



READ Act Regional Meeting

Thursday, June 5, 2025

Office of Elementary Literacy and School Readiness



Welcome

Lindsey Beveridge, Senior Literacy Consultant
Office of Elementary Literacy and School Readiness
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Jamie Olson, Senior Literacy Consultant
Office of Elementary Literacy and School Readiness
Olson_J@cde.state.co.us

Melissa Ahlstrand, Literacy Program Supervisor
Office of Elementary Literacy and School Readiness
Ahlstrand_M@cde.state.co.us



Agenda

9:00 - 9:55

Literacy Updates

- Regional Support Update
- Changes to CDE provided online teacher training

Planning for the Year Ahead

- EOY READ Act Requirements
- READ Plans in subsequent years

READ Act Data Collections

- Spring READ Assessment Data
- READ Literacy Programs and Assessment Data
- READ Training Data

10:00 - 11:00

Collaboration

SB25-200 Overview

Breakout Rooms

- EOY READ Act Requirements and Planning for the Year Ahead
- READ Act Data Collections
- Parent Communication

Note: Both sections of today's meeting will be held on the same Zoom link.



Objectives

Share literacy and legislation updates from CDE and the Office of Elementary Literacy and School Readiness

Provide READ Act implementation reminders and READ plan guidance for the year ahead

Review READ Data collection requirements and overview of collection process

Collaborate and discuss READ Act implementation with the support of CDE staff



READ Act FAQs

Share your questions and ideas here.



Request for READ Team Follow-Up

SB 25-200

READ Data Collections

READ Act and Students with Disabilities

READ Act and Multilingual Learners

MTSS and Tiers of Instruction

Lindsey Beveridge
3 days ago




forms.gle

Google Forms: Sign-in

0 0 0

+ Add comment

Lindsey Beveridge
3 days ago



leg.colorado.gov

Dyslexia Screening and READ Act Requirements | Colorado General Assembly

Kind Tiger
3 months ago

IEPs and READ plans

SSN program students - alternate program students

0 0 0 2

Clever Moth
3 months ago

yes-- if a student receives coal perhaps a traditional read plan as not as appropriate

Supportive Centipede
3 months ago

I agree entirely with Clever Moth

[User]
3 months ago

READ Plans - exempt for language

Do most districts follow the guidance; 1 year or less and NEP to apply exempt code for state reporting?

0 0 0

+ Add comment

Unique Salamander
3 months ago

Considerations for

[User]
3 months ago

0 0 0

+ Add comment

Supportive Centipede
3 months ago

Tier 1, 2, 3 resource discussion, whose having success with what

Lots of heggerty in tier 1, one 95%, moving away from HMH structured literacy

READ Act FAQs Padlet

including READ inside of the Iep vs having two plans

1 0 0 2

Clever Moth
3 months ago

this is something we are interested in tool especially for 6-12)

0 0 0

+ Add comment

[User]
3 months ago

Intervention/Support

What interventions/support do you provide NEP students in year 1 in a

HMH next year!

