



COLORADO
Department of Education

Welcome to the SB19-199 Webinar

January 14, 2019

Introduction and Webinar Purpose

Introductions:

- Floyd Cobb, Ph.D., Executive Director, Teaching and Learning Unit
- Melissa Ahlstrand, Literacy Program Supervisor, Preschool through 3rd Grade (P-3) Office
- Alex Frazier, Principal Literacy Consultant, Preschool through 3rd Grade (P-3) Office
- Whitney Hutton, Literacy Business Analyst, Preschool through 3rd Grade (P-3) Office

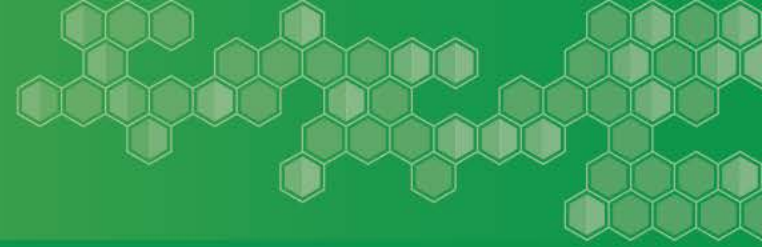
Purpose:

- CDE is hosting monthly webinars to keep interested parties informed of the implementation process and to provide updates on the changes required by SB19-199.



Webinar Logistics

Q&A During Webinar



Questions:

- Organized by topic.
- As we complete discussion of each topic, there will be designated time for participants to enter questions in the Q&A feature that are related to that specific topic.
- Some questions will be answered during the webinar and others will be captured for further consideration.

Additionally:

- A [frequently asked questions document](#) has been posted on the READ Act Website.
- For general questions after webinar, please email: readact@cde.state.co.us



Today's Recording and PowerPoint:

Will be posted by end of day tomorrow on the READ Act webpage:

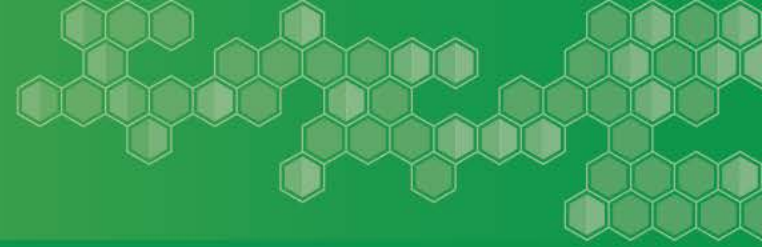
<https://www.cde.state.co.us/coloradoliteracy/sb19199updates>

Next month's webinar:

[Tuesday, February 11, 2:30 - 3:30 PM](#)

READ Act Rulemaking

Changes to the READ Act Rules



The rule changes are substantial in nature and related to:

- Administration of interim and diagnostic reading assessments and determination of a significant reading deficiency (section 3.00)
- Actions to be taken upon the determination of a significant reading deficiency (section 4.00)
- Minimum reading competency skill levels (section 5.00)
- Notice of the process for possible inclusion of approved assessment lists (section 8.00)
- Approved interim reading assessments (section 9.00)
- Notice of the process for possible inclusion on advisory lists of instructional programming and supporting technologies and rigorous professional development programs (section 10.00)
- The appeals process for local education providers, and publishers of assessments, instructional programs and supporting technologies, or rigorous professional development programs (section 11.00)
- District reporting requirements, including rules for newly passed K – 3 teacher training requirements (section 13.00)





READ Act Rulemaking Timeline

- November 2019: Notice of rulemaking
- January 2020: Rulemaking information item
- February 2020: Rulemaking hearing
- March 2020: Rulemaking hearing (if needed)

A copy of the rules can be found here:

<https://www.cde.state.co.us/coloradoliteracy/2019-20-read-rules>



Issue: Adding an Optional Confirming Probe to Identify a Significant Reading Deficiency (SRD)

