



COLORADO
Department of Education

Welcome to the SB19-199 Webinar

October 28, 2019

Introduction and Webinar Purpose



Introductions:

- Floyd Cobb, Ph.D., Executive Director, Teaching and Learning Unit
- Anji Gallanos, Director, Preschool through Third Grade Office

Purpose:

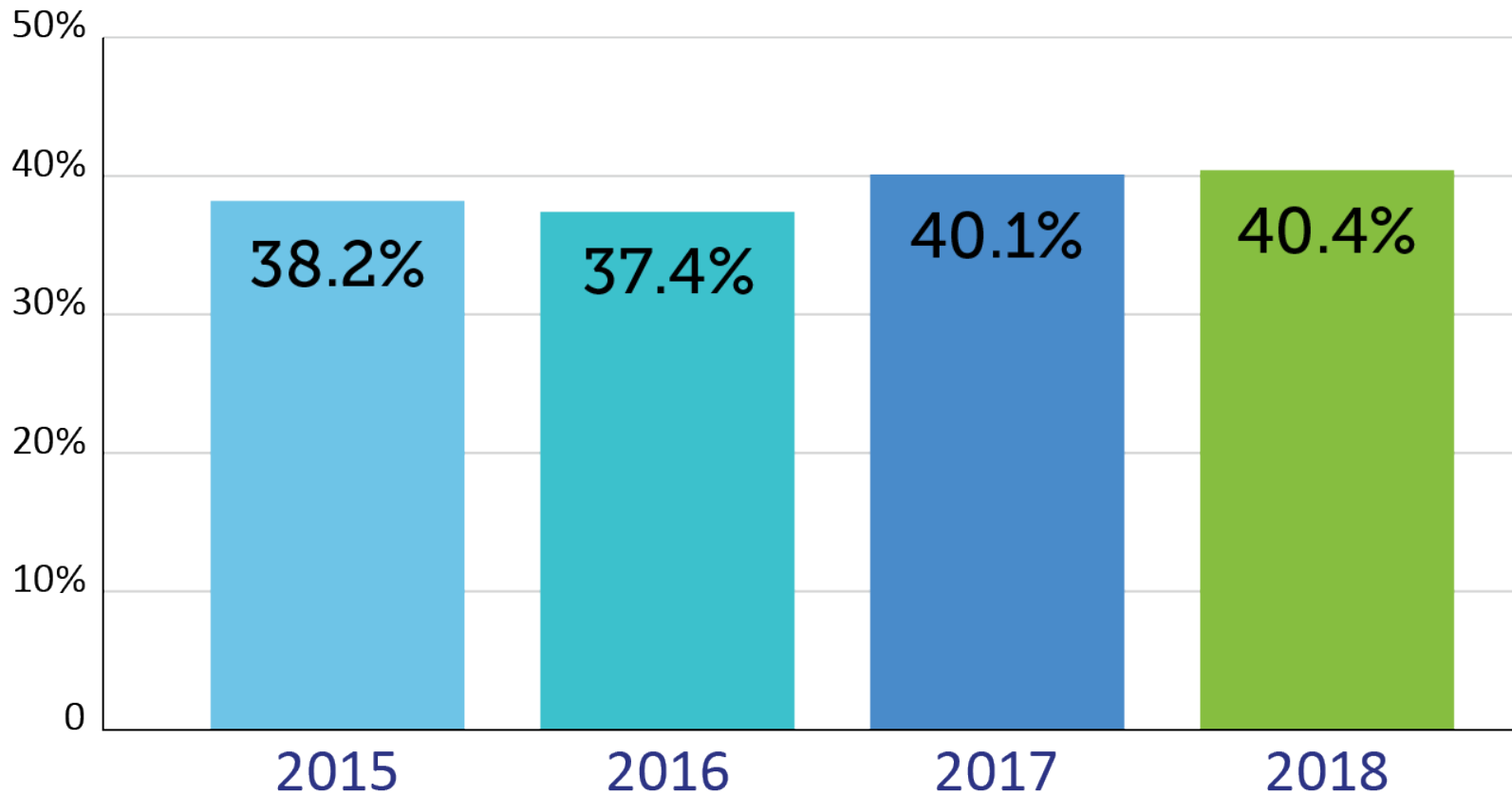
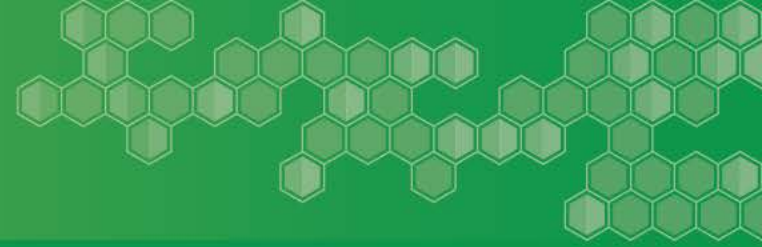
- CDE is hosting monthly webinars to keep interested parties informed of the implementation process and to provide updates on the changes required by SB19-199.

