



**COLORADO**

**Department of Education**

# Dyslexia Pilot Program Application

Pursuant to HB-1134 22-20.5-104 (2)

**Application Deadline:**

May 2, 2022

**For Dyslexia Pilot Project questions, contact:**

Melissa Colsman, Ph.D., Associate Commissioner for Student Learning

Email: [Colsman\\_M@cde.state.co.us](mailto:Colsman_M@cde.state.co.us)

**Submit completed application to:**

Email: [Lovendahl\\_R@cde.state.co.us](mailto:Lovendahl_R@cde.state.co.us)

## Dyslexia Pilot Program Application

Applications Due: **Monday - May 2, 2022**

Background and Information	<p>During the 2019 legislative session, the Colorado General Assembly passed House Bill 19-1134 (<a href="http://leg.colorado.gov/bills/hb19-1134">http://leg.colorado.gov/bills/hb19-1134</a>), Identification and Interventions for Students with Dyslexia. In addition to creating a Dyslexia Working Group (<a href="http://www.cde.state.co.us/coloradoliteracy/codyslexiaworkgroup">http://www.cde.state.co.us/coloradoliteracy/codyslexiaworkgroup</a>), the bill established a pilot program to assist local education providers in using READ Act assessments and intervention requirements to screen for markers of dyslexia and in providing interventions for students who are identified as having dyslexia.</p> <p>In response to this legislation, CDE is initiating a dyslexia pilot program. The pilot program will include up to five schools who will volunteer to participate in the one-and-a half-year program. Through the pilot program schools will receive no-cost training and support for kindergarten, first-, second-, and third-grade teachers in utilizing the pilot identification process for markers of dyslexia. Through a competitive process, the University of Oregon has been selected to lead the Dyslexia Pilot Program for the Department. All pilot program activities will be communicated and delivered by the University of Oregon program team (pilot program team).</p> <p>The Department will select schools for participation in the pilot program for the 2022-23 school year in the spring of 2022 with initial training beginning in the summer of 2022 and full implementation of the pilot program will occur in the 2021-22 school year. <b>The pilot program is contingent upon funding from the legislature during the 2022 session.</b></p>
Description of Dyslexia Pilot Program Participants	<p>The Dyslexia Pilot Program is designed to include five schools that represent Colorado's geographic diversity. Schools that apply for participation must have district approval and support and demonstrate a commitment of participation by district and school leadership. In addition to district and school leadership, each school must commit to having a school leadership team that includes both special and general education teachers as well as any relevant literacy implementation staff.</p> <p>Because the pilot program is designed for schools that have strong evidence-based reading practices and programs already in place, schools that have participated in previous CDE projects (such as the Early Literacy Grant, Early Literacy Assessment Tool project, or the Structured Literacy project) are encouraged to apply. Schools that have participated in these projects will receive priority, as will schools that have invested in other evidence-based reading initiatives that are aligned to the READ Act and SB 19-199 (<a href="http://leg.colorado.gov/bill-search?search_api_views_fulltext=READ">http://leg.colorado.gov/bill-search?search_api_views_fulltext=READ</a>).</p> <p>To be considered, schools must demonstrate examples of success in the above projects or programs. Other examples of measures of success could include consistent leadership with a commitment to evidence-based reading practices, effective data decision-making or consistency in meeting annual performance goals.</p> <p>Once schools are chosen as participants in the Dyslexia Pilot Program, the pilot program team from the University of Oregon will provide targeted support for educators employed by the schools in understanding the unique needs of young students who are at risk for reading delays related to dyslexia. The pilot program team will also assist the participating schools in implementing a dyslexia screening process that uses approved READ Act interim assessments as a screening tool and uses a research-based process to use the results of the assessments to identify markers of dyslexia. Finally, the pilot program team will support the participating schools in pairing assessment processes with</p>

	<p>implementation of research-based instructional and intervention strategies to provide timely and appropriate support for students at risk for identification of dyslexia.</p> <p>Following the implementation of the Dyslexia Pilot Program at the end of the 2022-23 school year, the Department will evaluate the effectiveness of the program and will disseminate the resources developed through the program to all local education providers in the state.</p>
Eligible Applicants	<p>Eligible applicants for the Dyslexia Pilot Program must meet criteria in each of the four listed categories.</p> <p style="text-align: center;"><b>Leadership</b></p> <p>Applicants must:</p> <ul style="list-style-type: none"><li>• Demonstrate that building leadership has an ongoing commitment to evidence-based reading instruction and program implementation.</li><li>• Demonstrate the building leadership has a commitment to attend all pilot program training.</li><li>• Demonstrate consistency in school leadership for several years.</li><li>• Demonstrate strong support of district leadership, including the district superintendent, for participation in the full term of the pilot program.</li><li>• Commit to forming and engaging a district leadership team that includes the principal, the principal supervisor, district special education director, district literacy director, and, as appropriate, BOCES staff, that will support the school’s pilot program.</li><li>• Commit to forming and engaging a building leadership team that will support the school’s MTSS-R functions.</li><li>• Commit to identifying an individual to serve as the pilot program contact and to coordinate the implementation of research-based protocols.</li></ul> <p style="text-align: center;"><b>Professional Development and Training</b></p> <p>Applicants must:</p> <ul style="list-style-type: none"><li>• Provide evidence that the school leadership and staff have participated in training in the science of reading (SOR) and are committed to implementing the SOR during instruction and intervention.</li><li>• Provide evidence that staff receive ongoing training in evidence-based reading instruction, assessment, and instructional programming implementation.</li><li>• Provide evidence of established structures for continued job-embedded professional development and continued professional learning (for example, Professional Learning Communities).</li><li>• Commit to developing capacity to provide instructional coaching in the classroom either through an individual or through peer-coaching.</li></ul> <p style="text-align: center;"><b>Implementation of Evidence-Based Practices</b></p> <p>Applicants must:</p> <ul style="list-style-type: none"><li>• Be implementing scientifically based reading instruction and intervention. Preference will be given to schools that have received structured literacy training or will receive such training during the pilot year.</li><li>• Show evidence that all K - 3 teachers responsible for teaching reading have met the training requirements under SB 19-199.</li></ul>

