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**COLORADO**  
Department of Education

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**Welcome to the  
SB 19-199 Webinar**

July 29, 2019



## **Introductions:**

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

## **Purpose:**

- To provide updates on the implementation of changes required by SB 19-199

# Questions, recordings, and upcoming webinars

- Q&A during webinar
  - Please submit your questions using the Q&A feature at the bottom of your screen.
  - You can view other questions as they come in and vote on them. The questions with the most votes get pushed up higher on the list and will get answered first.
  - Questions will be answered at the end of the webinar.
- General questions after webinar
  - Please email: [readact@cde.state.co.us](mailto: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.

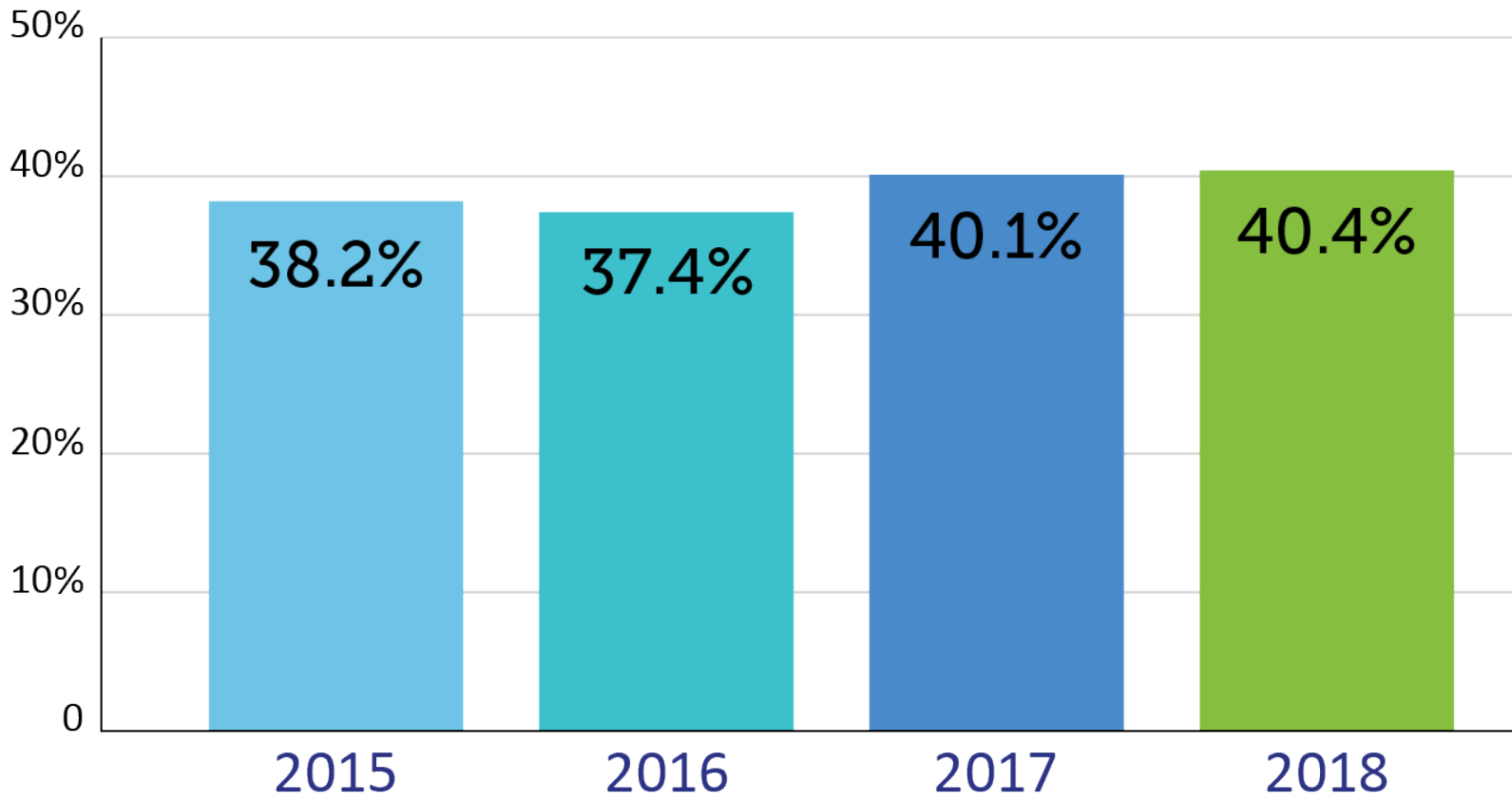


# The Colorado READ Act and the need for SB19-199



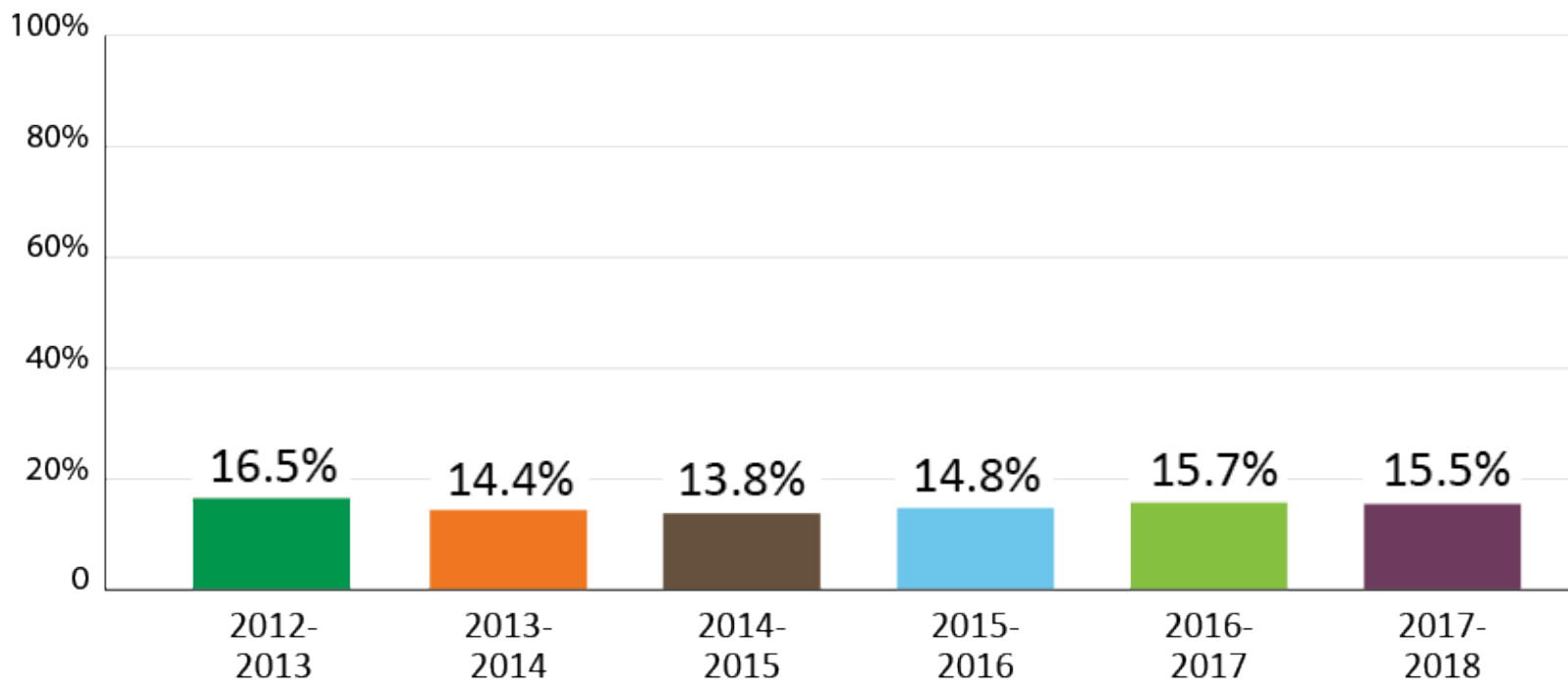


# Colorado's 3<sup>rd</sup> Grade CMAS ELA Scores Over Time



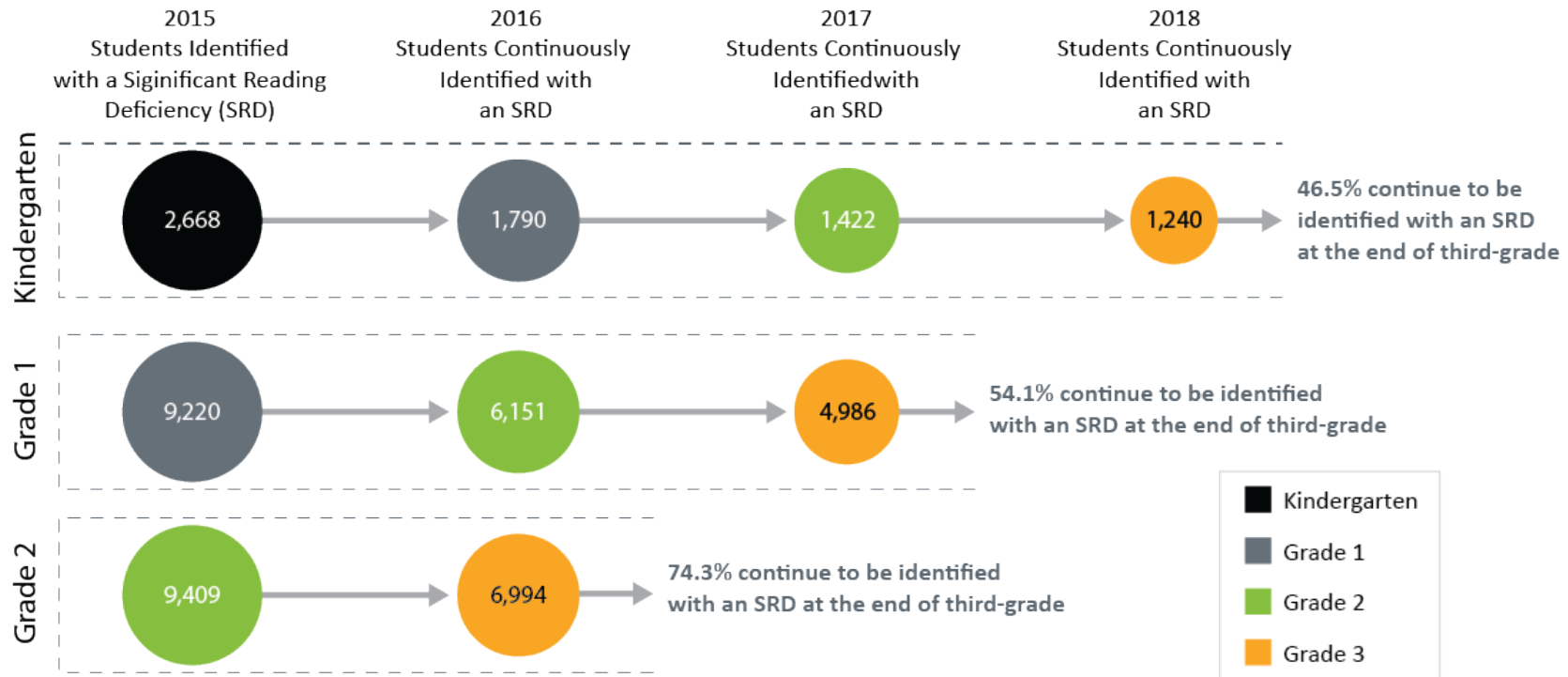


# Significant Reading Deficiency Rates Over Time





# Early Intervention Produces Results for Struggling Readers



# Implementation Updates





# 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

## Additional Allowable Uses

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





# Updates for the Approved Lists

| Review Types   | Month                 | Activity  |