The Colorado READ Act and the need for SB19-199



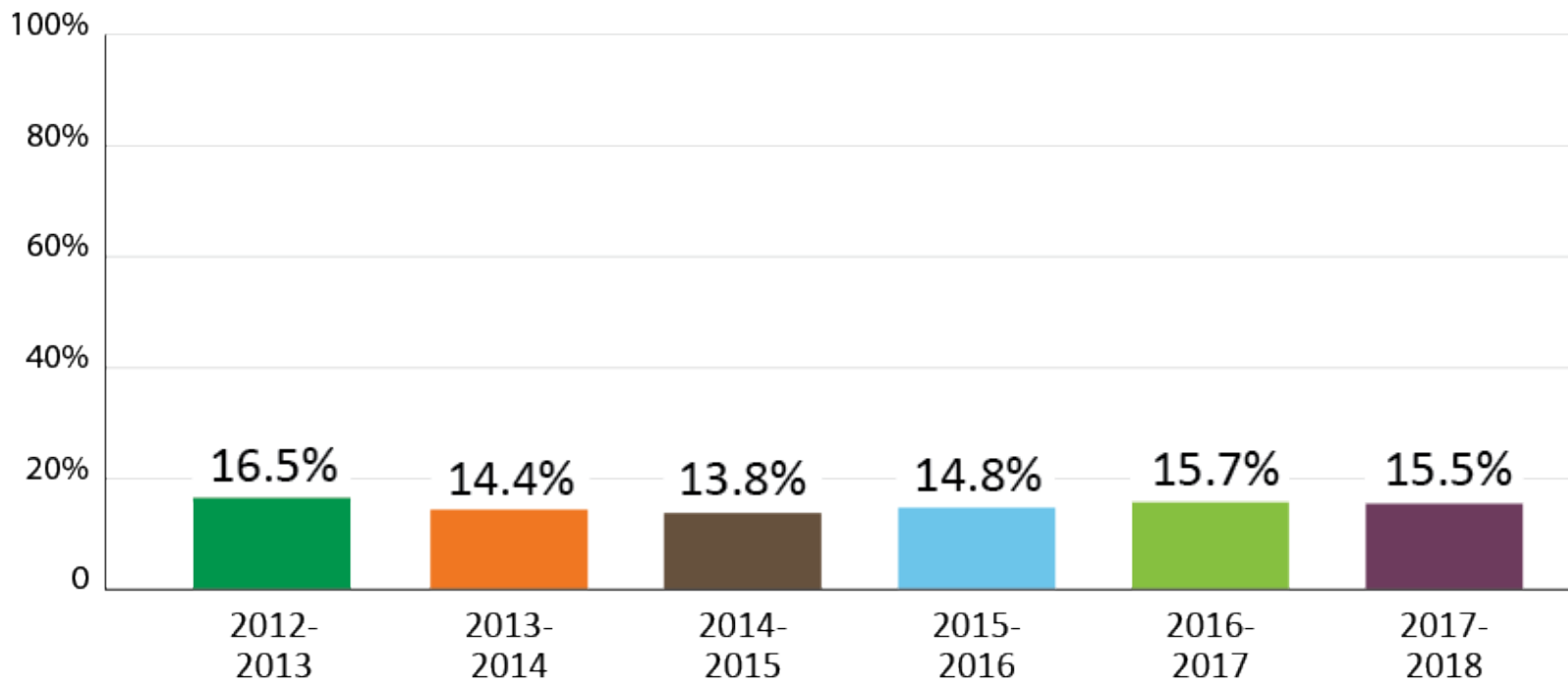


Colorado's 3rd Grade CMAS ELA Scores Over Time





Significant Reading Deficiency Rates Over Time



Webinar Logistics



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:

Monday, November 18, 2:00-3:00pm

READ Act Rulemaking

Nested Nature of Education Policy



SCHOOL/DISTRICT POLICY

- Curriculum
- Instructional methods
- Day-to-day structure
- Hiring teachers
- Local assessments, etc.

STATE POLICY

- Licensure requirements
- Standards
- Specific state assessments, etc.

FEDERAL POLICY

- Broad goals for students
- Civil rights requirements
- Broad outline for assessments
- Requirements for standards, etc.