Proposed Rule 3.01(D): Add an Optional Confirming Probe for SRD

- If a student scores at or below the cut-score approved by the State Board to indicate a significant reading deficiency on the approved interim reading assessment, the student may be administered a second, confirming probe using an approved interim reading assessment within 30 calendar days of when the student was first assessed. During the 30 day window, the LEP shall ensure the student receives scientifically-based and evidence-based core instruction and intervention.
- State Board Comments:
 - A confirming probe extends the timeframe from assessment to identification and intervention
 - A second confirming probe may disqualify a student identification and access to READ funded interventions

Proposed Rule 3.01(D): Timeline for READ Assessments in Statute and Rule

Interim (Screening Assessment)

- Kindergarten Timeline:
 - Assess within first 90 days (in statute)
 - If assessed within first 60 days, the literacy portion of the kindergarten school readiness assessment does not need to be administered (in statute)
- First through Third Grade Timeline:
 - Assess within first 30 days (in State Board rule)

Diagnostic Assessment

- Within 60 days of *initial* assessment (in statute)

Proposed Rule 3.01(D): Timelines for SRD Identification and READ Plan Development for Kindergarten

	Assess within First 90 Days	Assess within First 60 Days
Maximum Current Timeline Allowed in Statute	90 days + 60 days for diagnostic assessment = 150 days	60 days + 60 days for diagnostic assessment = 120 days
Maximum Timeline if Confirming Probe Added to Rules	90 days + 30 days for confirming probe + 30 days* for diagnostic assessment = 150 days	60 days + 30 days for confirming probe + 30 days* for diagnostic assessment = 120 days

*30 days of the diagnostic timeline would be used in the timeline for the confirming probe



Proposed Rule 3.01(D): Timelines for SRD Identification and READ Plan Development for Grades 1 – 3

	Assess within First 30 Days
Maximum Current Timeline Allowed in Statute and Rule	30 days + 30 days for diagnostic assessment = 60 days
Maximum Timeline if Confirming Probe Added to Rules	30 days + 30 days for confirming probe + 30 days* for diagnostic assessment = 90 days
*30 days of the diagnostic timeline would be used in the timeline for the confirming probe	

Issue: Composition of the Approved Interim Assessment List

Proposed Rule 9.01: Interim Assessments

Currently Approved

- Acadience Reading (previously published under DIBELS Next) published by Acadience*
- aimswebPlus (English and Spanish) published by Pearson*
- FAST earlyReading English (K-1) and FAST CBMreading English (1 -3)
- Indicadores Dinamicos del Exito en la Lectura (IDEL) published by the University of Oregon
- Indicators of Progress for Early Reading (ISIP ER) (English and Spanish) published by Istation
- i-Ready published by Curriculum Associates
- Phonological Awareness Literacy Screening (PALS) and Phonological Awareness Literacy Screening Espanol published by the University of Virginia
- Star Early Learning published by Renaissance Learning, Inc.

Proposed Additions:

- easyCBM published by Riverside Insights
- MAP Growth published by NWEA
- RAPID Assessment published by Lexia Learning Systems

*Updated versions of these tools

Options for Board Consideration

- Keep the assessment list as it has been currently approved.
- Add newly reviewed and proposed assessments.
- Work with staff on additional approval criteria for assessments and then direct staff to conduct a new review.

Issues: K – 3 Teacher Training Requirements

Proposed Rule 13.01(C): Suggestions

- Currently the rule does not make clear that “CDE-approved” undergraduate courses indicates an approval process separate from the educator preparation program authorization. CDE staff have envisioned a process whereby staff review reading courses offered by Colorado IHEs to ensure they meet the content requirements specified in Rules for the Administration of Educator License Endorsements, 1 CCR 301-101, section 4.02(5) through 4.02(12).
 - Staff recommends that the language be modified to make clear that the approval process for the undergraduate courses is separate from program authorization.