[User]
3 months ago

+ Add comment

Supportive Centipede
3 months ago

Questions about how to

ELSR Support Region Information

Region 1: Northwest | North Central

Lindsey Beveridge

Region 2: Metro

Brie Johnson

Region 3: Northeast

Sara Carney

Region 4: West Central | Northwest

Mandy Harris

Region 5: Pikes Peak

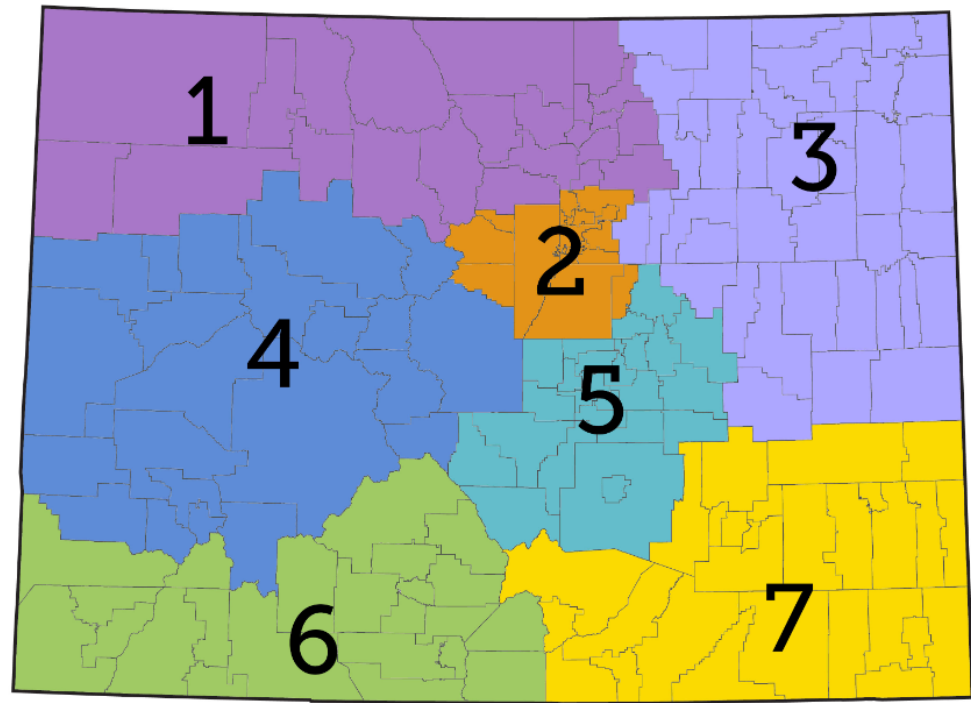
Jamie Olson

Region 6: Southwest

Caitlin Fickling

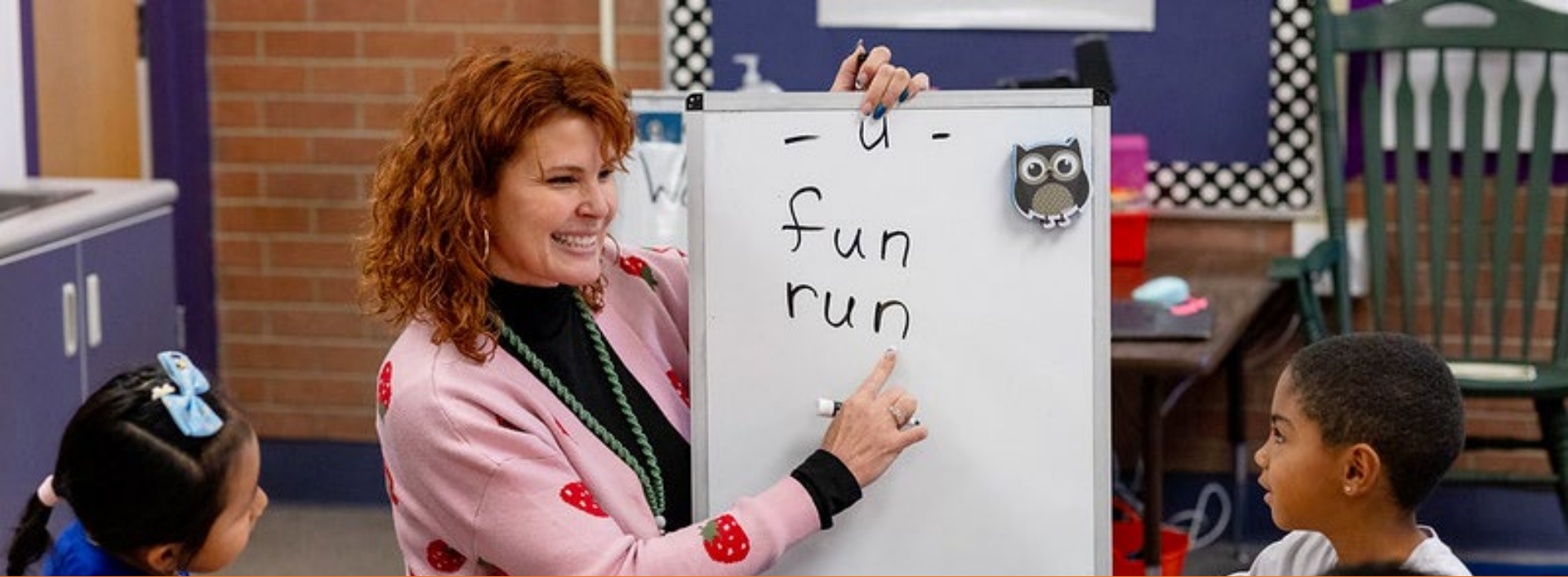
Region 7: Southeast

Josiah Colombo-Espinoza



<https://www.cde.state.co.us/early/elsrregionalsupport>





Legislative Update



SB25-200

Dyslexia Screening and READ Act Requirements

- Creates a definition of dyslexia in the READ Act.
- Expands criteria for identifying Significant Reading Deficiencies (SRD) using a broader body of evidence.
- Requires teachers to review dyslexia indicators and engage families early.
- Includes universal Dyslexia screening for K-3rd grade
- Passed with strong bipartisan backing (Senate: 32-0, House: 60-4)

First Regular Session Seventy-fifth General Assembly STATE OF COLORADO	
REREVISED <i>This Version Includes All Amendments Adopted in the Second House</i>	
LLS NO. 25-0590.01 Anna Petriini x5497	
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Senate Committees Education	House Committees Education
A BILL FOR AN ACT	
101	CONCERNING TARGETED MEASURES TO ENCOURAGE EARLY
102	ELEMENTARY ACADEMIC SUCCESS, AND, IN CONNECTION
103	THEREWITH, UPDATING METHODS FOR ASSESSING CERTAIN
104	SKILLS, IDENTIFYING STRUGGLING READERS, AND SUPPORTING
105	STUDENTS WITH DYSLLEXIA.

