



COLORADO
Department of Education

Welcome to the SB 19-199 Webinar

September 25, 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

Regional Consultant Contact Information

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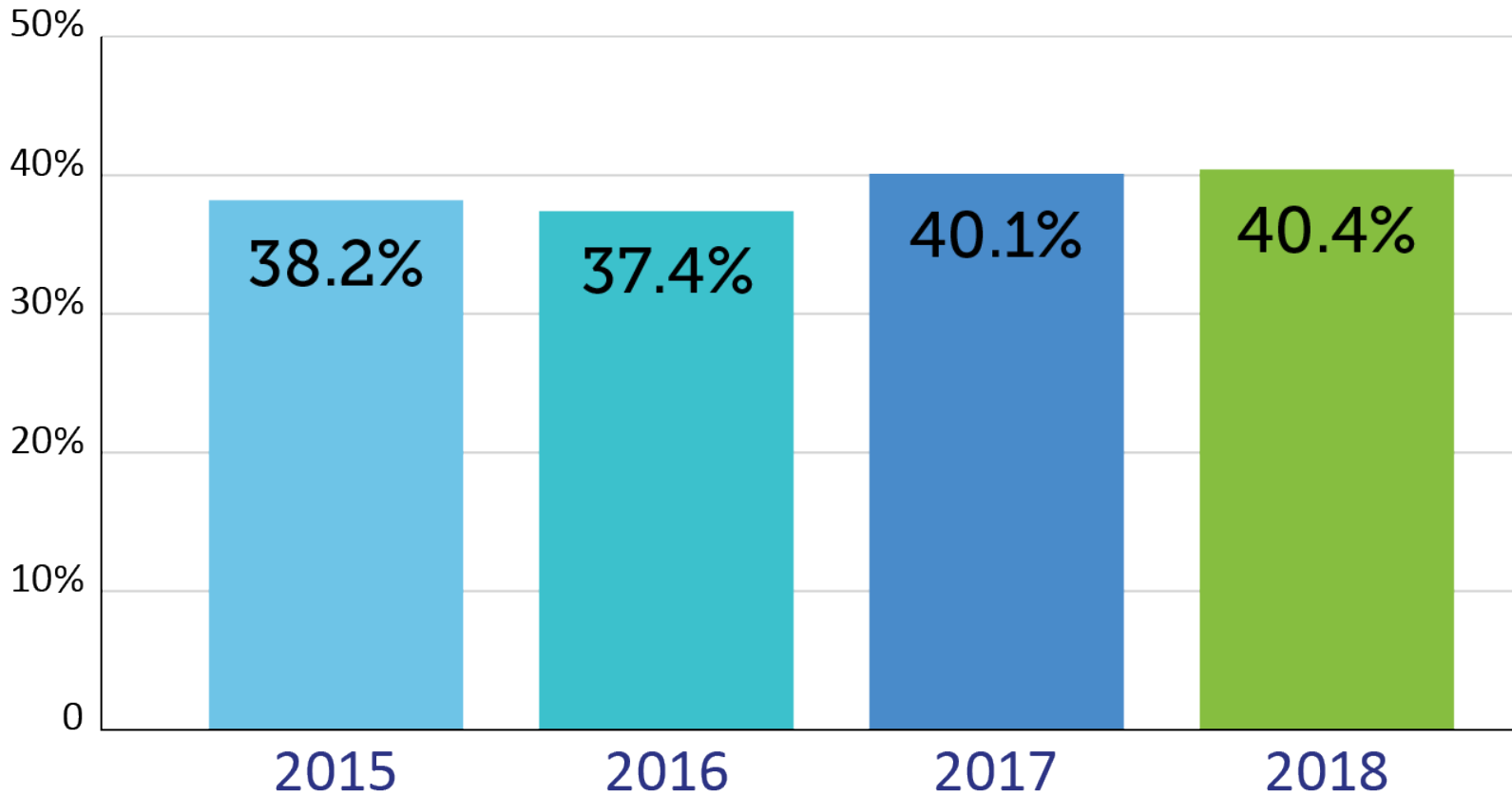