Proposed Rule 13.01(C): Questions

- Currently the rule applies to all K – 3 teachers.
 - Does the Board want to specify application to general education classroom teachers, interventionists, and special education teachers?
- Currently the rule does not include parameters about the timeliness of training that will qualify.
 - Does the Board want to limit the training to that which has occurred in the past 15 years, 10 years, etc.?
- Currently the rule does not have a provision requiring the statutory provisions for evidence of passing an end of course assessment of learning.
 - Does the Board want to include that language?
- Currently the rule does not include the statutory language referring to professional development included on CDE's approved list.
 - Does the Board want to include that language?

Public comments on the READ Act Proposed Rules

- Public comments may be submitted on the rules prior to February meeting. However, since all printed materials are finalized and posted (including public comments for rulemaking) one week prior to the meeting, it is advisable to submit written comments no later than February 5, 2020 to ensure they are in the Board packet.

Questions?

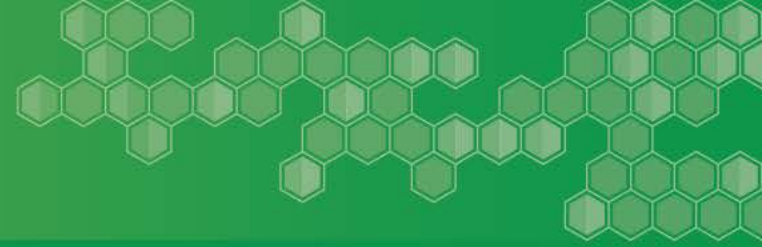
Rulemaking

READ Act Data Collection and Budget Planning/Monitoring

Purpose of READ Collection

- The purpose of the READ collection is to collect student level data needed to fulfill statutory requirements
- Data collected in READ is also used to determine the distribution of per-pupil intervention funds for students identified as having significant reading deficiencies (SRD)
 - The Early Literacy Fund provides districts with per-pupil intervention funds to help support programs to meet the needs of students with SRD who received services

Reporting Requirements



- Each spring districts create and submit records for all K – 3 grade students enrolled at the time of data submission and 4 – 12 grade cohort students who are included in the READ 4 – 12 grade cohort from any district
- Number of students identified as having an SRD and receive instructional services pursuant to READ plans (same requirement, collected through READ data collection)
- Student background information: SASID, name, gender, DOB, grade level, interim reading assessment and score, testing date, retention (same requirement, collected through READ data collection)

K-3 Requirement

Budget Planning and Monitoring

Fund Distribution (C.R.S. 22-7-1210.5)

To receive per pupil intervention money in a budget year LEP's must submit the budget planning information and meet the following requirements:

- Must submit end of year specific expenditures in detail for which the LEP used the per-pupil dollars or Early Literacy Grant funds in the prior year.
 - Must demonstrate that these funds were used for allowable uses.
- Beginning in 2021-2022 must submit evidence that it is in compliance with the teacher training requirements.
- Must receive approval from the department that the proposed uses of per-pupil funds are in compliance with the allowable uses.
- Received approval from the Department when using money for targeted intervention services

Allowable Uses of Funds

Continued Allowable Uses

- Operate summer school programs (same requirements as currently in place)
- Purchase tutoring services focused on increasing students' foundational reading skills
- Provide other targeted, evidence-based or scientifically based intervention services approved by CDE
- Purchase from a BOCES the services of a reading specialist or reading interventionist
- Provide professional development programming to support educators in teaching reading
 - Hiring a reading coach who is trained in scientifically and evidenced based practices in reading to provide job-embedded, ongoing professional development to support kindergarten-through-third-grade teacher competence scientifically and evidenced based practices in reading





Additional Allowable Uses

- Purchase CDE approved core instructional programs
- Provide technology, including software, included on the advisory list of instructional programming in reading

Discontinued Allowable Uses

- Full Day Kindergarten

K-3 Requirement

Budget Planning and Monitoring

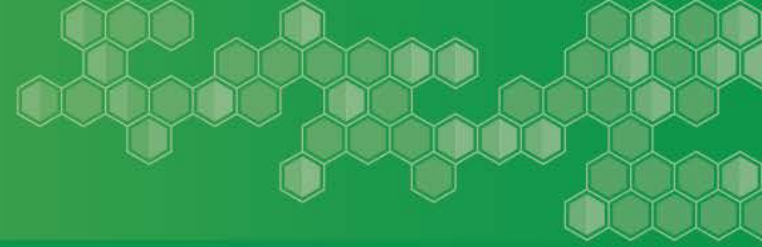
Monitoring (C.R.S. 22-7-1210.5)

The department shall monitor and audit each LEP's use of per-pupil dollars and Early literacy grant funds. The department may conduct site visits to adequately monitor.