SB25-200 Timeline for Implementation

Dyslexia Screening and READ Act Requirements

- New legislation begins July 1, 2025
- CDE develops an implementation plan
- READ Act assessment review timeline development
 - Review conducted in 2026
 - State Board of Education approves assessments
- Rules are developed and approved
 - Definitions
 - Assessments
- Districts implement dyslexia screening requirements by the beginning of the 2027-28 school year



Teacher Training Updates

CDE Provided READ Act Online Training Updates

- **Updated Facilitator Guides added to each module**
 - Facilitator Guides can be found in section 1 of each module under the module introduction.
 - Module 1 includes the *Facilitator Guide Overview* and the *Module 1 Facilitator Guide*.
- **108 Strategy Guides**
 - A list of the strategy guides included in the modules Can be found in section 1 of each module under the module introduction.
 - Strategy guides can also be found linked throughout the modules.

Updated Facilitator Guides and 108 Strategy Guides will be posted on the CDE website in the near future



Updates to the CDE-Provided READ Act Online K-12 Teacher and Principal/Administrator Training Platform

- The CDE provided READ Act online K-12 Teacher and Administrator 5- and 20-hour trainings *Building a Strong Foundation for Lifelong Literacy Success* on the Pepper platform will be moved over to an upgraded Learning Management System June 20th through June 27th.
- On June 28, 2025, the upgrade will be complete, and users enrolled will have access to the content they are enrolled in.

Completions and certificates will be migrated, but learner submissions and mid-progress modules will not. Users will want to complete the module they are working in by 6.19.25.



Updates to the CDE-Provided READ Act Online K-12 Teacher and Principal/Administrator Training Platform Continued

Users enrolled in the READ Act online K-12 Teacher and Administrator 5-and 20-hour trainings *Building a Strong Foundation for Lifelong Literacy Success* will receive an email with an updated username and password.

- Users will want to check to make sure the email address they use to login to Pepper is active and accessible.
- If user email addresses are not active and accessible or if users do not receive an email with their updated username and password soon after 6.28.25, they can email Pepper support at PepperSupport@pcgus.com and request an updated username and password.



CDE Provided READ Act Online K-3 Teacher Training will Sunset

- The CDE provided READ Act online K-3 Teacher Training that was available to educators until August 1, 2023, will officially be sunset on June 19, 2025.
- Users who registered for this training prior to August 1, 2023, must complete the course and final assessment by 11:59 PM MT on June 19, 2025, to receive credit and a certificate of completion.

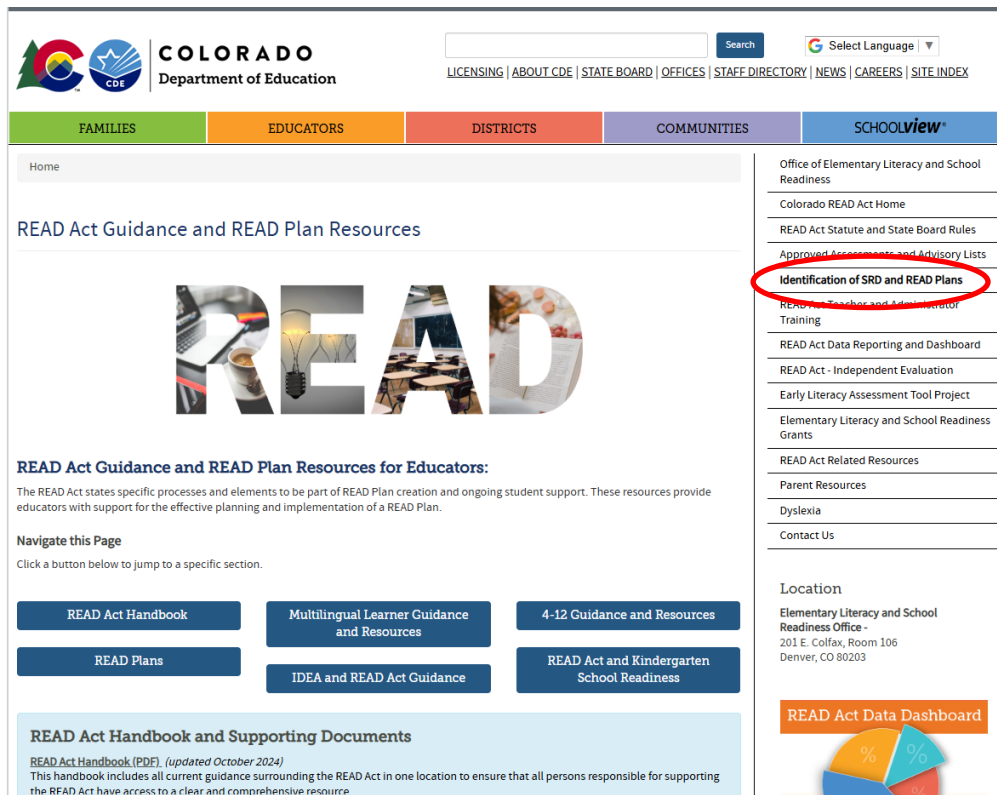




READ Plans in Subsequent Years: Planning for the Year Ahead



READ Plans from Year to Year Planning for the Year Ahead



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Department of Education


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READ Act Guidance and READ Plan Resources



READ Act Guidance and READ Plan Resources for Educators:

The READ Act states specific processes and elements to be part of READ Plan creation and ongoing student support. These resources provide educators with support for the effective planning and implementation of a READ Plan.