How a Bill Becomes Practice: Statute, Rules, Guidance and Local Implementation

Colorado General Assembly's Statutes

*Passed by the elected legislature;
Create rights or duties that are legally binding*

Colorado State Board of Education's Rules

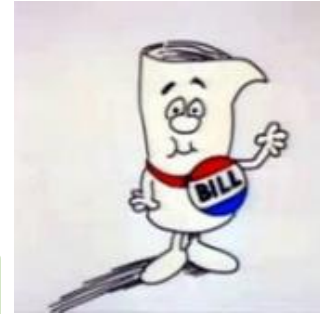
*Authorized by statute;
Adopted by the elected board of education;
Create rights or duties that are legally binding*

Colorado Department of Education's Guidance

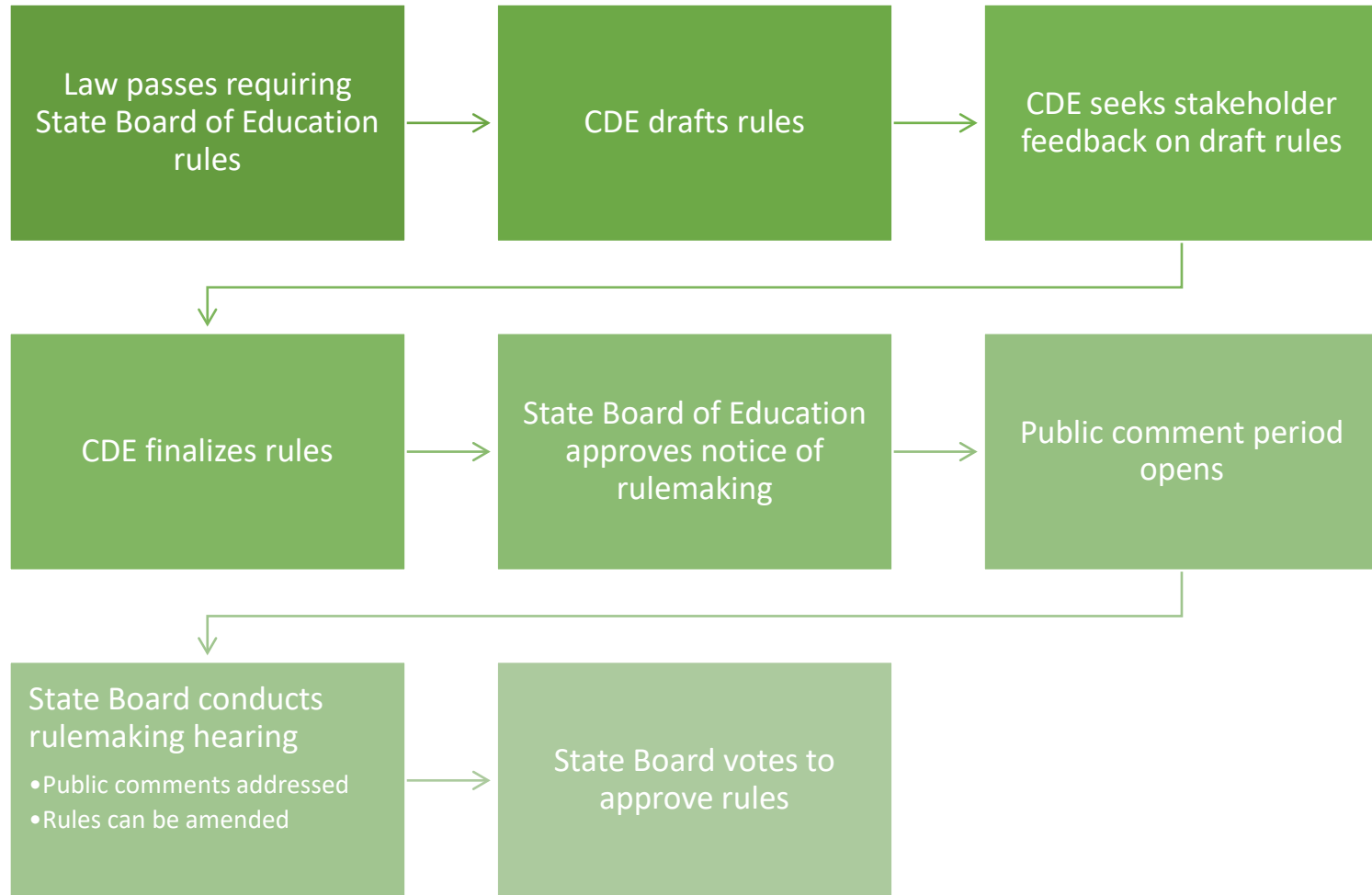
*Written by department;
No legally binding effect;
Interprets existing legal obligations*

