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STATE OF NEW HAMPSHIRE  
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January 31, 2024

His Excellency, Governor Christopher T. Sununu  
and the Honorable Council  
State House  
Concord, New Hampshire 03301

**REQUESTED ACTION**

Authorize the Department of Education Division of Learner Support, Bureau of Instructional Support, Office of Title III English Learners to hold an organized meeting on April 17<sup>th</sup>, 2024, at the New Hampshire Department of Education's location 25 Hall Street, Concord, NH for a total event cost not to exceed \$28,500 for the purpose of sponsoring a conference entitled: "Effective Early Literacy Practices and Interventions for English Language Learners" effective upon Governor and Council approval through June 30, 2024. 100% Federal Funds.

Funds are available in the following account for Fiscal Year 2024, as follows:

06-56-56-562010-25160000 TITLE III ENGLISH LEARNERS

Fiscal Year	Class/Account	Class Title	Total Amount
2024	102-500731	Contracts for Program Service	\$28,500

**EXPLANATION**

In 2023, state legislation was passed requiring school districts to screen all public and public chartered school students, including English Language Learners, using an evidence-based screener for the identification of potential indicators or risk factors of dyslexia and related disorders upon entry to school. The bureau has identified the need to support educators working with students that are identified as English Language Learners in how to implement this requirement and how to best support students by developing effective, evidence-based reading interventions for English Learners who are identified as at-risk by the universal screeners.

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Page 2 of 2

NHED will host this professional development conference to bring in three research-oriented practitioners to address the following topics:

- The role of the Science of Reading in understanding and developing reading interventions for English Learners.
- The ways in which English Learners present with dyslexia, as well as what screeners, assessments, and supports are available to assist teachers in better serving students.
- How to implement data-informed reading interventions in response to the identified needs of English Learners.

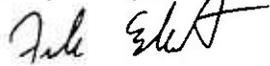
The conference will invite all educators and administrators working with English Learners including Reading and Writing teachers, to help them better understand how to:

- Screen English Learners and better interpret reading difficulties versus English proficiency-related difficulties.
- Identify district-wide approaches to developing reading interventions for English Learners.
- Engage and support English Learners as they read in the classroom.
- Use data-informed decisions in designing interventions and determining efficacy.

Canvas courses will be designed to allow those who cannot attend in-person to benefit from the guidance offered in the in-person sessions and apply it to their own context. Each presenter will be expected to provide resources that explain their respective concept, tools, and process for implementation to the different stakeholder groups in their own individual Canvas course. Further, they will provide a suggested outline and/or pathway for implementation with different case studies to consider the implications of different implementation approaches. The course will also ask users to reflect on their own context and create a plan of action for implementation that delineates the roles and responsibilities of various stakeholder group (i.e., English as a Second Language teachers, Reading and Writing teachers, and administrators). Finally, metrics to reflect on efficacy of interventions will be suggested.

The objective of this conference is to help educators develop the collective skills necessary to identify and respond to the needs of English Learners regarding achieving proficiency in reading.

Respectfully submitted,



Frank Edelblut  
Commissioner of Education

**Total Cost:**

Description	Rate	Amount
In-person Full Day Speaker Fee	\$4,000 X 3 Speakers	\$12,000
NHED Canvas Course Creation	\$5,500 x 3 Canvas Courses	\$16,500
	<b>Total</b>	<b>\$28,500</b>

**Draft Agenda:**

**Presentation #1:**

**Literacy for English Learners: What's "Reading Science" Got to Do with It?**

- Overview of Reading Science
- In what ways Reading Science should be applied to English Learners
- Implications for districts, schools, teachers, English Learners, and families
- General best practices for reading instruction for English Learners

**Presentation #2:**

**Understanding the Presentation of Dyslexia in English Learners**

- Overview of available universal screeners
- Advantages and feasibility of the use of universal screeners in native languages
- Signs an English Learner is struggling with dyslexia
- Classroom strategies to support students with dyslexia

**Presentation #3:**

**District-wide Interventions: Making Data-Informed Decisions**

- Overview of how to encourage literacy development in emerging bilingual students with specific classroom strategies
- Review of how to structure reading practices within a Multi Tiered System of Supports (MTSS) across Tiers
- Examples of what type of data is collected in conjunction with screener results and how it can be interpreted
- Model how to determine and then measure success of appropriate interventions

**Lunch Break** (Lunch will not be provided)

**Examples from the Field:**

- Bring in representatives from districts to share what screeners they used, the interventions they developed, data collected, how it was interpreted, and efficacy of interventions

**District Workshop—Action Plan Generation:**

- Have district teams discuss action plan for universal screening and corresponding reading intervention development protocols for English Learners at the district, school, classroom, and student level

**Panel Q&A:**

- Have previous speakers host the final hour wrap-up Q&A for in-person participants and open to practitioners in the field virtually to answer questions about their district's approaches to reading interventions for English Learners

\* Presentations will be stored on NHED's Canvas platform.