Navigate this Page

Click a button below to jump to a specific section.

- READ Act Handbook
- Multilingual Learner Guidance and Resources
- 4-12 Guidance and Resources
- READ Plans
- IDEA and READ Act Guidance
- READ Act and Kindergarten School Readiness

READ Act Handbook and Supporting Documents

READ Act Handbook (PDF). (updated October 2024)
This handbook includes all current guidance surrounding the READ Act in one location to ensure that all persons responsible for supporting the READ Act have access to a clear and comprehensive resource

Office of Elementary Literacy and School Readiness

- Colorado READ Act Home
- READ Act Statute and State Board Rules
- Approved Assessments and Advisory Lists
- Identification of SRD and READ Plans**
- READ Act Teacher and Administrator Training
- READ Act Data Reporting and Dashboard
- READ Act - Independent Evaluation
- Early Literacy Assessment Tool Project
- Elementary Literacy and School Readiness Grants
- READ Act Related Resources
- Parent Resources
- Dyslexia
- Contact Us

Location

Elementary Literacy and School Readiness Office -
201 E. Colfax, Room 106
Denver, CO 80203

READ Act Data Dashboard



READ Plans from Year to Year

The Colorado READ Act clearly outlines requirements for assessing all K-3 students, identifying students with a significant reading deficiency, and establishing a plan of intervention in a READ plan. But what happens when a student does not reach grade level competency in reading by the end of the school year in which the READ plan was initiated? This document is intended to provide schools and districts with guidance to support the development of strong processes, procedures, and systems to support students who continue on READ plans for a second or subsequent consecutive school year.

READ Plans at End of Year

The end-of-year (EOY) assessment window for administering the final READ Act approved benchmark reading assessment typically falls within the last 45 days of a school year. The results of this assessment support schools in measuring grade level reading competency at the end of the school year in grades K-3. For a student on an existing READ plan, these assessment results help to determine if:

1. the student has reached grade level competency in reading and will exit the READ plan, or
2. the student is still reading below grade level and will continue on a READ plan for a second or subsequent consecutive school year.

Students who have reached grade level competency at EOY may be exited from their READ plans following the requirements in the READ Act and district-directed procedures for this process. Grade level reading competency is determined by the scores on the approved interim reading assessment and the body of evidence that demonstrates mastery of the Minimum Reading Competency Skill Levels for the student's grade level. To support districts, CDE has developed [guidance for exiting a student from a READ plan](#).

When does a student remain on a READ plan for a second or subsequent consecutive school year?

For students on an existing READ plan who do not reach grade level reading competency by the EOY assessment, READ plans will continue into the subsequent school year. An important point to remember is that once a student is determined to have a significant reading deficiency and is placed on a READ plan, that student remains on a READ plan until reaching grade level competency in reading, **even if the student is no longer scoring below the cut score for an SRD on the interim assessment**. Students on a READ plan who have made progress but continue to score below grade level benchmark on the interim assessment will remain on a READ plan into the upcoming school year.

What happens at the end of a school year for a student continuing on a READ plan in the following year?

For a student who will continue on a READ plan, an important step in ensuring continuity of support in the upcoming school year is to update the READ plan in a way that effectively communicates the student's literacy data, instructional programming, time and frequency of interventions used throughout the culminating school year, goals and objectives that were met or not met, and a description of the recommendations for intervention services that should be implemented in the subsequent year.



EOY READ Act Requirements: Existing READ Plans

STUDENT REMAINS ON READ PLAN

Continues to
have an SRD



No longer SRD
but below
Grade Level



- Update READ plan
- Parent communication

Reaches Grade
Level
Competency



STUDENT REMAINS ON READ PLAN

Continues to
have an SRD



- READ plan revised with additional, more rigorous strategies and intervention, including increased daily time
- Reading instruction from effective/highly effective teacher
- Principal ensures support throughout the day

Planning for the Year Ahead: Statute to Practice

Additional, more rigorous strategies and intervention instruction

- Change in interventions/teachers (Tier I, Tier II, Tier III)
- Smaller Group Ratios
- More targeted, pinpointed intervention
- Increased frequency of progress monitoring/data analysis

Increased daily time in school for reading instruction

- Increased weekly frequency
- Increased duration
- Increased reading intervention supports across content

Reading instruction is supported across content within the school day

- Literacy focused content area instruction
- Small group instruction
- Push-in support
- Increased accommodations/modifications



End of Year READ Plan Summary

Narrative of student strengths, areas of need, and recommendations for support in the subsequent school year



End of Year READ Plan Summary for

Date of End of Year Review:

EOY Assessment Score(s):

Achievement Status:

READ Plan Status:

Does the student continue to have a Significant Reading Deficiency and require additional, more rigorous strategies and intervention instruction to assist the student in attaining reading competency, as required by the READ Act (C.R.S. 22-7-1206(7)(a)(I))?
 Yes No

If the student will continue on a READ plan for a second or subsequent consecutive school year, what unmet goals and/or objectives should be continued in the updated READ plan?