	<ul style="list-style-type: none"> <li>• Show evidence of solid Response to Intervention (RtI) practices in place (i.e., tiered supports, progress monitoring, teaming structures, and protocols for data-based decision making).</li> <li>• Show evidence of a master schedule that demonstrates a 90-minute core reading block and an additional 30+ minute supplemental reading block for students who are at-risk for reading difficulties OR willingness to adopt this schedule during the pilot implementation year.</li> <li>• Show willingness to administer diagnostic assessment to identify markers of dyslexia for students who are not making progress with well-implemented core and supplemental instruction.</li> <li>• Show willingness to provide intense intervention to improve progress for students who display markers of dyslexia and are not making progress with well-implemented core and supplemental instruction, including school-based staff with FTE to deliver such support.</li> <li>• Show evidence of the willingness to implement evidence-based programming or strategies that are specifically designed for meeting the needs of students with dyslexia.</li> <li>• Use Acadience Reading as its interim assessment, administered in the fall, winter, and spring.</li> </ul> <p style="text-align: center;"><b>Commitment to the Dyslexia Pilot Program</b></p> <p>Applicants must:</p> <ul style="list-style-type: none"> <li>• Commit to participation in the full term of the pilot program, including participation in summer professional development and through the entirety of the 2022-23 school year.</li> <li>• Identify a staff member who has expertise in student-level standardized assessment and evaluation and can commit to the role of coordinating and implementing assessments for markers of dyslexia.</li> <li>• Commit to participation in a needs-assessment with the pilot program team prior to commencing the program.</li> <li>• Commit to using and providing feedback to the pilot program team for the dyslexia screening protocol.</li> <li>• Commit to providing necessary information for CDE’s evaluation of the program.</li> <li>• Commit to all training required by the participation in the pilot program for all staff indicated (e.g., principals, district leaders, classroom teachers, reading interventionists, special educators, and as possible speech language pathologists, school psychologists, etc.) in dyslexia and the use of the University of Oregon’s dyslexia screening protocol.</li> </ul> <p>The training hours will be able to be used to meet up to nine hours of the new special education training requirements under House Bill 20-1128. The dyslexia pilot training requirements will not meet the teacher training requirements for the READ Act due to the specificity of those training requirements. Educators will receive a certificate that documents professional development hours from the University of Oregon that may be used in their districts to meet professional development requirements or pay advancement.</p>
How to Submit Completed Application	<p>Please submit the completed application and letter of support to Rachael Lovendahl at <a href="mailto:Lovendahl_R@cde.state.co.us">Lovendahl_R@cde.state.co.us</a>.</p>

**Instructions:** Please use this fillable PDF to complete the application and submit separate supporting materials via email.

## Application Timeline

**Application Window Opens:** April 1, 2022

**Applications Due:** May 2, 2022

**Pilot Site Finalist Interviews:** To be scheduled between May 4-13, 2022

**Announcement of Pilot Sites:** May 20, 2022

## Application Narrative

Please provide the following information.

1. School Name:
2. District:
3. Student Information: Current total count and percentage of students identified as having a Significant Reading Deficiency:

**Count**

**Percentage %**

**Kindergarten**

**First**

**Second**

**Third**

4. Name your core reading program:
5. Name your interim assessment system:
6. Describe the existing work your school has done to identify and support students who show indicators of dyslexia. Response limited to 200 words.

7. Please include a narrative statement that reflects the theoretical model(s) your school literacy program is grounded in regarding how children learn to read. Response limited to 200 words.
8. Please provide a narrative statement that explains to reviewers why your school should be included in the Dyslexia Pilot Program. Response limited to 200 words.
9. Describe your multi-tiered system of support in reading including the amount of time of instruction provided in each tier, the curricular program(s) used, and the professional development support provided to staff. Response limited to 200 words.
10. Please address Category One: Leadership in the eligibility criteria section. How does your school meet these criteria? Response limited to 200 words.

11. Please address Category Two: Professional Development and Training. How does your school meet these criteria? Response limited to 200 words.

12. Please address Category Three: Implementation of Evidence-Based Practices. How does your school meet these criteria? Response limited to 200 words.

## District Letter of Support

As evidence of eligibility, please provide a letter of support from the Superintendent for the school's participation in the pilot program to address the eligibility criteria:

- Demonstrate strong support of district leadership, including the district superintendent, for participation in the full term of the pilot program.
- Commit to forming and engaging a district leadership team that includes the principal, the principal supervisor, district special education director, district literacy director, and, as appropriate, BOCES staff, that will support the school's pilot program.

## Proposed School Dyslexia Program Team Support

Please identify team members to be included as part of your Dyslexia Pilot School Leadership Team.

**Member Name**

**Role**

**Email Address**