**READ Act**

**Request for Advisory List Submission:**

**Part I – Letter of Intent to Apply for Evidence Based Training in Teaching Reading**

**READ Act Advisory List of Professional Development for Teachers**

**2023**

## **Background & Purpose**

The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students kindergarten through third grade and especially for students at risk of not reaching grade level proficiency in reading by the end of third grade. Included in the READ Act is the requirement that the department shall create an advisory list of rigorous professional development programs that are related to addressing significant reading deficiencies and to applying an evidence - based intervention instruction and strategies, in addition to programs related to scientifically based and evidence-based training in teaching reading, pursuant to C.R.S 22-7-1209 that local education providers are encouraged to use.

The main purpose of the READ Act Advisory List of Professional Development Programs is to provide districts and schools with a choice of professional development that adequately enhances teacher quality and is a major vehicle that schools/districts can utilize to upgrade their capacity as it relates to the implementation of scientifically based or evidence-based literacy practices.

The department shall create an advisory list of rigorous professional development programs that local education providers are encouraged to use, which include the following criteria pursuant to C.R.S. 22-7-1209:

* Focused on or aligns with the science of reading, including teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension; and
* Includes rigorous evaluations of learning throughout and at the end of the course that a person taking the course must pass to successfully complete the course.

The purpose of this Letter of Intent to Apply is to solicit interest from professional development vendors seeking inclusion on the 2023 READ Act Advisory List of Professional Development Programs that meet the requirements of the [READ Act](http://www.cde.state.co.us/coloradoliteracy/crsreadact2022), pursuant to C.R.S. 22-7-1209. Vendors must submit this Letter of Intent to receive an application for the entire review process. A submitted Letter of Intent does not obligate the vendor to apply. Additionally, this Letter of Intent does not guarantee a full review as reviews will be subject to meet the criteria outlined in the application, to be released February 1, 2023.

The READ Act Advisory List of Professional Development Programs approved list will be available to Colorado schools and school districts via the Colorado Department of Education’s website:

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

Inclusion on the READ Act Advisory List of Professional Development Programs does not include a provision for the expenditure of state funds to providers on the list, and there is no guarantee that providers will be selected by schools/districts. The state may revise its criteria over time as needed.

The purpose of this Advisory List Review Submission is to solicit assessment products for inclusion on the READ Act Advisory List of Professional Development Programs, pursuant to C.R.S. 22-7-1209. This is not a competitive process and will be used to provide an advisory list for Colorado school districts.

## **Criteria**

***The department may revise its criteria over time as needed.***

Pursuant to C.R.S. 12-7-1209(2)(V)(c), there are various categories of professional development that can be determined to be included in the CDE Advisory List of Professional Development.

At this time, the department is seeking submissions for professional development that meets the requirements for the evidence-based training in teaching reading for K-3 teachers and Reading Interventionists employed to teach students in grades 4-12 as described in the Colorado READ Act and corresponding State Board Rules.

## Evidence-Based Training in Teaching Reading

This section is to provide Colorado stakeholders additional options to meet the criteria for evidenced based training in teacher reading required for K-3 teachers and Reading Interventionists employed to teach students in grades 4-12 to be trained.

This category will include professional development that:

* + addresses the content of the Colorado Educator preparation literacy standards referenced in 1 CCR 301-101, section 4.02(5) through 4.02(12) - (see Appendix E)
  + focuses on or aligns to the science of reading, including teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension pursuant to 22-7-1209(2)(c)(I).
    - is based on the science of teaching reading as articulated in the work of the National Reading Panel and subsequent, up-to-date, peer-reviewed, evidence-based research in reading instruction;
  + is aligned to the requirements of the Colorado READ Act and the K-12 Colorado Academic Standards in reading, writing, and communicating;
  + includes information on how the brain learns to read and the nature of reading difficulties (e.g., dyslexia, generalized language learning disorders) as well as special considerations for supporting culturally and linguistically diverse learners with learning to read.
  + a minimum of 45 hours (1 CCR 301-92, 13.01(C)
    - Applicants must demonstrate the time commitment for the full course completion.
  + includes rigorous evaluations of learning throughout and at the end of the course that a person taking the course must pass to successfully complete the course pursuant to 22-7-1208(6)(b) and 22-7-1209(2)(c)(II).
    - The end of course assessment must demonstrate the participants mastery of the content learned throughout the course.
      * Each proposal must describe the scoring criteria and demonstrate how each participant will be scored.
    - The end of course assessment must require participants to receive a score of 80% or higher to pass the course.
  + produces completion documentation (e.g. certificate, data pull, etc.) that will allow the local education provider (LEP) to submit evidence to the department that the participant passed an end of course assessment which demonstrates participants understanding of evidence-based based practices in teaching reading pursuant to 22-7-1208(6)(b).
    - A certificate of completion that will be given to participants after completing the course and passing the end of course assessment needs to be included in the application. This certificate must include:
      * Vendor logo
      * Name of the training
      * Participants full legal name printed and not handwritten
      * Name of the trainer
      * Number of participation hours
      * Date(s) of training
      * Score received on the end of course assessment
      * Vendor signature
    - *Please note: If the certificate of completion is changed at any time, the vendor must notify CDE and send an updated copy. All updated copies must include the components listed above.*

## Overview of the Review Process

Evidence-based training for administrators will be reviewed in two phases. In **Phase 1** reviewers will evaluate programs on the key elements and features of administrator training, including:

* research alignment
* meets Colorado statute and rule requirements

Programs that meet criteria in *Phase 1* will move on to *Phase 2*.