Intervention Programming Summary:

Describe the interventions the student received, including frequency, duration and intensity of the intervention, as well as the student's response to the intervention. Include where the student left off in the intervention at the end of the year and whether it is recommended that the student continue with the intervention in the next school year.

Data Analysis Summary:

Narrative of student strengths, areas of need, and recommendations for support in the subsequent school year:



Actions for Leaders Before School Begins

Identify which students at each grade will need intensified intervention and align schedule and highly effective teachers to support



Outline expectations for assessing students that prioritizes assessing students continuing on READ plans early.



Ensure teachers have time to review existing READ plans and communicate with teachers from previous years.



Support planning for flexible grouping that can begin quickly



Provide training or mentoring for new teachers around READ plans

A Plan for Assessment

Students who were SRD at EOY and students not SRD but continuing on READ plans - Assess first!



Students at or above grade level at EOY - assess last.

Students below grade level but not SRD at EOY - assess next...

Essential Questions for Leaders at EOY - Planning for the Year Ahead

- How many students will need increased intervention support in the upcoming school year based on EOY data?
- What should staffing look like for the upcoming year to ensure students with an ongoing READ plan are placed with a highly effective teacher?
- How will the schedule accommodate the number and size of intervention groups?
- What additional resources may be needed to support the instructional needs of students on READ plans?

Parent Communication

- Each Local Education Provider shall adopt procedures to comply with the requirements of the READ Act.
- This includes procedures for “effectively communicating with parents concerning the creation, contents, and implementation of READ Plans”
- The READ Act requires a meeting with parents at the time a READ plan is initiated and a meeting at the end of any school year prior to fourth grade in which a student continues to have a significant reading deficiency.
- The LEP should ensure that the parent of a student on a READ plan receives ongoing, regular updates from the student’s teacher

Parent Communication in the Year Ahead





READ Act Data Collections



READ Act Data Collections

Tara Rhodes, Ph.D., Data Evaluator and Analyst
Elementary Literacy and School Readiness

Rhodes_T@cde.state.co.us



Background: The READ Act

The Colorado Reading to Ensure Academic Development Act (READ Act) focuses on early literacy development for all students and especially for students at risk to not read at grade level by the end of third grade. Students are assessed for reading skills, and those who are identified as reading significantly below grade level are given individual READ plans.

In order to support students with significant reading deficiencies (SRDs), the READ Act provides per-pupil intervention funds to assist districts with providing intervention support.



READ Act Reporting Requirements for Districts: Spring READ Assessment

22-7-1213. (1) Each local education provider shall annually report to the department information necessary to determine:

- (a) The prevalence of significant reading deficiencies among students in kindergarten and first through third grades;
- (a.3) The amount of academic growth to standard in reading annually achieved by students who are enrolled in kindergarten and first through third grades and who are identified as having significant reading deficiencies;
- (a.5) The amount of academic growth to standard in reading annually achieved by students who are enrolled in kindergarten and first through third grades and who are identified as reading below grade level;
- (a.7) Whether the amount of academic growth to standard annually achieved by each student described in subsections (1)(a.3) and (1)(a.5) of this section demonstrates sufficient, as determined by the department, growth to standard in reading over multiple years;
- (b) Whether students who have significant reading deficiencies and who advance to the next grade level attain reading competency and, if so, at what grade level;
- (c) Whether students who have significant reading deficiencies and who do not advance to the next grade level attain reading competency within the school year during which they do not advance;
- (d) Whether students who have significant reading deficiencies and who do not advance to the next grade level attain reading competency at a lower grade level than students who do advance;
- and (e) Whether students who have significant reading deficiencies continue to advance to the next grade level despite having a continuing significant reading deficiency and the degree to which local education providers are recommending that said students do not advance.



READ Act Reporting Requirements for Districts: Literacy Programs and Assessment

22-7-1208. Local education providers - procedures - plans - training. (8)(a) Each local education provider shall submit to the department, and update as necessary to remain current, the following information, and the department shall post the information on the department's website, as provided in section 22-7-1209(9):

- (I) The core and supplemental reading curriculum, as described in subsection (5)(a)(I) of this section, or a detailed description of the reading curriculum, by grade, used at each of the schools operated by the local education provider;
- (II) The targeted, evidence-based or scientifically based core and supplemental reading instructional programs and intervention reading instruction, services, and other supports, as described in subsection (5)(a)(II) of this section[.]

