



COLORADO

Department of Education

Welcome

- Reminders:
- Your line is muted.
- Please use the chat box for questions.
- This session will be recorded and posted on our website. Information will follow about recording links after this presentation.
- Say hello, put in your name and location in the chat box.



COLORADO
Department of Education

Kindergarten School Readiness

Fall Update Webinar

August 19, 2019

Introductions

- Anji Gallanos, P-3 Director, Teaching and Learning Unit
 - Gallanos_a@cde.state.co.us
- Tara Rhodes, Data Analyst, P-3 Office
 - Rhodes_t@cde.state.co.us
- Dawn Odean, Jefferson County School District
 - Director of Early Learning
 - Dawn.odean@jeffco.k12.co.us

Information and Purpose

- Introduce districts to the CDE P-3 Office
- Provide an overview of the Kindergarten School Readiness requirement under CAP4K

Agenda

- CDE Strategic Plan and P-3 Office
- Overview of the CAP4K Legislation
- Kindergarten School Readiness Assessments
 - Including the North Carolina Kindergarten Entry Assessment as utilized by JeffCo.
- Kindergarten School Readiness Data Reporting
- Individual School Readiness Plans (READ Plans-discussed at a later date).
- Next Steps

CDE P-3 Office Mission

- We partner with educators and leaders to create resources and structures that lead to seamless high quality early learning environments for children birth through age eight.
- We strive for coherence and alignment throughout the P-12 system.



Vision

The Preschool through Third Grade (P-3) Office supports Strong Foundations where all means all by partnering with educators and leaders to create school **ready systems**- in order to achieve a seamless educational experience for families and children.



CDE Strategic Plan Strong Foundations

Starting to “Work” on Our Strategic Plan

The Four Goals

#1



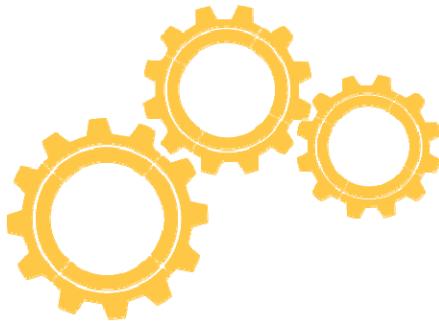
- Reading by Third Grade

#2



Schools Improving

#3



Postsecondary Attainment

#4



Achievement Gap



1

Kindergartners who participated in CPP for half and full day preschool were less likely to be identified with significant reading deficiency than their peers who did not participate.

2

Children funded through CPP are less likely to be retained during the K-3 experience than their like peers.

3

Children funded through CPP have better on-time graduation than their peers.

Full-Day Kindergarten



HB 19-1262

- Requires each local board of education, not currently offering kindergarten to submit a plan addressing how it could phase in full-day kindergarten.
- Plans allowed CDE to assess needs across the state.



HB 19-1055

- Provided \$25 million in formula-based grants to assist with acquiring furniture, fixtures or equipment for full-day kindergarten *or preschool*.
- Disallowed use of ECARE for full-day kindergarten which resulted in diversion of those funds/positions to at-risk preschoolers.



Implementation



- 97% of the 13,324 students enrolled in half-day programs last year will be in full-day programs this year.
- **That's 414 schools moving to full-day kindergarten in the coming year.**



CPP/ECARE Expansion as a result of Full Day Kindergarten



- ECARE used to provide funding to districts for ***either*** preschool, or for stacking with part-day kindergarten to fund a full-day of kindergarten.
- Over 5,100 ECARE positions were allocated to districts to fund the second half of a kindergarten day.
- With the passage of the full-day kindergarten funds, all ECARE positions have been diverted to preschool.



ECARE Positions Diverted to Preschool

- Districts that used ECARE in Kindergarten had “first right of refusal” to re-purpose the positions for at-risk preschoolers
- Districts were required to submit a plan/request in mid-May as a part of their Annual Report to indicate:
 - If they expect to use all of their ECARE positions in preschool,
 - The number they are turning back for reallocation, or
 - The number they wanted to request from other districts

Why Full-Day K Matters

- Increased time to focus on multiple domains, not just reading and math
- More relaxed instructional pace in standards-based environment
- Greater differentiation of instructional approaches
- Increased opportunity to ensure developmentally appropriate *and* rigorous learning



Full-Day K: Family Perspective

- Decreases transitions during school hours
- Decreases financial burden on families (to identify and pay for child care and/or the FDK experience itself)
- Many children have already spent time in full-day ECE programs and are well-adapted to full-day learning environments



Colorado's Achievement Plan for Kids (CAP4K)

Overview CAP4K

- Colorado's Achievement Plan for Kids (CAP4K) includes provisions related to Kindergarten School Readiness that:
 - Define School Readiness
 - Mandates the adoption of assessments appropriate for determining students' levels of school readiness
 - Adopts a system for reporting population-level results.
 - Includes a provision that supports the development of Individualized School Readiness Plans



Defining School Readiness

- “School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.”



Kindergarten School Readiness Assessments

School Readiness Assessments

- As required by Colorado law (Section 22-7-1004 (1)(b) C.R.S.), school readiness assessments include both developmental and academic areas.



