board to \$700,000 (frees up \$37,261,355).

3. Delete the provision in DPI's plan that would allocate the funds earmarked for learning loss using a formula grant process (frees up \$77,039,242).

4. Provide a payment of \$781 per pupil to Lincoln Academy, a new independent charter school located in Beloit, based on its September, 2021, headcount.

5. Use the amounts resulting from (1), (2), and (3), less the amount in (4) (totaling an estimated \$114,642,576), to establish a per pupil minimum grant award of \$781 for any local educational agencies (LEAs) that provided in-person instruction in the 2020-21 school year for at least 50% of the total instructional hours offered by the LEA, using the definition of in-person instruction and the data collection methodology under the in-person incentive under the plan for ESSER II funds as modified by the Committee. (A portion of the funds equal to \$77,039,242 must be used to address learning loss, and must meet the other requirements for the earmark funds established under federal law.)

Under the Title I Part A formula used to allocate 90% of ESSER III funds, 153 LEAs receive less than \$781 per pupil and could be eligible for a portion of this funding depending on the number of in-person instructional hours provided by the LEA.

6. After funding the aid entitlement under (5), allocate any funds remaining according to the methodology used for the in-person incentive funding under the ESSER II plan, as modified by the Committee. Only LEAs that receive less than \$781 per pupil under the ESSER III Title I Part A allocation would be eligible to receive funding in this round. (Under this provision, LEAs are eligible to receive aid based on the number of in-person instructional hours provided to pupils in the 2020-21 school year. The amount of aid that will be received by each LEA will be calculated by dividing the



number of in-person instructional hours provided by the LEA by the total number of in-person instructional hours provided by all eligible LEAs, with that proportion multiplied by the total amount of available funding.)

7. Establish a first round of funding for the after-school program and summer school earmark fund competitive grant program in DPI's plan under which only districts that met the eligibility criteria for sparsity aid in the 2020-21 school year would be eligible to apply. If funds remain after the first round of funding, any LEA would be eligible to apply.

8. Allocate the \$5,000,000 identified for a reading program under DPI's plan as follows:

- a. Allocate \$2,000,000 for reimbursements to school districts and cooperative educational service agencies (CESAs) for professional development in literacy. Require DPI to reimburse each school district and CESA up to \$4,000 for the direct course costs for staff to attend Voyager Sopris Language Essentials for Teachers of Reading and Spelling (LETRS) training or another program endorsed by the Center for Effective Reading Instruction as an Accredited Independent Teacher Training Program. Require that any funds within this allocation that are unused by June 1, 2022, are made available for use by districts or CESAs that have used their full \$4,000 training reimbursement allocation and wish to provide additional staff with the training.
- b. Allocate \$300,000 for grants for professional development for principals and administrators in early literacy. Require DPI to grant \$25,000 to each CESA that hosts the Leadership in Literacy Institute (a program used by other states and provided by Schools Cubed) or a similar evidence-aligned training that educates principals and administrators in evidence-based reading instruction and requisite structures and systems for increasing reading achievement within schools. To be eligible for a grant, require that a CESA contract with the provider to host the complete program free of charge to Wisconsin school principals and administrators. Specify that a provider may not be compensated more than \$18,000 for a complete program. The CESA may use the remainder of the grant to cover costs associated with hosting and expanding evidence-aligned, explicit, systematic structured literacy instruction initiatives.

Require that a training offered by a provider other than the Leadership in Literacy Institute meets the following requirements: (1) provide evidence of at least five years of experience conducting evidence-aligned, systematic structured literacy trainings specifically for school principals, administrators and their literacy teams; (2) demonstrate that training content is aligned with the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences; (3) require that the training include a substantial focus and understanding on direct instruction of the findings from the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences; (4) deliver training over at least six days spread over the course of the 2021-22 school year; (5) provide participants with activities to implement evidence-aligned systems and structures that effectuate change at the school/district site; and (6) deliver a training that allows for a minimum of 30 participants.



- c. Allocate \$150,000 for grants of \$75,000 each to the Literacy Center housed at CESA 8 and the Academy of Foundational Literacy housed within CESA 9 by July 31, 2021, for expanding training in evidence-based practices in literacy instruction aligning with the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences, English language arts program adoption and implementation support, literacy intervention systems and coaching for sustainable implementation, and collaborative team coaching through continuous improvement cycles.
- d. Allocate \$650,000 for up to ten competitive grants of no more than \$65,000 each to CESAs or consortia of CESAs not receiving funding under (c). Specify that grants must be used for the following purposes: (1) building capacity for CESAs to assist schools in conducting evidence-aligned early literacy audits and subsequent adoption of comprehensive, evidence-aligned systems and structures to facilitate effective reading instruction for all pupils; and (2) building capacity for CESAs to provide evidence-aligned training and coaching in explicit, systematic structured literacy.

