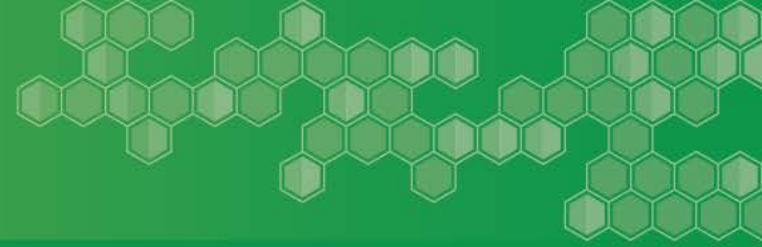




COLORADO
Department of Education

Welcome to the SB 19-199 Webinar

August 28, 2019



Introductions:

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

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
- 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.

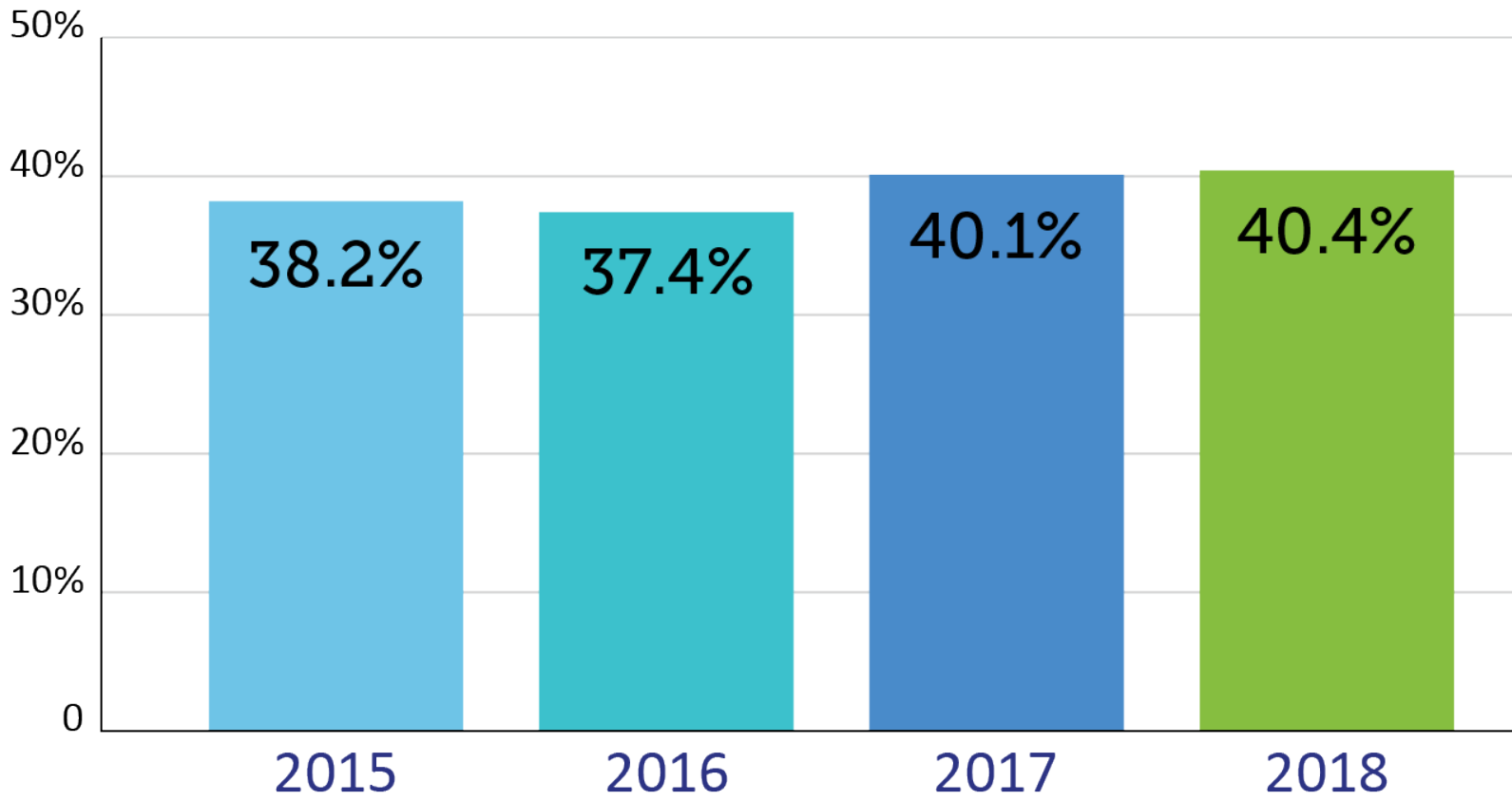


The Colorado READ Act and the need for SB19-199



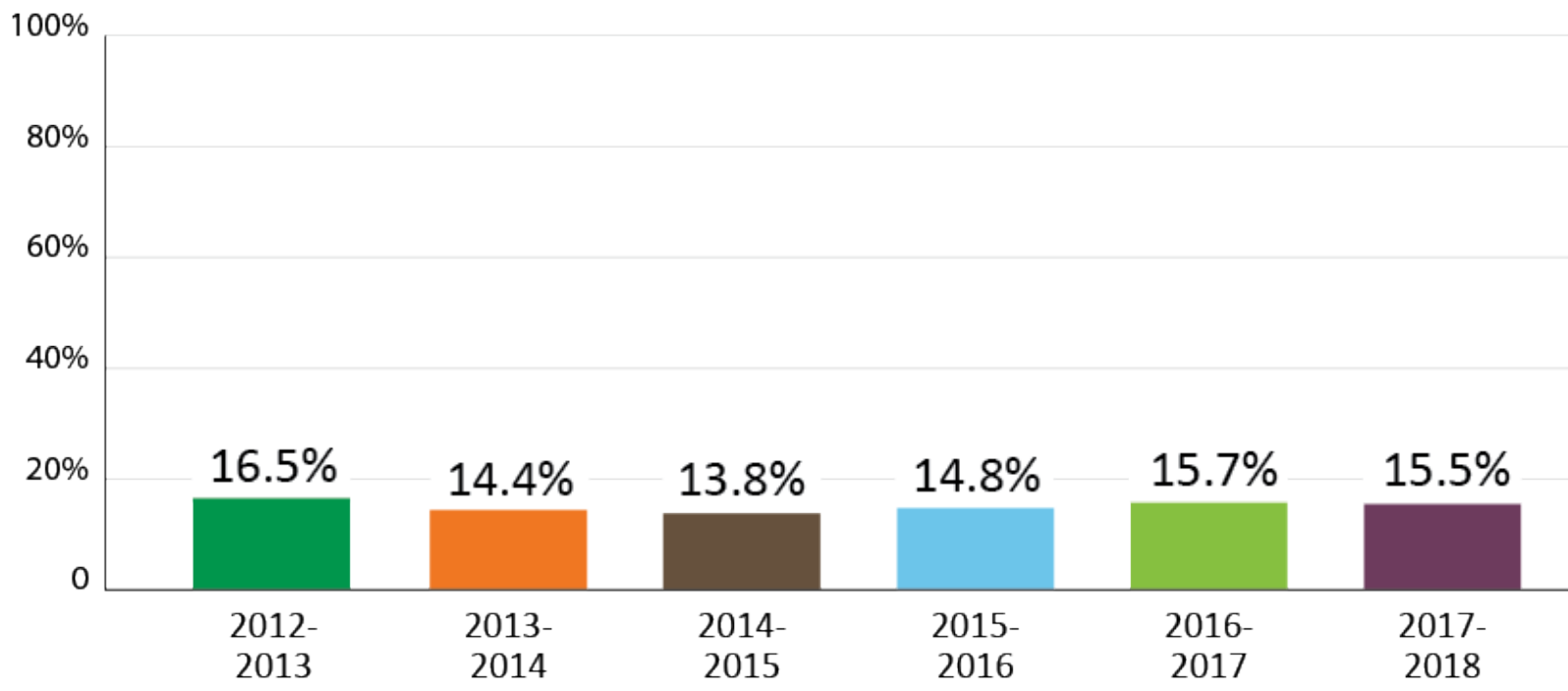


Colorado's 3rd Grade CMAS ELA Scores Over Time



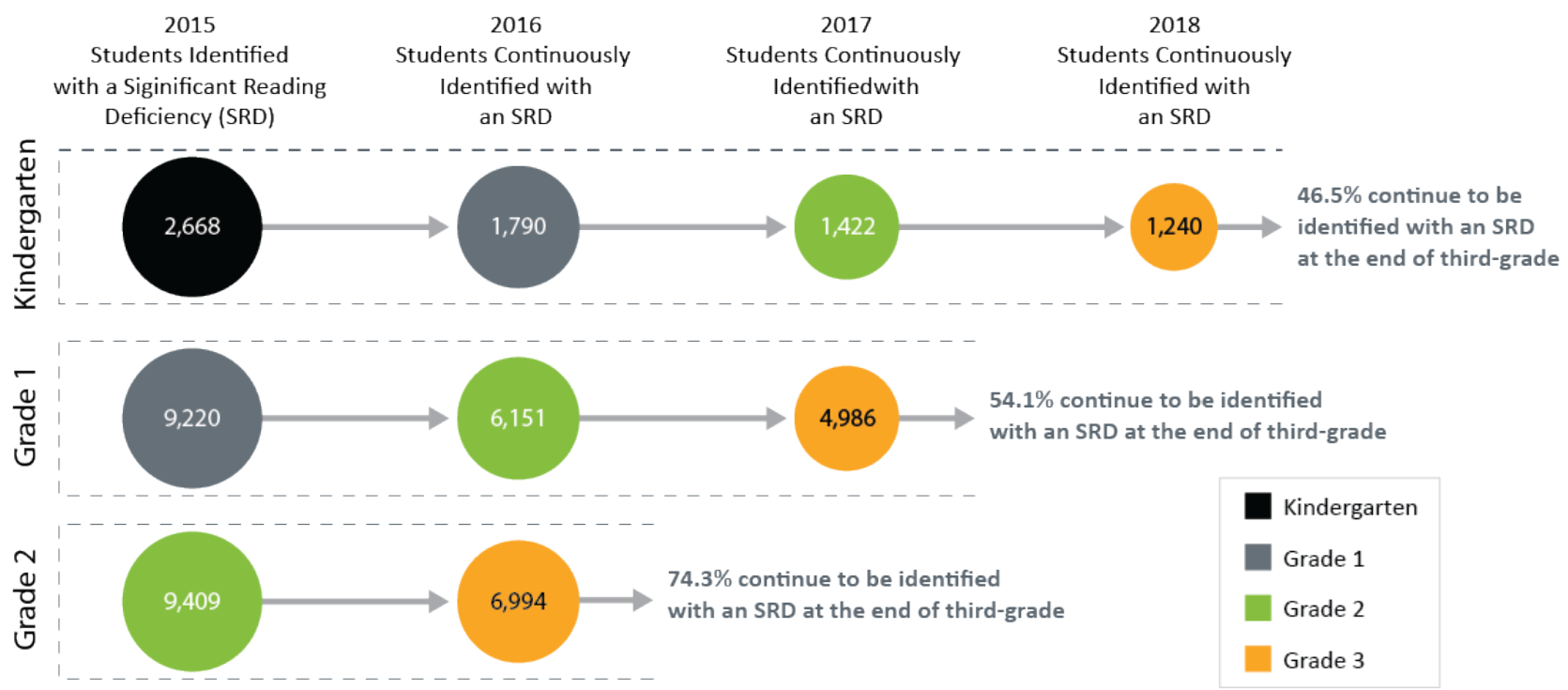


