Summary of Stakeholder Engagement and Feedback

Introduction

During the development of the Right to Read Act Regulations, RIDE provided several opportunities for feedback that included educators, educator preparation providers, district and school leaders, and various other stakeholder groups. First, RIDE hosted three informational sessions in order to obtain feedback on an outline of the draft regulations. The proposed regulations were then posted for public comment for over a month. Both phases of feedback are summarized below and informed the current draft.

Initial Draft Feedback (November 2022)

Methods: RIDE conducted three virtual informational sessions with stakeholders throughout the state to encourage them to share their opinions and feedback on the draft regulations. Participants included educators, educator preparation providers, district and school leaders, as well as community members.

Sample: Approximately 40 stakeholders attended the informational sessions.

Summary of Key Feedback Themes:

- District leaders requested greater support to ensure teachers working in the schools with the greatest need receive the training
- District leaders expressed concern about the acceptance of a Master's degree in Reading and Reading Specialist certificate that may have been achieved many years ago
- Overall, district leaders supported the draft regulations
- Teachers voiced a need for support in balancing various initiatives (i.e., Right to Read, implementation of HQIM)

Public Comment Feedback (March 2023)

Methods: RIDE posted the draft regulations alongside a form for public comment on the RIDE website for over 30 days.

Sample: 77 participants submitted feedback, as well as two professional associations. Participants included educators, school and district leaders, educator preparation providers, families, and various other stakeholders.

Summary of Key Feedback Themes:

Strengths

- All stakeholder groups expressed that the regulations support professional growth.
- All stakeholder groups expressed that the regulations will increase student outcomes.
- All stakeholder groups expressed that the regulations will ensure equity for all students (ex. decrease need for private tutoring).
- Many expressed that the knowledge and material expected is important.

Considerations

- Teachers who do and do not support the regulations expressed concern regarding lack of funding to support the legislation.
- Teachers who do and do not support the regulations expressed concern regarding the time demands.

Feedback on the Regulations:

Consequences for Teachers

Stakeholders Suggested	RIDE's Review
• NEARI and RIFTHP presented concerns that LEAs can impose consequences on teachers if they do not meet the requirements of the Right to Read Act	• RIDE updated the proposed regulations to clarify that LEAs must follow applicable laws and regulations

Professional Learning Days

Stakeholders Suggested	RIDE's Review
• RIFTHP expressed disagreement regarding the expectation of the professional learning days being used only for Right to Read Act requirements	• §16-11.4-6(n) states school districts shall be able to replace up to three (3) student instructional days per year with teacher professional development days to meet the requirements of the Act

Time Demand

Stakeholders Suggested	RIDE's Review
• Professional learning requires a time commitment that is not manageable for teachers	• RIDE has approved providers that offer various time commitments to meet the needs of all LEAs • Changes to legislation in 2022 allow for additional time to meet the requirements

Funding Support

Stakeholders Suggested	RIDE's Review
• There is a lack of funding for the legislation • Specifically, teachers noted their desire for financial compensation for demonstrating proficiency in the knowledge and practices of the Science of Reading and Structured Literacy	• RIDE was provided with $250,000 with the legislation, which required RIDE to hire a Literacy Specialist to directly support the Right to Read initiatives. RIDE used any remaining funds to provide proficiency cohorts (LETRS, Intelexia) and to develop Awareness coursework. • RIDE has spent approximately $1,161,000 to support the legislation. This funding came from the State Personnel Development Grant (SPDG) and the Comprehensive Literacy State Development Grant (CLSD). • Through SPDG and CLSD there are also opportunities for LEAs to enroll teachers in funded cohorts. • RIDE encouraged and supported LEAs to use Professional Development funds, Title 2 funds, ESSER, and other grant funds (e.g., CLSD, SPDG) to pay for training. • LEAs make local decisions regarding stipends or any individual teacher compensation

Relevance to Role

Stakeholders Suggested	RIDE's Review
• Training is not relevant to their role • Training is not needed for already certified educators • Some expressed that teachers completing awareness training were finding ways to complete it without learning a lot	• The legislation establishes the roles that require proficiency and awareness level knowledge and practices of the Science of Reading and Structured Literacy in §16-11.4-6(d). • Teachers in a variety of roles do not see the role of literacy in their content area. Research shows integrating literacy across the content areas is critical for student growth.[1] RIDE believes all roles requiring proficiency

[1] Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review, 78(1), 40–59

	and awareness impact student growth in literacy.