Require that an eligible CESA or consortia of CESAs meet the following criteria: (1) employs an individual who has successfully completed a training program endorsed by the Center for Effective Reading Instruction as an accredited independent teacher training program and possesses at least two years of experience creating and implementing professional learning for teachers; and (2) has formed a partnership with one or more schools or districts to conduct a comprehensive audit of literacy programs.

Specify that to be eligible for a grant, an eligible CESA must contract with a qualified vendor to do all of the following: (1) assist a school or district in conducting an evidence-aligned early literacy audit to determine to what extent evidence-aligned, systematic, explicit, cumulative early literacy instruction that aligns with the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences is present; (2) assist schools in adopting comprehensive, evidence-aligned systems and structures to facilitate effective reading instruction for all pupils; and (3) train and advise CESA staff to do the following: (A) conduct and replicate evidence-aligned audits of early literacy programs; (B) assist schools in adopting comprehensive evidence-aligned systems; and (C) provide subsequent coaching and follow-up services. Specify that a qualified vendor must possess all of the following: (1) a minimum of three years of experience conducting research-aligned audits of early literacy programs to determine to what extent evidence-aligned, systematic, explicit, cumulative early literacy instruction that aligns with the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences are present, and providing a strategic plan for implementation of such instruction; and (2) a minimum of three years of experience assisting schools in implementing system-wide evidence-aligned, systematic, explicit, cumulative early literacy instruction that aligns with the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences.

Specify that if a CESA has worked with a vendor for at least six months and an initial



audit is completed and a strategic plan is in place, a CESA could use any remaining grant funding to expand training in evidence-based practices in literacy instruction aligning with the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences, English language arts program adoption and implementation support, literacy intervention systems and coaching for sustainable implementation, and collaborative team literacy coaching through continuous improvement cycles.

- e. Allocate \$600,000 for a landscape analysis of educator preparation programs. Require DPI to select an independent organization for the analysis that can demonstrate recent experience conducting statewide, multi-institution studies of early literacy courses in educator preparation programs to ensure adequate coverage of evidence-based content and practices, as documented by the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences. Require that the organization demonstrates that it has done at least all of the following when conducting previous studies: (1) conducted a thorough review of all course materials; (2) conducted classroom observations through which reviewers determined to what extent course instruction matches syllabi; (3) reviewed how well evidence-based practices are modeled for pre-service candidates and opportunities are provided for candidates to connect knowledge to practice; and (4) extensively used interviews and focus groups to gather other relevant information about evidence-aligned program content and delivery. Require DPI to issue a request for bids or proposals for the purpose of retaining an organization within 30 days of the approval of the state's application for funds.

Require that the organization conducting the landscape analysis do all of the following: (1) invite all 13 UW System educator preparation programs to participate in the analysis; (2) analyze educator preparation program required reading courses, including syllabi and course schedules, textbooks, assignments, and exams, to ensure adequate coverage of evidence-based content and practices, as documented by the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences, and to determine to what extent programs connect reading knowledge to instructional practice and prepare pre-service candidates to be effective reading instructors for all pupils, especially those who have fallen behind or struggle to read; (3) after completing the landscape analysis, provide the Department and the committees of the Legislature tasked with oversight of K-12 education and higher education with an aggregate report on the overall effectiveness of Wisconsin educator preparation programs in providing candidates with evidence-based practices and explicit, systematic instruction of the five essential components (phonological/phonemic awareness, phonics, fluency, vocabulary, reading comprehension) that prepare them to be effective teachers of reading for all pupils, along with recommendations for improving educator preparation program reading content and clinical experiences statewide; and (4) after completing the landscape analysis, provide each participating UW System educator preparation program with a confidential written report that includes institution-specific findings and ways to integrate evidence-based instruction in early literacy course work and clinical experiences for pre-service candidates.



Specify that DPI will use the recommendations from the landscape analysis to review and update state licensure and certification standards in the area of literacy instruction in early education through grade 12 in collaboration with teachers and institutions of higher education, and coordinate with educator preparation programs to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive instruction in evidence-based literacy methods.

- f. Allocate \$1,300,000 for grants to UW System educator preparation programs. Require DPI to award programs participating in the analysis under (e) with up to two grants of \$50,000 each for the purposes of addressing and implementing recommendations in the report within 24 months. Require DPI to award the first grant upon successful completion of the landscape analysis, as determined by the organization conducting the landscape analysis. Require DPI to award the second grant upon certification by the independent organization that the educator preparation program has adopted an adequate plan to implement the recommendations in the individual educator preparation program report.
- g. Specify that any funds described allocated under the reading program under (8) that are not allocated within one year of receipt, are not approved upon federal review, or remain unused and not earmarked for an alternate purpose after one year must be used for these purposes, in the following order: (a) reimbursement to school districts and CESAs for direct course costs for successful completion of an accredited independent teacher training program as endorsed by the Center for Effective Reading Instruction in accordance with this section; and (b) competitive grants for CESAs to expand evidence-based audits, instruction and coaching. Specify that if possible, after an additional year has passed, any remaining funds would be allocated to LEAs using the allocation described under the in-person incentive under (6).