Significant Reading Deficiency Rates Over Time





Early Intervention Produces Results for Struggling Readers



Implementation Updates



Rulemaking Timeline

Statewide Accountability Measures

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

Early Literacy Grant

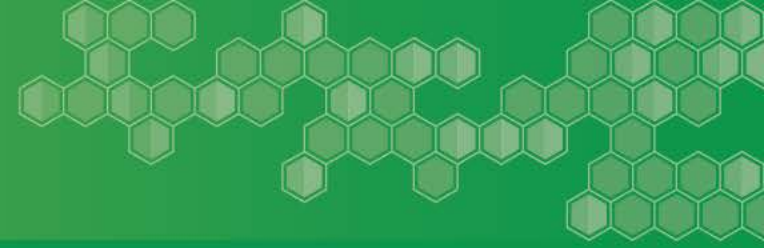
- Rulemaking Hearing September 2019
- Draft copy of the rules can be found on the CDE website

READ Act

- Notice of Rules TBD



Fund Distribution



READ Act per-pupil dollars have been released

- Due to the changes in statutes per pupil dollars have been 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.



Comprehensive Core Program List

Due to recent changes to the READ Act, items on the current *Approved Comprehensive Core Programs Advisory List* are subject to being updated.
Pending State Board of Education approval of updated rules for the administration of the READ Act, the Colorado Department of Education will initiate the process of review of comprehensive core programs and create an updated advisory list of approved comprehensive core programs.