- Each local education provider shall provide, upon request by the department, information necessary for the department to comply with this subsection
- Beginning with the 2019-2020 distribution carryover of funds will be limited to 15%

Changes to Budget Reporting

New Budget Reporting Process

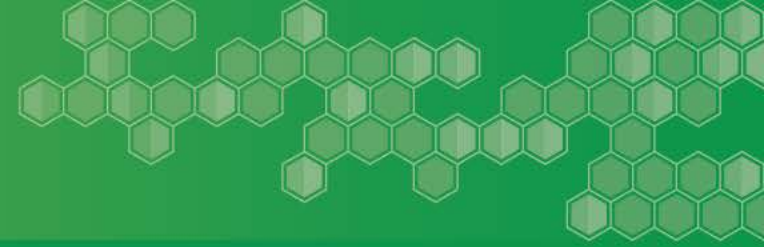


C.R.S. 22-7-1210.5

Before the beginning of each budget year, to receive a distribution of per-pupil intervention money, a local education provider must submit to the department by the date specified by state board rule:

- (a) the number of students enrolled in kindergarten and first, second, and third grades in public schools operated by the local education provider who were identified as having significant reading deficiencies and received instructional services pursuant to read plans in the budget year preceding the year in which the money is distributed; and
- (b) **a budget, including a narrative explanation**, for the use of the per-pupil intervention money in accordance with the uses described in subsection

New Budget Reporting Process



- Current READ Budget Planning Survey will no longer be a requirement and will be removed from Data Pipeline
- READ Data Collection will remain in Data Pipeline
- Budgets will be submitted during 2019-20 READ collection window (April 1 – June 30, 2020)
- New data reporting system will be created to report budget information

Draft READ Data Collection Timeline	
Budget submission window opens	April 1, 2020
Deadline to have budget projections submitted to CDE	May 15, 2020
CDE reviews budgets and provides comments by	June 2, 2020
Deadline to have budgets re-submitted	June 30, 2020
Distribution and budget monitoring	TBD



- CDE will be hosting a series of informational webinars about the new budget reporting process
- The next webinar will be **January 22, 2020 at 10:00 AM**
 - Link to join webinar: <https://zoom.us/j/266877882>
 - Please visit the [READ Act Data Collection Homepage](#) for previously recorded webinars
 - Please visit the [Colorado READ Act Homepage](#) for additional information regarding SB19-199

Questions?

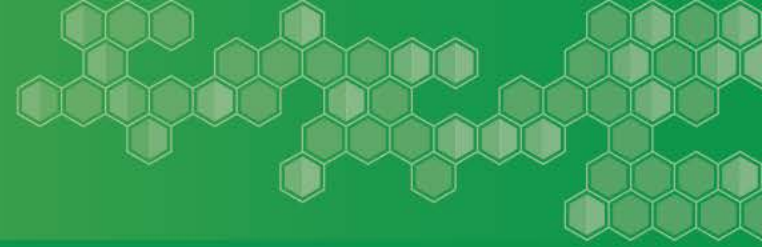
*Budget
Planning/Monitoring*

Advisory List Updates

Instructional Programming & Professional Development



CDE Advisory Lists Instructional Programming



CDE has launched the review process for **core, supplemental, and intervention** instructional programming.

