

# Act 173 of 2018

## Technical Assistance & Professional Learning

Presented by

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# Updates and Overview

- Recent presentations
- Education Quality Assurance (EQA) released Comprehensive Needs Assessment (CNA) toolkit
- Snapshot on track for a late spring release to the public
- Rules draft

# Continued

- Documents, e.g., Info graphs, One-Pagers, Memoranda releasing soon.
- Act 173 web pages on track to launch between now and our next meeting.
- Additional presentations, examples to follow.



## You Are Here...

- **Appreciate that it's CIP and CFP investments time.**
- **Reminder that needs data is available locally:**
  - **Reach out to the EQA or CFP team**
  - **TAPL support is part of the current process**

# CIP-Driven Use of Federal and Grant Funds

**Districts will also have the ability to use federal and grant funds (CFP & BEST-Act 230) to support professional learning around strengthening their VTmtss Framework.**

# What are roles and responsibilities?

## **SEA**

- **Integrate Response Across AOE**
- **Provide Statewide Data (e.g., Annual Snapshot, IFRs, APRs)**
- **Provide technical support to the field differentiated based on State accountability system**

## **LEA/School**

- Provide Local Data**
- **E.g., SAS, CNA process, LCAS data**
- Coordinate CIP based on data-supported needs**
- **Needs-based investments**
  - **Implement PD plan**

# For Today

- **Who will received technical assistance and professional learning (TAPL)?**
- **What types of TAPL are available?**
- **How does AOE's accountability system inform TAPL?**
- **How will schools identify their Act 173 TAPL needs?**
- **How will we know that schools are making progress?**
- **What is the timeline for receiving TAPL?**

# TAPL Overview

- To address Section 12 of Act 173 the AOE shall assist supervisory unions to expand and improve their delivery of services to students who require additional support:
  - Includes the training of teachers and staff and technical assistance with the goal of embedding best practices for the delivery of special education services... Act 173, Section 12, pp. 40-42\*
  - AOE assistance is connected to the AOE's accountability plan and addresses Act 173 needs through a systems' VTmtss Framework.



# AOE Act 173 Support

## **Promote equitable access to TAPL**

- **TAPL access based on LEA and school needs.**
- **TAPL content driven by LEA and school data.**

# Who will receive Technical Assistance and Professional Learning (TAPL)?

- **Every Supervisory Union and District will receive technical assistance supporting the implementation of Act 173 PreK through grade 12.**
- **The method (mode) and intensity of the TAPL will be based on a school's eligibility status within the State accountability system.**

# What types of TAPL are available?

**The AOE offers guidelines, online resources, and professional learning that respond to the DMG Report Opportunities.**

# TAPL Types Continued

- **A version of all supports will be available to all school systems.**
- **School systems with more intensive needs will have the option of receiving more intensive versions of those supports.**
  - **Example: Networked Improvement Communities (NIC)**

# Examples of TAPL

- **Guidelines:**
  - VTmtss Field Guide
  - Vermont Early Learning Standards (VELS)
  - Strengthening and Streamlining your Local Comprehensive Assessment System (LCAS)
  - Coaching as Professional Learning
  - Educational Benefit Review Process
  - Licensing Requirements
  - Rule 4500

# Examples of TAPL

- **Online Resources:**
  - **Systemic and Comprehensive Approach Module**
  - **Universal Design for Learning Modules**
  - **Universal PreK and Early Childhood Special Education Module**
  - **Literacy and Math Modules**
  - **PLN Self-Paced Module**
  - **SWIFT Access**

# Menu of Supports

- **A menu of TAPL resources is in development.**
  - **Currently available Act 173-related supports are our baseline.**
  - **Organized by the components of the VTmtss framework and DMG Opportunities.**
- **We are in the process of expanding our menu to reflect additional needs.**

# How will the AOE support each category of school systems?

- **Schools Eligible for Comprehensive Support (and their LEAs)**
  - More intensive AOE involvement throughout the needs identification process and resulting identification of relevant Act 173 supports.
- **Schools Eligible for Equity Supports (and their LEAs)**
  - Limited AOE involvement (specifics TBD).
- **Schools Ineligible for Comprehensive or Equity Supports**
  - Independent assessment of needs and identification of resulting supports.



# VTmtss Framework

- **The VTmtss framework is designed to support effective school systems.**
- **The effective implementation of Act 173 is dependent on the presence of a high-functioning VTmtss framework.**

# How does the AOE's Accountability System Inform Act 173 TAPL?

- Schools determined to have the most systemic needs are eligible for comprehensive supports.
- Therefore, schools who are eligible for comprehensive supports, and their LEAs, will also receive the most intensive supports linked to Act 173.

# How will schools identify their Act 173 TAPL needs?

- The VTmtss Self Assessment Survey (SAS) reveals a school's multi-tiered system of support needs.
  - The completed SAS becomes a part of your Comprehensive Needs Assessment process (CNA).
- School systems will get a fuller picture through the rest of their CNA process of:
  - Which VTmtss component(s) need strengthening.
  - Which DMG opportunities to address through the VTmtss Framework.
- School systems use the TAPL menu to identify Act 173 resources that are linked to those DMG Opportunities and VTmtss components.
- Intensity of supports is determined by eligibility status.

# How will we know that schools are making progress?

- The AOE is currently identifying Act 173-related performance measures.
- The AOE is intentionally looking to leverage existing structures and processes to support 173 implementation and evaluation.
  - Processes/resources: SAS, CNA, others
  - Measures: Annual Snapshot, IDEA Annual Performance Report (APR), others

# What is the Timeline for Receiving TAPL?

- Schools' eligibility status is on track to be released in late spring, 2019.
- Some TAPL resources are currently available. School systems are encouraged to take advantage of these guidelines and online resources.
  - SAS (SAT) 1.0 is available [online](#)
- The AOE will solicit feedback from the field and determine additional TAPL focus areas for SY19-20 and SY20-21.

# Upcoming Spring TAPL for SU-level Support

- **VSA/VCSEA Spring Conference**
  - **May 16th**
    - **AM-An SU-Level Approach to Implementing Best Instructional Practices in Act 173 Using the VTmtss Framework, and**
    - **PM- Engaging in Problems of Practice for Examining An SU-Level Approach Implementing Best Instructional Practices into Act 173 Using the VTmtss Framework**
  - **May 17th TAPL Team**
    - **Technical assistance available as requested**

# Upcoming Summer TAPL for SU-level Support

**BEST/VTmtss Summer Institute, June 24th –27th**

**Morning Strand: *Leveraging your Multi-tiered System of Supports (MTSS) to Achieve Better Outcomes for All Students***

**and**

**Wednesday AM Workshops:**

- 1. Addressing Act 173 Through a VTmtss Lens, and**
- 2. VTmtss Field Guide 2.0 Sneak Peek**

Questions?