|--|-----------------------|---|
| <ul style="list-style-type: none"><li>• Diagnostic Assessments</li><li>• Interim Assessments</li><li>• Comprehensive Core Programs</li><li>• Intervention Programs</li><li>• Supplemental Programs</li><li>• English Language Development Programs</li><li>• Professionals Development</li></ul> | Aug – September       | Secure 3 <sup>rd</sup> Party Reviewer                 |
|  | October 2019          | Rubric Develop and Review                             |
|  | November 1 2019       | Vendor Submission                                     |
|  | December 1 – Jan 2020 | Submission Review                                     |
|  | February 2020         | Stakeholder Review (Program review final)             |
|  | March 2020            | Notice Board (Assessments)                            |
|  | April 2020            | Final (Assessments)                                   |
|  | April/May 2020        | Included on Budget Submission for 2020/21 School Year |





# Fund Distribution



## ***READ Act per-pupil dollars are scheduled to be released by mid-August***

- Due to the changes in statutes per pupil dollars will be slightly reduced
- Carryover of funds will be limited to 15%
- CDE must monitor use of funds throughout the year



# Key Provisions for Unified Improvement Plans

## Beginning with the 2020-21 school year, district plans must include the following:

- Reading curriculum must be designed around foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension
- Evidence-based or scientifically based core and supplemental reading instructional programs
- Reading assessments used by each school
- If applicable, plans for providing professional development using READ funds





# Unified Improvement Plan Data Gathering

## **New submission requirements:**

- Report the core reading program [by school and each grade level (K-3)]
- Report the supplemental reading programs [by school and each grade level (K-3)]
- Identify reading evidence-based reading instruction, services and other supports for students identified as having a significant reading deficiency or as reading below grade level
- Report Early Literacy Grant program schools
  - Indicate the plan for providing professional development to staff to support instruction, services and other supports for students identified as having a significant reading deficiency or reading below grade level.



# K-3 Teacher Training

**Beginning in 2021-22, each district that receives READ funding must ensure that K – 3 teachers complete 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 training or program on the CDE advisory list of professional development programs, or
- Training provided by a local education provider or is appropriate for license renewal

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



# Teacher Training Feedback

CDE is seeking feedback on options for the State Board to consider to elaborate on the law while aligning to legislative intent. Potential options include any or all of the following:

- A teacher may pass a state-determined assessment of knowledge required to teach reading (i.e., Praxis assessment for Teaching Reading).
  - The department may be able to provide reimbursement for testing once a teacher passes the assessment.
  - The department may also be explore the possibility of creating a “micro-credential” for teachers who pass the assessment signaling to the district the teacher’s competence.
- A teacher may successfully complete the CDE-provided reading training.
  - CDE is currently developing a request for proposals to develop the training. More information on how to request training will be forthcoming in the fall of 2019.
- A teacher may provide documentation of a past CDE provided training in reading such as Reading First, LETRS, READING Foundations Academy, or Foundations of Literacy Instruction.
- A teacher may provide documentation of passing an appropriate undergraduate or graduate reading course.
  - State Board rules would specify the content that must have been included in the course.
  - Teachers would need to provide a course syllabus that certifies that the required content was included in the course as well as a transcript showing the teacher passed the course.
- A teacher may provide documentation of achieving a master’s degree in reading.



# Rulemaking Timeline

## Early Literacy Grant

- Notice of rules in July 2019
- Rulemaking Hearing September 2019

## READ Act

- Notice of rules TBD







# Ways to Stay Involved

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# Questions