School Readiness Assessments

- Each approved kindergarten school readiness assessment provides information on whether a kindergartner is meeting entry expectations in each of the required school readiness domains:
 - physical well-being and motor development
 - social and emotional development
 - language and comprehension development
 - cognition
 - math
 - literacy



School Readiness Assessments

- These assessments must be research-based, recognized nationwide as reliable instruments for measuring school readiness, and suitable for determining the instruction and interventions students need to improve his/her readiness to succeed in school. Section 22-7-1004 (2)(a).



School Readiness Assessments Menu

**COLORADO**
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School Readiness



Transition Support

Preparing Colorado's Children

CDE and School Readiness promote a start early approach to school. With a strong, early start Colorado children will be more likely to continually succeed in school. School Readiness supports teachers' ability to create responsive learning environments that ensure academic and developmental growth for students. This includes promoting awareness of developmentally appropriate practices (DAP) that supports hands-on learning experiences and challenges students' thinking.

To do this, school readiness assessments are used on an ongoing basis to measure children's growth. Information collected through the assessments provides teachers with targeted instruction opportunities for individual students and small groups of students, thereby strengthening the learning environment for students.

News and Announcements

Kindergarten School Readiness Assessment Webinar

Please join us as we share information about the Colorado Kindergarten Readiness Assessment. This webinar will provide information about the assessment and offer new information related to Jefferson County School District's use of the North Carolina Kindergarten Assessment.

- When: August 18th from 3:00 pm to 4:00 pm.
- Zoom link: <https://zoom.us/j/84624730>

Full-Day Kindergarten Implementation Survey & Formula-Based Grant Application

House Bill 19-1262 requires each local board of education that is not offering a full-day kindergarten educational program as of the 2019-20 school year to submit a plan addressing how it could phase in a full-day kindergarten educational program.

The submission of these plans will allow us to assess the needs across the state and the level of implementation that will be necessary. It is important to note that HB 19-1262 does not require districts to offer full-day kindergarten, nor does it prohibit districts from offering a half-day program. Furthermore, children are not required to attend full-day kindergarten if offered. It also prohibits districts from charging tuition for full-day kindergarten. House Bill 19-1262 provides funding for full-day kindergarten should districts choose to offer it. This funding begins with the 2019-20 school year.

House Bill 19-1055 provides \$25 million in formula-based grants for the purpose of acquiring furniture, fixtures, or equipment needed to conduct full-day kindergarten or preschool educational programs.

CDE has created an Implementation Survey and Formula-Based Grant Application for each district to complete. By completing this survey, districts will complete the required reporting to CDE on district plans for implementing full-day kindergarten, districts can apply for the formula-based grant through HB 19-1055, and this will enable CDE to assess the implementation needs across the state.

CDE designed the survey to be as simple as possible as we know this is a very busy time of year for districts. We are asking that the district superintendent or your designee complete and submit the survey by close of business on Wednesday, June 12th.

- Link to: [Full-Day Kindergarten Formula Based Grant Funding for FFE](#)
- Link to: [Full-Day Kindergarten Letter to Superintendents](#)

HB 19-1262 also makes changes to the Early Childhood At-Risk Enhancement (ECARE) Program which provides funding for 9,200 Colorado Preschool Program (CPP) positions that until now have been able to be used to fund half-day preschool, combined for full-day preschool or to provide full-day kindergarten. Currently, over 5,100 ECARE positions have been used for full-day kindergarten; these positions will now be used to provide preschool for additional at-risk preschoolers. In April, your CPP district contact received information about this change. Districts that are currently using ECARE positions for kindergarten will need to submit a plan as a part of their CPP Annual Report for the use of these positions in preschool and/or notify CDE if they will turn back any ECARE positions to be reallocated to other districts with capacity to expand their preschool offerings. Districts that have not utilized ECARE positions in kindergarten are able to make a request for the positions turned back by other districts through the addendum to the CPP Annual Report due May 17th. The review and reallocation of any returned ECARE positions will occur based on the plans submitted through the annual CPP reporting process and will allow CDE to ensure that all ECARE positions can be fully utilized to serve as many at-risk preschoolers as possible in programs this coming fall.

Preschool Through 3rd Grade Office

Child Find and Preschool Special Education

Colorado Preschool Program

Early Childhood Assessment

Preschool Standards Support

READ Act

Results Matter

School Readiness

Assessment Choices and School Readiness Plans

Kindergarten Guidance

Kindergarten School Readiness Data Collection

Trainings and Meetings

Resources

Contact Us

Resources

Contact Us

<https://www.cde.state.co.us/schoolreadiness/assessment>



School Readiness Assessments

- Fall assessment window for school readiness is the first 60 calendar days of the school year (HB 15-1323)
- For districts using GOLD®:
 - Kindergarten teachers may complete the initial assessment by using the Kindergarten Entry Assessment (KEA) Survey in GOLD® for the first checkpoint.
 - GOLD offers an aggregated report right in the system that will pull the appropriate data into the required state reporting format. Data from other systems must be combined manually.