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



READ Act Reporting Requirements for Districts: READ Training

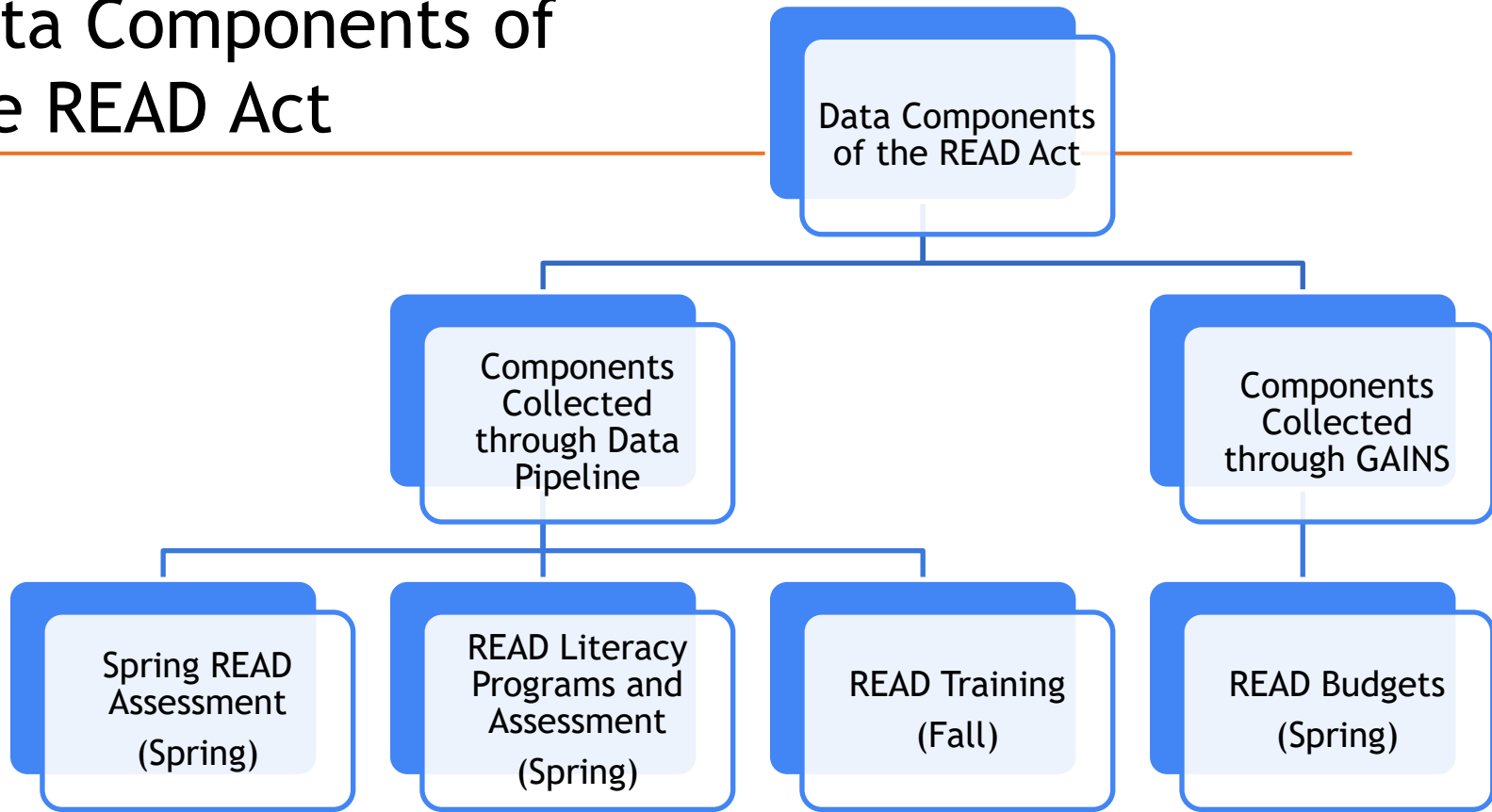
22-7-1208. (6)(a) By the beginning of the 2022-23 school year and continuing for each school year thereafter, each local education provider that receives per-pupil intervention money or a grant through the early literacy grant program in any budget year starting with the 2019-20 budget year shall ensure that each teacher employed to teach kindergarten or any of grades one through three successfully completes or has successfully completed evidence-based training in teaching reading.

(6.5)(a) By the beginning of the 2024--25 school year and continuing for each school year thereafter, each local education provider that receives per-pupil intervention money or a grant through the early literacy grant program in any budget year starting with the 2023--24 budget year shall ensure that each principal in a school that serves kindergarten or any of grades one through three and each administrator with responsibility that pertains to programs in kindergarten or any of grades one through three successfully completes or has successfully completed evidence-based training designed for school administrators in the science of reading.

