



COLORADO
Department of Education

Welcome to the SB19-199 Webinar

March 18, 2020

Introduction and Webinar Purpose

Introductions:

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

Purpose:

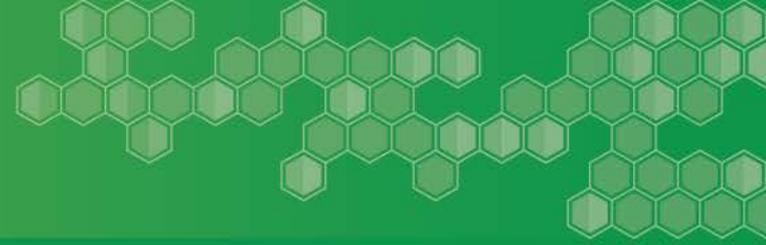
- CDE is hosting monthly webinars to keep interested parties informed of the implementation process and to provide updates on the changes required by SB19-199.



Webinar Logistics

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



Webinar Logistics

Webinar Posting

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:

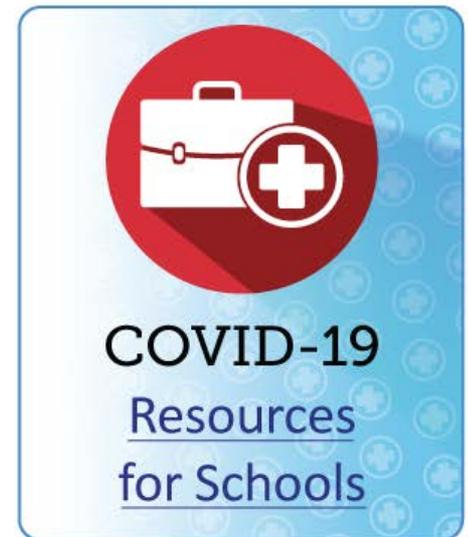
April 14, 2020, 2:00 - 3:00PM

COVID-19 Update



COVID-19 Resources for Schools

- CDE Communication on COVID-19
 - <https://www.cde.state.co.us/safeschools>
- COVID-19 FAQs
 - <https://www.cde.state.co.us/safeschools/covid19-faq>





COVID-19 and the READ Act

Our goal is to create flexibility for districts when possible while remaining consistent with the intent of the law.

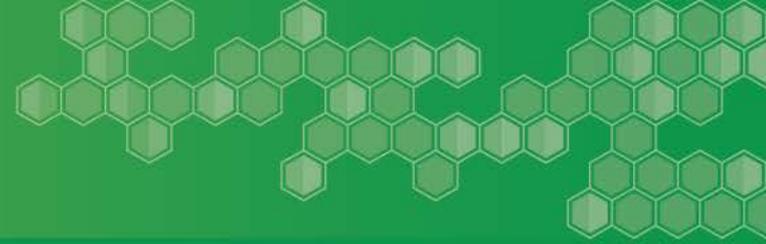
- Spring Data Collection

- We are making contingency plans for ensuring distribution of SRD funds for the 2020-21 school year should students not return to school in time for end of year testing. More details will be forthcoming.
- CDE currently anticipates the new budget/narrative process will be required and would like to hear from districts how we can support you during this time.
- The impact of the 15% carryover provision in the law is now being reviewed.





COVID-19 and the READ Act



CDE Provided Evidence Based Teacher Training

- **Online Training**
 - The independent review is being finalized and hope to announce by the end of next week.
 - This phase is followed by contracting.
 - The online training could be available by summer depending upon delays.
- **Face to Face Training**
 - The independent review is being finalized and hope to announce by the end of next week.
 - This phase is followed by contracting.
 - We anticipate the scheduling of the face to face training will be delayed due to COVID-19.
- **Extension**
 - SB 199 allows districts to request a one-year extension from the 2021-2022 school year to comply with the requirement.
 - The process for requesting an additional time is in development.
 - CDE will revisit this issue as a statewide issue as the situation warrants.

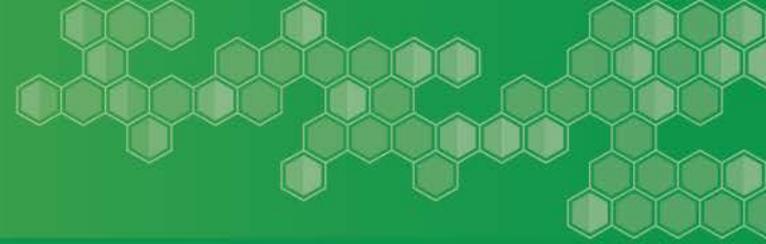




COVID-19 and the READ Act

- **Instructional Programs**
 - CDE P-3 Office reviewed over 130 core, supplemental, and intervention programs.
 - Teams of teachers, reading specialists, and CDE staff supported the effort.
 - Updates will be provided to vendors pending completion of the reviews for each program type.