Amplify

Core Knowledge Language Arts (CKLA)

- [Summary](#)
- [Monty Lammers](#), 719-964-4501

CR Success Learning (formally know as F.A.S.T Literacy Program)

- [Summary](#)
- [Cheryl Rose Campbell](#), 303-699-7566

Houghton Mifflin Harcourt School Publishers

Journeys Common Core 2014

*** This version is no longer available for purchase.

- [Summary](#)
- [Jennee Studer](#), 303-257-7850

Houghton Mifflin Harcourt School Publishers Storytown

- [Corinne Hendricks](#), 303-330-3528

Houghton Mifflin

Invitations to Literacy

- [Corinne Hendricks](#), 303-330-3528

Macmillan McGraw-Hill

Treasures

*** Not eligible for purchase with ELG funds.

- [Summary](#)
- [Mary Lynn Grover](#), (303)399-7792

McGraw Hill Education

SRA Open Court Reading

- [Summary](#)
- [Jennifer Moore](#) (720) 403 3213

McGrawHill

Reading Wonders

- [Summary](#)
- [Jennifer Moore](#) (720) 403 3213

Pearson Education, Inc.

ReadyGen Common Core 2016

- [Summary](#)
- [Mica Lesser](#), 303-332-6869

Pearson Education, Inc.

Scott Foresman Reading Street

- [Summary](#)
- [Mica Lesser](#), 303-332-6869

Zaner-Bloser, Inc

Superkids Reading Program

- [Summary](#)
- [Deidre Larsen](#), 800-248-2568 x 2561

Starfall Education

- [Summary](#)
- [Faith Gowan](#), 303-417-6414

Voyager Sopris Learning, Inc.

Read Well

- [Summary](#)
- [Jamae Martinez](#), 800-547-6747 ext 7236

Spanish

McGraw-Hill Education

Maravillas

- [Summary](#)
- [Jennifer Moore](#) (720) 403 3213

Pearson Education, Inc.

Calle de la Lectura

- [Summary](#)
- [Mica Lesser](#), 303-332-6869

Pearson Education, Inc.

ReadyGEN Biliteracy Pathway

- [Summary](#)
- [Mica Lesser](#), 303-332-6869

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





Updates for the Approved Lists

Review Types	Estimated Month	Activity
<ul style="list-style-type: none">• Diagnostic Assessments• Interim Assessments• Comprehensive Core Programs• Intervention Programs• Supplemental Programs• English Language Development Programs• Professionals Development	August – September	Secure 3 rd Party Reviewer
	October 2019	Rubric Development and Review
	December – January 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





Allowable Uses of Funds

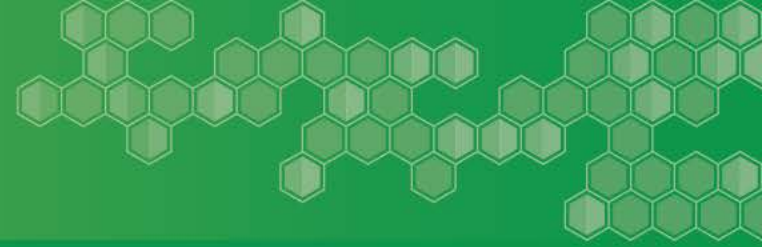
Continued Allowable Uses

- 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 in scientifically and evidenced based practices in reading.





Allowable Uses of Funds



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

State funding is now available for full-day kindergarten (HB19-1262)

- Communication to school districts that selected full day kindergarten to amend their previously submitted budget submission form to ensure that your per-pupil dollars are spent for allowable uses.

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:

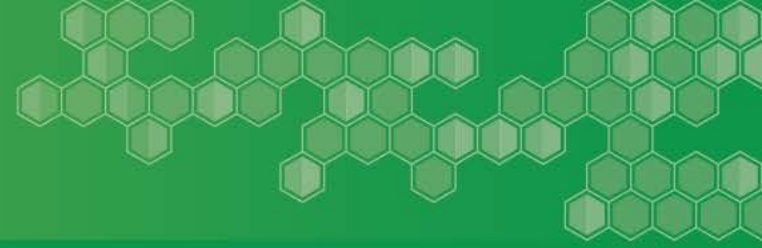
- A course in an approved educator preparation or alternate teacher program;
- A course in a post-graduate degree program in teaching reading or literacy;
- CDE training or program on the CDE advisory list of professional development programs, or
- Training provided by a local education provider or is 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 UPDATE



Teacher Training Request for Information:

- CDE has released a RFI to inquire about available vendors to submit proposals for the content of the state provided evidenced-based training in teaching reading.
- More information on how to request training will be forthcoming in the fall of 2019.



Teacher Training Request for Information

- Request for Information to gather information on the feasibility and cost of a 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.

ACTIVITY	DATE
RFI POSTING DATE	AUGUST 22, 2019
Respondent Inquiry Deadline	September 5, 2019 5:00 p.m. Mountain Time Early inquiries are appreciated!
CDE Responses to Respondent Inquiries (ESTIMATED)	Week of September 9, 2019
Response Submission Deadline	September 23, 2019 12:00 p.m. Mountain Time Early responses are appreciated!





Ways to Stay Involved

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Questions