Part 1

- Designed to meet specific eligibility criteria before a complete review
- Publisher's responsibility to submit
- Submissions have been received - window is now closed.
- Only programs that were submitted and met the eligibility criteria will be accepted for part 2

Part 2

- **New rubric** – stakeholder feedback will be requested prior to release of Part 2
 - January 14th: Anticipated date for Part 2 application to be sent to vendors
 - February 11th – March 25th: Anticipated review of Part 2
- **CDE is seeking reviewers** for instructional programming - currently accepting applications

Application to review, instructional programming review process, and rubric feedback may be accessed here:

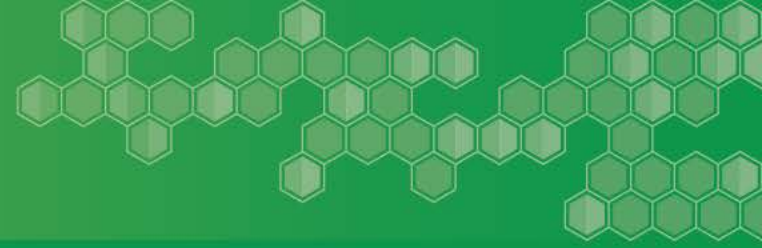
<https://www.cde.state.co.us/coloradoliteracy/readactrequestforadvisorylistsubmissions>





CDE Advisory Lists

Instructional Programming



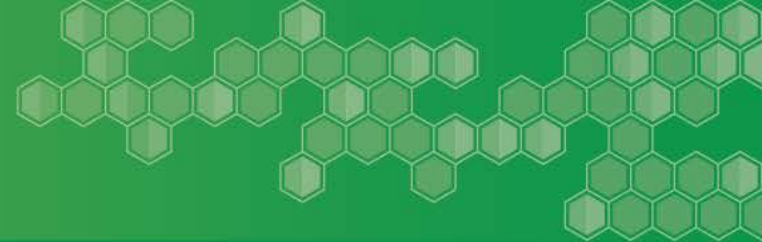
Instructional Programming Review Timeline

September 30, 2019	Notification of Part 1 Eligibility for Instructional Programming.
October 14 , 2019	Technical Assistance Webinar was held.
October 30, 2019	All eligibility proposal submissions for Instructional Programming due.
November 1, 2019 - December 13, 2019	CDE review of Part 1 Eligibility for Instructional Programming
December 6th - December 13th	Vendors window to submit Part 1 revisions requested
December 16, 2019	Vendor notification of Part 1 Eligibility decision. Applications distributed for eligible vendors for Part 2.
December 19th - January 8th	December 19th at 10 AM - Rubrics Review Webinar CDE seeking feedback on draft instructional programming rubrics
January 14th	Anticipated date to release Part 2 to eligible vendors
February 11th - March 25th	Anticipated review of Part 2
End of March/ Early April	Anticipated - Instructional Programming List finalized and posted



CDE Advisory Lists

Professional Development



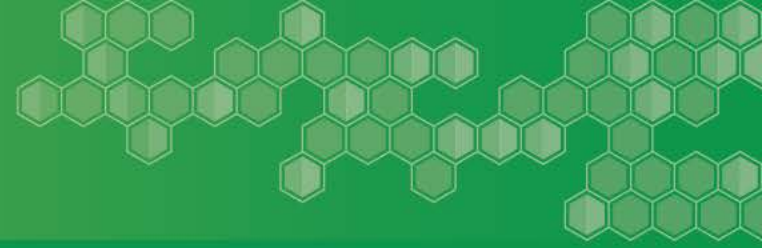
CDE anticipates launching the review process for updating the professional development advisory list in January.





CDE Advisory Lists

Professional Development



Professional Development Review Timeline

January 23rd - January 30th	Anticipated window for the CDE to seek feedback on the professional development rubrics
February 3rd	Anticipated date to release application for professional development submissions
March 6th - March 19	Anticipated stakeholder review of professional development
Early April - Mid-April	Anticipated - Instructional Programming List finalized and posted

Questions?