(6.7)(a) By the beginning of the 2024--25 school year and continuing for each school year thereafter, each local education provider that receives per-pupil intervention money or a grant through the early literacy grant program in any budget year starting with the 2023--24 budget year shall ensure that each reading interventionist employed to teach students in any of grades four through twelve successfully completes or has successfully completed evidence-based training in teaching reading as described for teachers in subsection (6) of this section.



Data Components of the READ Act



READ Data Collection Timelines

Spring READ Assessment Data Collection:

There are two phases:

1. Data Collection Phase: 4/15/25 - 6/13/2025
2. Duplicate Phase: 6/16/25 - 6/20/25

READ Literacy Programs and Assessment Data Collection:

1. Data Collection Phase: 4/15/25 - 6/13/2025

READ Training Data Collection:

1. Data Collection Phase: 8/1/2025 - 8/30/2025



Data Elements:

Spring READ Assessment Data Collection

Spring READ Assessment Data Collection:

- Student Information
 - First name, last name, SASID, DOB, gender
- Assessment Information
 - SRD status, assessment, assessment score, assessment test date
- Additional READ information as required by statute
 - READ Plan status, recommended for retention on the basis of an SRD, retained on the basis of an SRD, summer school services, tutoring services, other intervention services



Data Elements:

READ Literacy Programs and Assessment & READ Training

READ Literacy Programs and Assessment Data Collection:

- School, grade level, core programming, supplemental programming, intervention programming

READ Training Data Collection:

- Educator information and training status for the teacher training and administrator training

Additional Information on Spring READ Assessment Data Collection

- Points of Clarification:
 - Student READ Status (SRD Status):
 - This is the field that captures whether the student has a significant reading deficiency (SRD). This is the field that I use to calculate the funding amount for the district.
 - Student READ Plan Status:
 - This field identifies if a student has a READ plan (which is separate from a significant reading deficiency). If a student has an SRD, though, they are required to have a READ plan, but a student can have a READ plan without an SRD (for example, in the case where they are not yet reading at grade level but have not been identified with an SRD through one of the approved READ assessments).
 - Student READ Assessment:
 - This field identifies the assessment on which the student was assessed during the Spring assessment window. It is important that this is correctly marked, as the cut scores for identifying an SRD are programmed into Pipeline based on the assessment.

READ Plan Field Coding

Scenarios	Coding
1. K-3 student identified with an SRD	1 - Yes (student has a READ plan)
2. K-3 student identified with an SRD at any time throughout the year and is no longer SRD in the spring but remains on READ plan	1 - Yes (student has a READ plan)
3. K-3 student identified with an SRD in the prior year and no longer SRD in the spring but remains on a READ plan	1 -Yes (student has a READ plan)
4. K-3 student was previously identified with an SRD but has reached grade level competency and no longer has a READ plan in place	0 - No (student no longer has READ plan)
5. K-3 student has never been identified as having an SRD and has never been on a READ plan	2 - N/A (student never identified as having an SRD and has never had a READ plan)

4th-12th Grade Cohort Students

- Why do we report 4-12th grade cohort students?
 - Once a student has been identified as having an SRD, they are put on an individual READ plan. Their READ plan remains in place until that student reaches grade level proficiency in reading, regardless of the student's grade level.
- Who is included in the 4-12th grade cohort?
 - Students who exited 3rd grade identified as having an SRD in the spring of 2013 collection became the first group of cohort students.
 - The cohort will continue to increase each year until students reach 12th grade.
 - Students who exit 3rd grade with a SRD (READ Status = 2) and/or remain on a READ plan at the end of the 3rd grade are calculated into the READ cohort group.
- When does a student exit the cohort?
 - Once a student has reached reading competency (determined locally), they are removed from their READ plan and will be coded as READ plan = 0 (no) which will remove them from the cohort group.

READ Collection Resources

READ Collection resources can be found at:

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

- Webinar recordings
- Timeline
- Additional resources such as assessment cut scores and guidance documents

Questions?

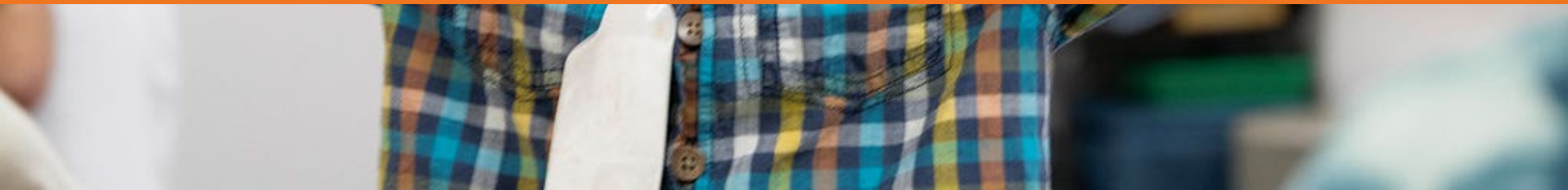
Contact Tara Rhodes, READ Data Collection Lead

- Email: READActData@cde.state.co.us
- Cell: 720-601-4125



Break:

We will resume on this link at 10:00.