The **Phase 2** review involves evaluating the extent to which the professional development aligns to the Colorado Principal Literacy Standards in the Colorado READ Act Rules (1 CCR 301-92, 13.01(D)(1)) and the Colorado Elementary Teacher Literacy Standards.

## **Process & Timeline**

**Process:**

The CDE process for the review of professional development materials for inclusion on the READ Act Advisory List of Professional Development follows these steps:

* P*art I – Letter of Intent to Apply*
* Part II – Professional Development Review
  + Professional Development must meet the *Part I - Letter of Intent to Apply* criteria to receive the *Part II - Professional Development Review* application from CDE.
* Appeal Window
* Professional Development posted on the CDE website

**Completion of *Part I – Letter of Intent to Apply* does not guarantee a vendor will be approved. Vendors meeting *Part I - Letter of Intent to Apply* must still complete the *Part II - Professional Development Review* and be approved before final inclusion in the READ Act Advisory List of Professional Development. Professional development that meet the *Letter of Intent to Apply* criteria will receive the *Professional Development Review* application by email from CDE.**

**Timeline: Part I – Letter of Intent to Apply**

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| **Date(s)** | **Activity** |
| January 17, 2023 | Notification of *Letter of Intent to Apply* |
| January 18-20, 2023 | Technical Assistance Webinar Sessions for *Letter of Intent to Apply*  **Due to the complexity of the application process, vendors interested in submitting a *Part I - Letter of Intent to Apply* must attend one of the webinar sessions to determine which *Letter of Intent to Apply* to complete.**   * Wednesday, January 18, 1:00-2:00 pm MT * Thursday, January 19, 1:00-2:00 pm MT * Friday, January 20, 1:00-2:00 pm MT |
| January 27, 2023 | Letters of Intent to Apply due to CDE by 4:00 PM MT |
| January 27-January 31, 2023 | CDE review of *Letter of Intent to Apply* |
| February 1, 2023 | Vendor notification *Letter of Intent to Apply* decision. Applications are distributed to eligible vendors for *Professional Development Review*. |
| February 1-March 1, 2023 | Application window, for invited vendors, for professional development review. |

*Please note: The timeline for review and approval of assessments may be extended or changed if unforeseen circumstances arise during the review period.*

**Note:** The following version of the *Letter of Intent to Apply* application is intended only as a reference document for instructions and planning purposes.

*Letter of Intent to Apply* applications will be submitted online via Smartsheet form.

Submission of materials either in hard copy or via email will not be accepted.

## **Letter of Intent to Apply**

All requested information in *Letter of Intent to Apply* must be included to advance to the *Professional Development Review* of the *Advisory List Submission for Review*. The information below serves as a reference for the information required for the *Letter of Intent to Apply* submission. The submission will be completed through a [Smartsheet form](https://app.smartsheet.com/b/form/04caf9b74d3d45889fa80e30db52ee86).

**Professional Development Submission Information**

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| --- | --- |
| **Name of Publisher:** |  |
| **Product Title and Edition:** | **Publication Year:** |
| **Contact Person for the Review Submission:** | **Email:** |
| **Telephone:** | **Mailing Address:** |
| **Publisher Webpage:** | **Product Webpage:**  The webpage is specifically related to the professional development materials for review. |

**Professional Development Submission Overview**

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| **Please describe the materials being submitted for review and inclusion on the Advisory List.** |
| **Evidence-Based Training in Teaching Reading for K-12 Teachers**  Is the professional development currently on the [2020 Approved Professional Development to meet the READ Act K-3 Teacher Training Requirement list](http://www.cde.state.co.us/coloradoliteracy/readactprofessionaldevelopmentevidenceteachertraining)?  Yes  No  If yes, will the application submit content that demonstrates that a **K-12 lens is represented in the content throughout the training**?  Yes  No |
| **Meets READ Act Requirements:**  **Verification of understanding that all assessments on the advisory list must meet READ Act requirements.**  Professional development included on the READ Act Advisory List, must align to the practices defined in Colorado statute. Colorado expects all districts to implement scientifically and evidence-based practices. No professional development will be included that supports the use of the Three Cueing Systems Model of Reading, also known as Meaning, Syntax, Visual (MSV) as their primary model for instruction. If professional development is aligned to practices or curriculum that promotes Balanced Literacy or Whole Language instructional practices (in materials or on the program website), it will not be approved.  ***Type your name to provide an electronic signature to verify understanding of the READ Act requirements.*** |
| **Digital Submission:**  **Verification that all materials must be submitted digitally or in an online format for the *Professional Development Review application*.**  Only electronic versions of the completed application and materials will be accepted. The electronic submission must be submitted in PDF form. Any materials submitted must be either available online or submitted as a PDF. Hard copies of materials cannot be accepted and will not, under any circumstances, be reviewed.  ***Type your name to provide an electronic signature to verify understanding of the digital or online format submission requirements for the Professional Development Review application.*** |

**All *Letter of Intent to Apply* submissions must be received by January 27, 2023, at 4:00 PM MT.**

**Submit the *Letter of Intent to Apply* through the Smartsheet form.**

For questions, please contact [READAct@cde.state.co.us](mailto:READAct@cde.state.co.us).