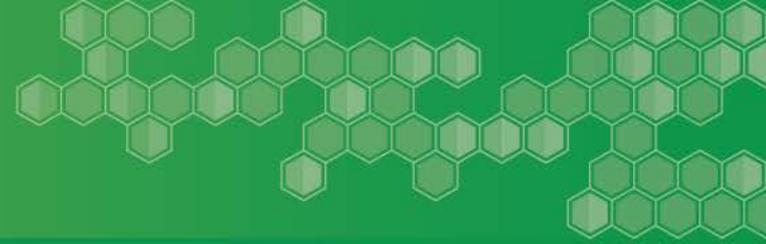


- **Core Instructional Programs**
 - Seven core programs have been approved.
 - Many programs on existing list were either out of print or did not resubmit for the process.
 - Remaining Spanish core programs are taking longer due to lack of proficient Spanish reviewers.
- **Supplemental Instructional Programs**
 - Thirteen supplemental programs (including English and Spanish) have been approved.
 - As with core, many on the existing list were either out of print or did not resubmit.
 - Remaining Spanish supplemental are taking longer due to lack of proficient Spanish reviewers.
- **Intervention Instructional Programs.**
 - Fifteen intervention programs (including English and Spanish) have been approved to date.
 - Many programs on the Advisory list were either out of print or did not resubmit for the review.
 - Remaining Spanish Intervention are taking longer due to lack of proficient Spanish reviewers.





COVID-19 and the READ Act



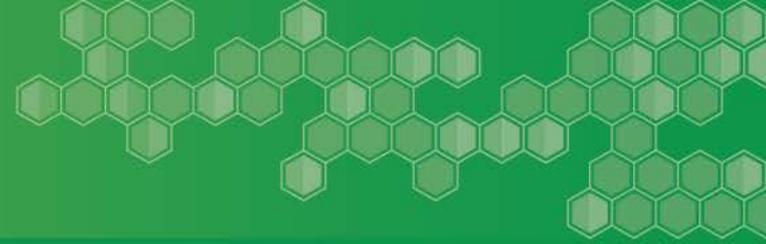
Moving Forward

- CDE will work hard to continue to review the programs that were not completed. Due to the volume of reviews, it is unlikely we can meet our original expected completion timeframe.
- CDE will contact vendors for those that were approved and those have not been approved to date.
- Once all vendors have been notified, including those that were not approved, CDE will publish the list on the CDE website.
- After the appeal process, additional programs may be posted.





COVID-19 and the READ Act



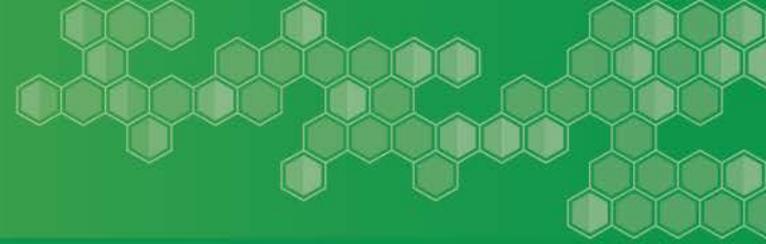
External Evaluator (WestEd)

- Stakeholder meetings
 - Planned to conduct 5 focus groups of 5-10 people that include representation from teachers, research directors, administrators, etc. on their experience implementing the READ Act
 - These stakeholder meetings will need to be reimaged considering the restrictions due to COVID-19. More information on this is forthcoming.
- Data Review
 - The independent evaluator review of data will continue as previously scheduled.



READ Act Rules Update

READ Act Rulemaking



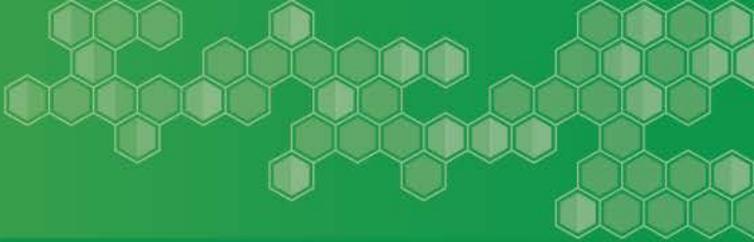
The rule changes are substantial in nature and related to:

- 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



A copy of the rules can be found here:

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

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Colorado READ Act



About the Colorado READ Act

The Colorado Reading to Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado legislature in 2012.

Stay Informed

Please sign up for the READ Act communication list in order to stay informed of changes and updates related to SB19-199, READ Act

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



13.01(C): Evidence Based Training

The evidence-based training in teaching reading must have included a minimum of 45 hours and must have addressed the content of the educator preparation literacy standards referenced in the state board's Rules for the Administration of Educator License Endorsements, 1 CCR 301-101, section 4.02(5) through 4.02(12) (effective May 30, 2019)

13.01(C): Evidence Based Training

- 13.01(C)(2) A teacher is deemed to have successfully completed evidenced-based training in teaching reading if the LEP submits evidence that the teacher:
 - 13.01(C)(2)(a) successfully completed a CDE-provided reading training designed to meet this training requirement and passed the end of course assessment of learning; or
 - 13.01(C)(2)(c) passed a CDE-approved undergraduate or graduate reading course and passed the end of course assessment of learning; or
 - 13.01(C)(2)(d) passed a CDE-approved district or BOCES reading course or a course appropriate for license renewal and passed the end of course assessment of learning; or
 - 13.01(C)(2)(e) holds a state of Colorado endorsement as a Reading Teacher or Reading Specialist; or
 - 13.01(C)(2)(f) successfully completed a training program included on the department's advisory list of professional development programs created pursuant to C.R.S. § 22-7-1209(2)(c) and passed the end of course assessment of learning.
- 13.01(C)(3) In the event that a teacher completes one of the evidence-based training options listed in 13.01(C)(2) but lacks proof of passing an end of course assessment, the teacher may take and pass an alternate assessment authorized by the State Board aligned to the expectations of this section.

13.01(C): Evidence Based Training

- Participants will be able to sign up for the state provided training through an online sign-up process via EventBrite sync app.
- Currently anticipated that training will begin in June (COVID-19 dependent)

Questions?

Rulemaking

Professional Development

Literacy

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.