Advisory List Updates

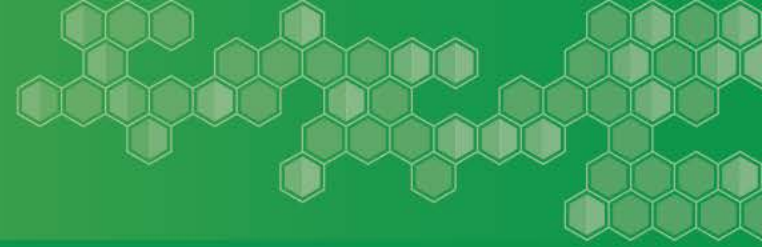
Related Updates





Related Updates

Request for Proposal (RFP)



CDE has two Requests for Proposal currently posted - both close on January 3rd.

Professional Development in Evidence-Based Reading

- Posted November 14, 2019
- Closed January 3, 2020
- This RFP is to procure the no cost evidence-based teacher training that will be provided by the CDE

Dyslexia Pilot Program

- Posted November 19, 2019
- Closed January 3, 2020
- The RFP seeking an outside contract to support HB 19-1134 requirements.

CO VSS (Vendor Self Service): Select "Public Access", search "DOE"

41 <https://codpa-vss.cloud.cgifederal.com/webapp/PRDVSS2X1/AltSelfService;jsessionid=0000mwLO1pqO916ypBOQoWMZcCZ:1bpovg73l>





Related Updates

Teacher Training District Interest Survey

- CDE disseminated a survey to all district READ contacts in November as an effort to gather information on interest in the CDE provided evidence-based training in teaching reading.
- The survey link will be emailed back out to Read contacts in districts that did not respond to the survey.
 - A follow-up phone call will also be made

Related Resources



Related Resources Resource Support

Reminder we have tools available to support these updates!

READ Act Updates Fact Sheet

READ ACT UPDATE
Senate Bill 19-199



Colorado knows reading by third grade is critical

Reading is an essential skill that must be developed early in a child's educational career. Students who do not read at grade level by third grade struggle throughout their academic career and have limited options as adults. Educators must have a deep understanding of the science of evidence-based reading to help every child meet this critical benchmark and become a lifelong reader. Recognizing this, the Colorado legislature passed the Colorado Reading to Ensure Academic Development Act (READ Act) in 2012 to ensure that all children in Colorado reach grade level proficiency in reading by the end of third grade.

After six years of implementation of the READ Act, schools and districts were not seeing the dramatic improvements in reading levels envisioned by state leaders.

- Colorado has seen only a 2 percent increase in third graders meeting or exceeding expectations on the Colorado Measures of Academic Success tests in English language arts.
- Statewide data shows only a 1 percent reduction in the number of students identified with a significant reading deficiency (SRD).

Reviewing the implementation of the READ Act, policy makers identified challenges that contributed to its lower-than-desired impact:

- The statute defined clear allowable uses of READ Act per-pupil intervention funds, but it did not provide clarity regarding accountability for the use of funds.
- Reporting requirements for the READ Act make it challenging to identify instructional programming and interventions effective in reducing the number of students identified with SRDs.
- The need for increasing teacher knowledge on evidence-based practices for teaching reading.


Updated allowable uses of Per-Pupil Intervention Funds

C.R.S. 22-7-1210.5

- Operate a summer school literacy program.
- Purchase core reading instructional programs that are included on the READ Act advisory list.
- Purchase and/or provide approved targeted, evidence-based or scientifically based intervention services to students which may include services provided by a reading interventionist.
- Purchase tutoring services.
- Provide technology, including software that is on the advisory list of instructional programming; may include professional development for use of technology.
- Purchase from a BOCES the services of a reading specialist or reading interventionist.
- Provide professional

READ Act Webinar FAQ

SB19-199 – Frequently Asked Questions
Spring 2019 Amendments to the Colorado READ Act