Local School District Implementation

*Guided by local school boards;
Elaborated by district and school leaders*

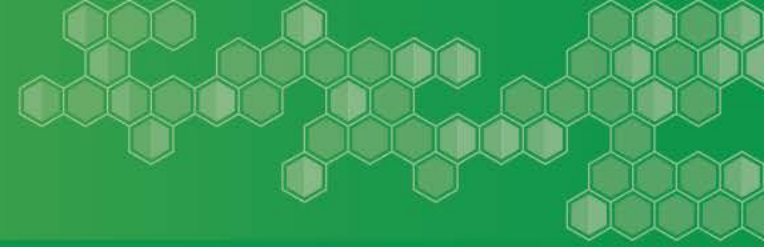


Rulemaking Process





Rulemaking Timeline



Statewide Accountability Measures Rules

- Passed at the August Board meeting
 - READ Act incorporated into the Unified Improvement Plan

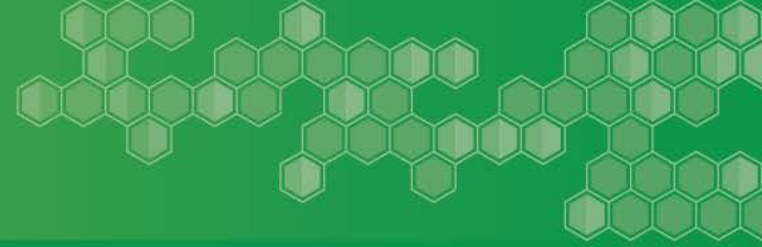
Early Literacy Grant Rules

- Rulemaking hearing at September Board meeting; rules passed
- A copy of the rules can be found on the READ webpage

READ Act Rules

- CDE is currently seeking feedback on draft rules
- Notice of rulemaking hearing at the November Board meeting
- Public comment period from November to January
- Rulemaking hearings in January and February

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 in 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
- December 2019: Information item regarding rulemaking
- January 2020: Rulemaking hearing
- February 2020: Rulemaking hearing (if needed)

Questions: READ Act Rulemaking

READ Act Resources

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

Does the READ Act require that instructional programming is scientifically-based and evidence based?

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.

If we are not currently using a CDE approved core reading program, does this mean that we cannot receive READ funds in the future?

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.

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.

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?

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 listserve 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.

How long will the program review process take?

READ Act – Now revised to include SB19-199 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 Resources Contact Us
		Location Preschool Through Third Grade Office - Literacy Team 201 E. Colfax, Room 106 Denver, CO 80203
Inform 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 Implementation Measures. CDE will announce ways to participate and provide your feedback throughout the implementation process.		READ Act Data Dashboard  View the dashboard for state, district, school, and individual student data.

Questions: READ Act Updates

Implementation Updates

READ Act Advisory Lists Updates on Instructional Programming and Professional Development



Instructional Programming Review Process

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
- Deadline for submitting is October 30th by 4 pm (Mountain Time)

Part 2

- New rubric – stakeholder feedback will be requested prior to release of Part 2
- Only programs that were submitted and met the eligibility criteria will be accepted for part 2

For more information and to view current application materials:

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



Instructional Programming Review Process

Instructional Programming Eligibility Decision Timeline

September 30, 2019	Notification of Part 1 Eligibility for Instructional Programming.
October 14 , 2019	Technical Assistance Webinar was held. Recording is available here: https://www.cde.state.co.us/coloradoliteracy/readactrequestforadvisorylistsubmissions
October 30, 2019	All eligibility proposal submissions for Instructional Programming due to CDE by 4:00 PM (Mountain Time)
November 1, 2019 - December 13, 2019	CDE review of Part 1 Eligibility for Instructional Programming
December 16, 2019	Vendor notification of Part 1 Eligibility decision. Applications distributed for eligible vendors for Part 2.



Updates for the Program and Professional Development Approved Lists

Review Types	Estimated Month	Activity
<ul style="list-style-type: none">• Comprehensive Core Programs• Intervention Programs• Supplemental Programs• English Language Development Programs• Professional Development <i>Dates not yet finalized**</i>	October 2019	Part 1 –Eligibility application available
	November 2019	Rubric development and Part 1 review
	December 2019	Part 1 complete Part 2 begins
	January 2020	Part 2 review
	February 2020	Part 2 stakeholder feedback
	March 2020	Programming lists finalized

*** PD dates not final but to begin November 2019.*

Questions: READ Act Advisory List Updates

State Provided Training for K-3 Teachers



K-3 Teacher Training Requirement

Beginning in 2021-22, each district that receives READ funding must ensure all K – 3 teachers have completed evidence-based training in teaching reading.

