

**Testimony in Support of House Bill 1300 and Senate Bill 1000  
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education, Health and Environmental Affairs Committees House Appropriations  
and Ways and Means Committees  
February 17th, 2020**

The Literacy Lab is a nonprofit organization committed to closing the literacy gap for Maryland's youngest learners by placing rigorously trained early literacy tutors in high-need early childhood settings. The Literacy Lab currently partners with 24 schools in Baltimore City, serving nearly 1,300 students every day. Our 66 full-time early literacy tutors are AmeriCorps members, and their commitment to a year of service allows them to provide consistent, daily interventions to their students. The Literacy Lab strongly believes in evidence-based instruction, and our model meets the Level 1 - Strong Evidence requirements under ESSA. We encourage you to read the included additional testimony from Maryland educators who have seen firsthand the impact of our work.

We are writing to express support for House Bill 1300/Senate Bill 1000, The Blueprint for Maryland's Future. Specifically, The Literacy Lab strongly supports the provision on transitional supplemental instruction, including tutoring. We know that building a world-class education system for all Maryland students will require a mix of evidence-based approaches, and we know intensive tutoring is a critical piece of that overall puzzle.

The Literacy Lab supports the language on transitional supplemental instruction as currently written, and urges lawmakers to resist amendments that would take flexibility away from school districts to choose the intervention models that best work for their students. Extensive evidence suggests that with intensive training and robust, expert coaching, caring adults from a variety of backgrounds are able to deliver strong academic outcomes for students in a cost-effective way. Full-time tutors who are trained to implement an evidence-based model with fidelity provide additional support for classroom teachers, freeing these teachers to focus on driving classroom-wide student achievement. We also suffer from a statewide teacher shortage. Tutoring programs such as ours at The Literacy Lab attract skilled, motivated people who may not otherwise consider a career in education, building a critically important pipeline of talent.

**For these reasons, we urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000, and to reject any amendments to the transitional supplemental instruction language that would limit the flexibility and autonomy of school districts.**

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To Whom It May Concern:

I currently serve as the Principal of Windsor Hills E/MS on Baltimore's far west side. We enroll about 270 students. I began working with Literacy Lab as an Assistant Principal at another school in Baltimore. After I was promoted to being a Principal, I immediately began the work to bring Literacy Lab on-board. We have hosted the program for two school-years and have found the tutors and services they provide to be invaluable to our daily work.

I am writing to express my strong support for House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future. Specifically, I strongly support the provision on transitional supplemental instruction, including tutoring. As a principal I have worked with The Literacy Lab, a local nonprofit that places full-time, rigorously-trained early literacy tutors in public schools to provide additional literacy interventions to struggling learners. The students who receive tutoring services are always excited to attend. Families appreciate the updates on student performance and the individualized attention Literacy Lab provides. Finally, as an administrator, I know that the work our tutors are doing each day brings our school closer to meeting our goals.

For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Be well,

Joshua Bailey  
Principal  
Windsor Hills E/MS

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My name is Heidi Dworin, and I am the Dean of Instruction at Elmer A. Henderson: A Johns Hopkins Partnership School. I taught in Baltimore City Schools for ten years and have served as an instructional leader since 2018.

I am writing to express my strong support for House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future. Specifically, I strongly support the provision on transitional supplemental instruction, including tutoring. Specifically, I am writing to express my support for Literacy Lab, a local nonprofit that trains and places full-time literacy tutors for struggling learners. As the Internal Coach for our Literacy Lab tutors, I've seen firsthand the amazing impact this program has on our students' reading growth. Last school year, we had two Literacy Lab tutors who served 37 of our students. 65% of our students in Literacy Lab exceeded the target growth rate for their grade level and 19% of the students in Literacy Lab achieved grade-level proficiency. This year, we doubled our tutoring workforce to four tutors who are now serving 64 Henderson-Hopkins students every day. 44 of these students are now exceeding the target growth rate for their grade level. Additionally, of the 64 students who began receiving tutoring this fall, 10 students have already been exited from the program for consistently meeting grade-level targets and 10 new students have been added to our Literacy Lab caseload. We attribute these impressive results to Literacy Lab's effective structures for member training, research-based interventions, targeted ongoing coaching, and monthly data analysis.

For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Sincerely,

Heidi Dworin

Dean of Instruction, Elmer A. Henderson: A Johns Hopkins Partnership School #368

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My name is Allison Miller and I have been working in Baltimore City schools since 2012 first as an Americorps Volunteer and now as a teacher.

I am writing to express my strong support for House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future. Specifically, I strongly support the provision on transitional supplemental instruction, including tutoring. As a teacher, I have worked with The Literacy Lab, a local nonprofit that places full-time, rigorously-trained early literacy tutors in public schools to provide additional literacy interventions to struggling learners. Tutors from the literacy lab are able to provide my students with the 1:1 support that I am unable to provide as a classroom teacher. My students who work with these tutors have not only shown growth with phonics skills but also their confidence. Nothing is more important for young readers than their belief that they can read. Although these tutors are fantastic only 2 of my students are able to receive services from them. Having more tutors in our school would mean more students going to 2nd grade reading on grade level.

For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Sincerely,  
Allison Miller  
First Grade Teacher