SB25-200



SB25-200 Review

Dyslexia Screening and READ Act Requirements

An Act

SENATE BILL 25-200

BY SENATOR(S) Kolker and Mullica, Amabile, Baisley, Ball, Bright, Carson, Catlin, Cutter, Danielson, Daugherty, Exum, Frizell, Gonzales J., Hinrichsen, Jodeh, Kirkmeyer, Liston, Marchman, Michaelson Jenet, Pelton B., Pelton R., Rich, Roberts, Rodriguez, Snyder, Sullivan, Wallace, Weissman, Winter F., Coleman;
also REPRESENTATIVE(S) Hamrick and Soper, Bacon, Bird, Boesenecker, Brown, Caldwell, Camacho, Carter, Duran, English, Froelich, Garcia Sander, Gilchrist, Gonzalez R., Jackson, Joseph, Keltie, Lindsay, Lukens, Mabrey, Martinez, Mauro, McCormick, Paschal, Phillips, Pugliese, Rutinel, Rydin, Sirota, Smith, Stewart K., Stewart R., Velasco, Zokaie, McCluskie.

CONCERNING TARGETED MEASURES TO ENCOURAGE EARLY ELEMENTARY ACADEMIC SUCCESS, AND, IN CONNECTION THEREWITH, UPDATING METHODS FOR ASSESSING CERTAIN SKILLS, IDENTIFYING STRUGGLING READERS, AND SUPPORTING STUDENTS WITH DYSLEXIA.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Legislative declaration. (1) The general assembly finds and declares that:

Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act.

- Creates a definition of dyslexia in the READ Act.
- Expands criteria for identifying Significant Reading Deficiencies (SRD) using a broader body of evidence.
- Requires teachers to review dyslexia indicators and engage families early.
- Includes universal Dyslexia screening for K-3rd grade

<https://leg.colorado.gov/bills/sb25-200>



SB25-200 Timeline

Dyslexia Screening and READ Act Requirements

- New legislation begins July 1, 2025
- CDE develops an implementation plan
- READ Act assessment review timeline development
 - Review conducted in 2026
 - State Board of Education approves assessments
- Rules are developed and approved
 - Definitions
 - Assessments
- Districts implement dyslexia screening requirements by the beginning of the 2027-28 school year



An Act

SENATE BILL 25-200

BY SENATOR(S) Kolker and Mullica, Amabile, Baisley, Ball, Bright, Carson, Catlin, Cutter, Danielson, Daugherty, Exum, Frizell, Gonzales J., Hinrichsen, Jodeh, Kirkmeyer, Liston, Marchman, Michaelson Jenet, Pelton B., Pelton R., Rich, Roberts, Rodriguez, Snyder, Sullivan, Wallace, Weissman, Winter F., Coleman;
also REPRESENTATIVE(S) Hamrick and Soper, Bacon, Bird, Boesenecker, Brown, Caldwell, Camacho, Carter, Duran, English, Froelich, Garcia Sander, Gilchrist, Gonzalez R., Jackson, Joseph, Keltie, Lindsay, Lukens, Mabrey, Martinez, Mauro, McCormick, Paschal, Phillips, Pugliese, Rutinel, Rydin, Sirota, Smith, Stewart K., Stewart R., Velasco, Zokate, McCluskie.

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SB25- 200 Legislation Review

<https://leg.colorado.gov/bills/sb25-200>



Dyslexia Working Group

The [Dyslexia Working Group application](#) is open in search of a **State or National Literacy Expert** to serve on the Dyslexia Working Group.

Anyone interested should fill out the [online application](#) by **Monday, June 30, 2025**.

More information about the membership and the DWG can also be found on the [CDE webpage](#).

Questions about the application process can be sent to Dr. Joanna Bruno at Bruno_J@cde.state.co.us.





Breakout Rooms



Breakout Room Topics

**EOY READ Act Requirements and Planning
for the Year Ahead**

READ Act Data Collections

Parent Communication



Breakout Option 1

EOY READ Act Requirements and Planning for the Year Ahead

Guiding Questions:

- What processes and structures does your district have in place for transitioning READ Plans from one grade level and teacher to the next?
- Do your district processes and procedures align with READ Act statute requirements? If not, what changes can you make to be more in alignment?
- In preparing and planning for the subsequent school year, how do you take into consideration staffing changes, students with SRDs, resources, etc. to ensure you are prepared to meet students' needs?

Breakout Option 2

READ Act Data Collections

Tara Rhodes will be in this room to answer any additional questions you have regarding the READ Act Data Collections.



Breakout Option 3

Parent Communication

Guiding Questions:

How are your current policies and procedures around parent communication working?

- What could be improved upon?
- What is working well and could be valuable to share?

What resources or supports could help ensure consistency across schools and/or your district in relation to communication around READ plans and student progress?

Thank you!

We appreciate your time in completing this brief feedback survey:

<https://forms.gle/3DRc65XXanX5HyiNA>

Archived Meeting Materials available at

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