The training may be:

- A course in an approved educator preparation or alternate teacher program;
- A course in a post-graduate degree program in teaching reading or literacy;
- CDE approved evidence-based training in teaching reading on the CDE advisory list for professional development or state provided in evidence-based training in teaching reading, or
- Training provided by a local education provider.

A teacher is deemed to have successfully completed the training if the district submits evidence that the teacher passed an end-of-course assessment.





CDE Teacher Training Request for Proposal

Request for Proposal (RFP) to receive vendor submissions of custom-developed or pre-developed professional development course and online data management system for evidence-based training in teaching reading to kindergarten, first, second, and third grade students.

Timeline	Activity
September 23, 2019	Request for Information (RFI) closed.
Early November	Anticipated posting of K-3 Teacher Training RFP



CDE Teacher Training District Interest Survey

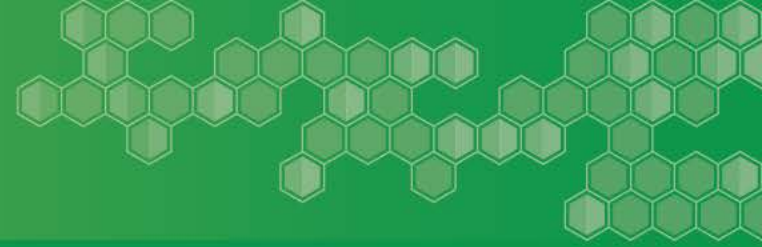
- CDE will disseminate a survey to all superintendents to identify interest in the state provided training for evidence-based training in teaching reading.
- This survey is scheduled to be released in early November.

Questions: State Provided Training for K-3 Teachers

Additional READ Act Updates



Early Literacy Grant (ELG)



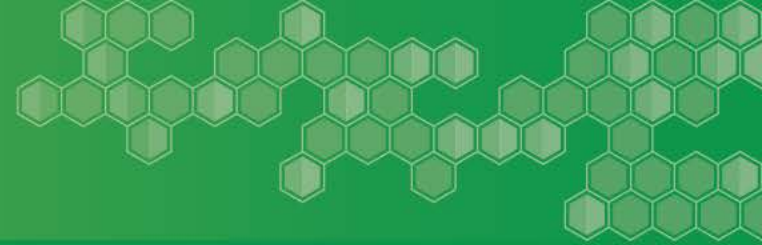
In **2019 updates** to the READ Act, the Early Literacy Grant program was appropriated an additional \$2.5 million.

In **2018 updates** to the READ Act, the Early Literacy Grant program was expanded from one comprehensive grant program to three different Early Literacy Grants within the program.

- **Comprehensive Early Literacy Grant** - Multi-year comprehensive support
- **Sustainability Grant** – An opportunity for sites who have had a comprehensive ELG initiative that has resulted in significant student academic growth toward reading competency to apply for additional years of funding
- **Annual Professional Development Grant** – An annual opportunity to fund professional development initiatives to those who are already implementing evidence-based or scientifically based universal instruction and interventions resulting in significant student academic growth towards reading competency



Early Literacy Grant (ELG)



General Timeline

Early Literacy Grant Opportunity	Timeline for RFP Release
Comprehensive ELG	The next opportunity will not be released until the Advisory List process for Instructional Programming is completed.
Sustainability Grant	Cohort 3 is in their final year of Comprehensive ELG. This RFP opportunity will be released within this fiscal year to this cohort.
Annual Professional Development Grant	<p>This RFP is released annually.</p> <p>The next opportunity will not be released until the Advisory List process for Professional Development is completed.</p>



5th Annual READIng Conference

- In early October, the CDE hosted its 5th Annual READIng Conference.
- Nearly 600 Colorado educators were able to learn from national reading experts and researchers about the science of reading.
- This year several sessions were professionally videoed – stay tuned for updates.

A few key details about this annual learning opportunity:

- Registration is free.
- This conference moves around the state each year in effort to provide easier access to stakeholders.
- All session materials are archived on our website:
<https://www.cde.state.co.us/coloradoliteracy/professionaldevelopmentopportunities>

Questions: Early Literacy Grant & Annual READing Conference

Final Questions

Regional Consultant Contact Information

- **Metro and Southeast Regions**

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ELAT Manager/Northeast and North Central Regions

Tammy Yetter

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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.