The Colorado READ Act and the need for SB19-199

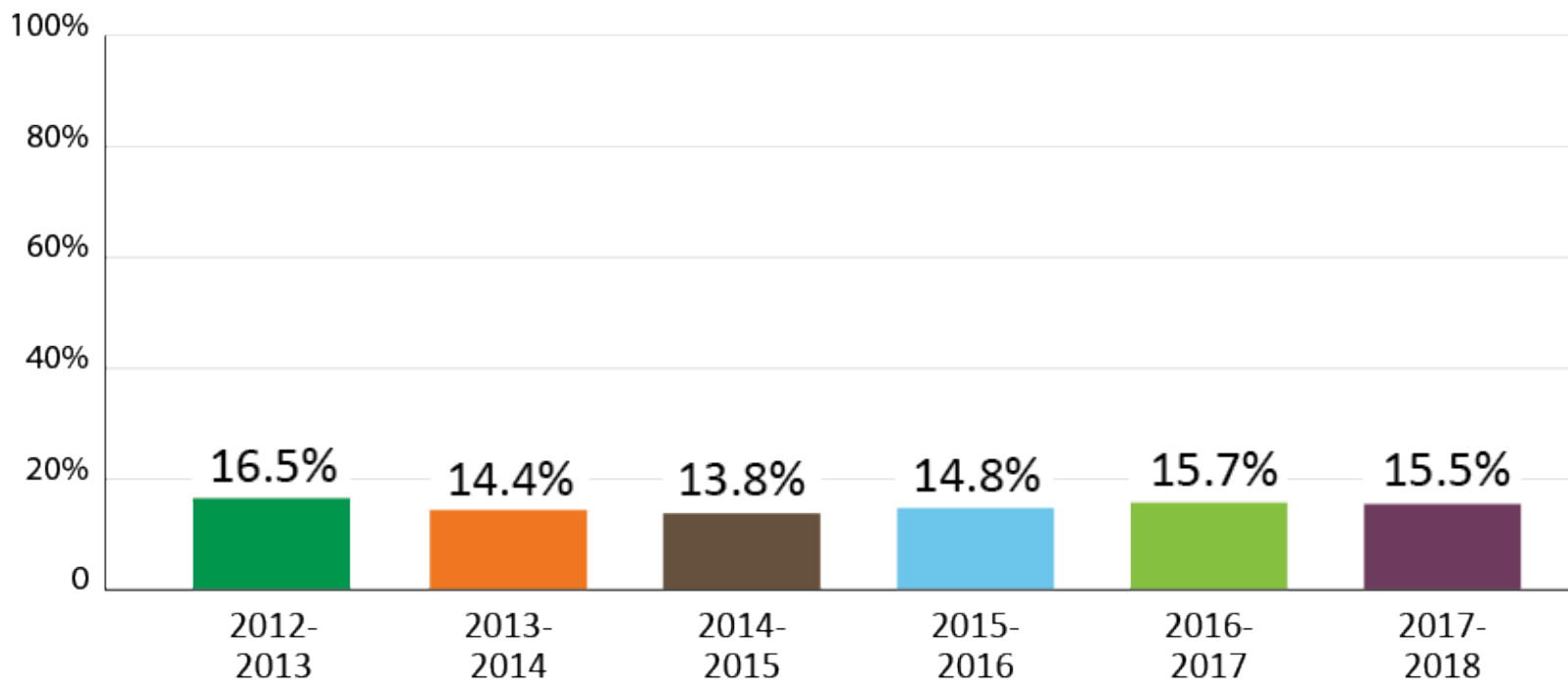


Colorado's 3rd Grade CMAS ELA Scores Over Time





Significant Reading Deficiency Rates Over Time



Recordings, PowerPoint, and Monthly Webinars

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.

Q&A During Webinar: NEW PROCESS!

- The webinar is 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.
- A frequently asked questions page will be created on the READ Act Website.
- General questions after webinar:
 - Please email: readact@cde.state.co.us

Update from the August Webinar



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





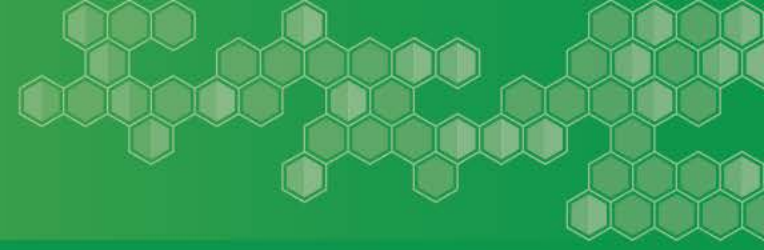
Unified Improvement Plan Data Gathering

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.



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



READ Act core program requirement

C.R.S. 22-7-1208

- (I) The core and supplemental reading curriculum used at each grade level, including kindergarten for each school that includes a kindergarten educational program. The core and supplemental reading curriculum must be designed around teaching the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension.

- (II) The targeted, evidence-based or scientifically based core and supplemental reading instructional programs and intervention reading instruction, services, and other supports, including those available through the multi-tiered systems of supports or a comparable intervention system implemented by the local education provider, that each school provides to students who are identified as having a significant reading deficiency or as reading below grade level

Implementation Updates

Rulemaking





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
- Copy of the rules can be found on the CDE website

READ Act

- Notice of Rules November State Board of Education meeting





READ Act Rulemaking Timeline

November 2019: Notice rulemaking

December 2019: Information item regarding rulemaking

January 2020: Rulemaking hearing

February 2020: Rulemaking hearing (if needed)



READ Act Rulemaking Communication

- READ Act Stakeholder Group
 - Provide input and feedback on the READ Act Rules
- READ Act Rulemaking
 - Email will be sent out to superintendents regarding changes to the rules
 - Rules will be posted to the CDE website October 1.

Rulemaking Questions

Program Reviews



Program Reviews: Core, Intervention, Supplemental

Instructional Programming Eligibility Decision

September 30, 2019	Notification of Part 1 Eligibility for Instructional Programming.
October 14 , 2019	Technical Assistance Webinar at 10: AM MT
October 30, 2019	All eligibility proposal submissions for Instructional Programming due to CDE by 4:00 PM MT
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.



Program Review Questions

K-3 Teacher Training Requirement



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 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!





Teacher Training Request for Proposal

- Request for Proposal 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

ACTIVITY	DATE
RFI POSTING CLOSED	September 23, 2019
CDE Review RFI Submissions	September 24 - 30 2019
RFP Posting	Mid October





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
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Final Questions