Questions Relating to Approved Programming and Advisory Lists

<p>Does the READ Act require that instructional programming is scientifically-based and evidence based?</p> <p>Yes, as outlined in statute (C.R.S. 22-7-1204), instructional programming used to instruct students in reading in grades kindergarten through third grade must be scientifically based and evidence-based and must focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading competency.</p>
<p>If we are not currently using a CDE approved core reading program, does this mean that we cannot receive READ funds in the future?</p> <p>In order to receive per-pupil intervention funds in a budget year, an LEP must meet specific requirements outlined in statute (C.R.S. 22-7-1210.5(3)(b)). If per pupil funds are used to purchase a core program, the program must be selected from programs on the advisory list of approved core programming.</p> <p>The READ Act requires that instructional programming used to instruct students in reading in grades kindergarten through third grade must be scientifically based and evidence-based and must focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development reading fluency, including oral skills, and reading competency (C.R.S. 22-7-1204). This programming does not need to be listed on the CDE approved list if per-pupil funds are not used to purchase the programming.</p>
<p>We recently adopted and have implemented a core program that is not on the current advisory list. How do I make sure that program is reviewed and possibly added to the list?</p> <p>The review process will include a review of core, supplemental and interventional programming as well as professional development. If you would like your program to be reviewed, be in communication with the vendor and monitor our website to check to see when the application for review is posted. You can also be added to the READ Act listserv to directly receive updates from our office. All submitted programs will go through the review process to ensure that programs are aligned to scientifically and evidence based reading research. Programs that meet these requirements will be added to the advisory list. Keep in mind that some reviewed programs may not meet the requirements to be added to the list.</p>
<p>How long will the program review process take?</p>





Related Resources Resource Support

Reminder we have tools available to support these updates!

READ Act – Now revised to include SB 19-199 Amendments



Colorado Revised Statutes 2019
TITLE 22
 EDUCATION
 PART 12
 COLORADO READ ACT

22-7-1201. Short title. This part 12 is known and may be cited as the "Colorado Reading to Ensure Academic Development Act" or "Colorado READ Act".

Source: L. 2012: Entire part added, (HB 12-1238), ch. 180, p. 646, § 2, effective July 1.

22-7-1202. Legislative declaration. (1) The general assembly finds that:

- (a) All students can succeed in school if they have the foundational skills necessary for academic success. While foundational skills go beyond academic skills to include such skills as social competence and self-discipline, they must also include the ability to read, understand, interpret, and apply information.
- (b) Colorado has prioritized early learning through its investments in the Colorado preschool program, established in 1988, and full-day kindergarten, and the general assembly recognizes that these investments can best be leveraged by adopting policies that support a continuum of learning from preschool through third grade and beyond;
- (c) It is more cost-effective to invest in effective early literacy education rather than to absorb costs for remediation in middle school, high school, and beyond;
- (d) A comprehensive approach to early literacy education can improve student achievement, reduce the need for costly special education services, and produce a better

DISTRICTS	COMMUNITIES	SCHOOLview®
		Colorado READ Act Home
		Advisory Lists of PD and Programming
		Approved Assessments
		Dyslexia
		Early Literacy Assessment Tool Project
		Early Literacy Grant
		Parent Information
		Preschool Through 3rd Grade
		READ Act Statute and State Board Rules
		READ Data Collection
<p>Location</p> <p>Preschool Through Third Grade Office - Literacy Team 201 E. Colfax, Room 106 Denver, CO 80203</p>		
<p>READ Act Data Dashboard</p> <div style="display: flex; align-items: center;">  <p style="font-size: small;">View the dashboard for state, district, school, and financial data</p> </div>		

informed

Sign up for the READ Act communication list in order to stay up to date on changes and updates related to SB19-199, READ Act tation Measures. CDE will announce ways to participate and your feedback throughout the implementation process.

[Sign up for the READ Act communication list](#)



Questions?

READ Act Updates

Final Questions



Ways to Stay Involved

- General questions after webinar
 - Please email: readact@cde.state.co.us
- Recording and PowerPoint
 - Will be posted by end of day tomorrow on the READ Act webpage: <http://www.cde.state.co.us/coloradoliteracy>
- Monthly webinars
 - CDE will host monthly webinars to keep interested parties informed of the SB19-199 implementation process and announce them on the READ Act webpage, listed above.