School Readiness Assessments Menu

- The Colorado State Board of Education has approved three kindergarten school readiness assessment tools:
- Desired Results Developmental Profile for Kindergarten (DRDP-K),
- HighScope Child Observation Record (COR) for Kindergarten, and
- Teaching Strategies GOLD®.
- North Carolina KEA



School Readiness Assessments Menu

- **Desired Results Developmental Profile for Kindergarten (DRDP-K)**



<https://drdpk.org/>



Desired Results Developmental Profile for Kindergarten (DRDP-K)

- For new district accounts:
 - DRDP-K is a low-cost option, with no contract. Consequently, districts are able to download the [assessment](#) off the website.
- For technical support:
 - There is a technical component to the assessment for full results, which is referred to as DRDP Tech. Please email drdptech@wested.org for more information.
 - However, this is not required for the KSR collection.
- For training materials, please check out:
 - Training materials are all online. Please check out [DRDP-K's website](#) for training materials.



HighScope COR for Kindergarten



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COR for Kindergarten



LET'S EXPLORE POTENTIAL.

HighScope's COR for Kindergarten was developed specifically for kindergarten.

When teachers use COR for Kindergarten they get a comprehensive view of each child's development at kindergarten entry and throughout the school year. Understanding each child's level of developmental progression in the areas crucial for future school success is fundamental to a teacher's ability to support each child's learning.

COR for Kindergarten provides that insight and more in one assessment system that teachers can successfully administer and reliably score. Not only does this online assessment system enable teachers to use the information they collect to inform individualized instruction and develop small- and whole-group lesson plans, it can also help them detect learning problems, allowing them to quickly intervene and monitor children's future progress.

COR FOR KINDERGARTEN IS ORGANIZED INTO FIVE DOMAINS:

1. Literacy and Language
2. Mathematics
3. Health and Physical Development
4. Approaches to Learning
5. Social and Emotional Development

COR for Kindergarten is comprised of the Kindergarten Entry Record (KER), the Ongoing Record (OR), and four progress-monitoring tools.

NEED HELP?



[Alignments](#)



[Curriculum](#)



[Assessment](#)



[Professional Learning](#)



[General Questions](#)

NEWS

HighScope News

Call for Proposals Now Open for
2019 HighScope International
Conference

[Learn More](#)

<https://highscope.org/assessment/child/cor-for-kindergarten>



High Scope COR for Kindergarten

- For new district accounts:
- The cost for COR for Kindergarten is purchased as a subscription and renewed on a yearly basis. The cost is \$8.95 per child license and each license includes free archives and technical support
- For technical support and ordering:

For: Support and Training	For Ordering:
Jeff Beal, Sr Research Associate jbeal@highscope.org 734.485.2000 x253	Sonja Caprarese at scaprarese@highscope.org

- For training materials, please check out:
- Just login to the CDE test site by going to www.onlineker.net and enter the user name: Colorado and the password: 123



Teaching Strategies GOLD®

[Home](#) > [Teaching Strategies in Your State](#) > [Colorado](#) > [GOLD® Support for Colorado Educators](#)

GOLD® Support for Colorado Educators

Welcome to the GOLD® support page for Colorado educators! At Teaching Strategies, our commitment to our customers extends far beyond providing high-quality resources—we make sure that our customers have all the support they need for successful implementation. Because successful implementation of GOLD® is what will ultimately lead to positive child outcomes—and there's nothing more important than that.



Click [this link](#) to access a Colorado support page that includes a library of resources for both Kindergarten and Preschool GOLD® users. *Please note:* This page is password protected. Please contact Andrew Senkar (andrew.s@teachingstrategies.com) for password information.

Colorado GOLD® Contact Information:

Support Number for Colorado Educators

To provide you with additional support, we have set up a dedicated *MyTeachingStrategies*™ and GOLD® technical support number exclusively for Colorado educators. Please use the dedicated phone number and email below to reach us:

- Phone: (844) 840-4653
- Email: COSupport@TeachingStrategies.com

<https://teachingstrategies.com/state/colorado/gold-support-colorado-educators/>



GOLD® by TeachingStrategies



- For new district accounts, please contact:
 - Ingrid, Ingrid.t@teachingstrategies.com
 - Please also include Drew (Andrew.s@teachingstrategies.com) on the email.
- For technical support, please contact:
 - The Colorado Support Line: 844-840-4653
 - Or, email the Colorado Support Line: COsupport@TeachingStrategies.com
- For training materials, please check out:
 - The training modules within the user accounts. There are some free courses under the “Develop” tab.
- If you are wondering if you are a program administrator:
 - Please click on your initials when you first log in. If “Administration” shows up as an option, then you are either a site or program administrator.



North Carolina KEA

JeffCo Pilot and Example
Dawn Odean

Jeffco Public Schools Journey

- CAP4K
- Teacher feedback - district response
- RFI - pilot
- System change




Finding North Carolina

- Plethora of resources
- Make it your own



<http://www.ncpublicschools.org/earlylearning/kea/>



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

OFFICE OF EARLY LEARNING

K-12 CURRICULUM PUBLICATIONS GET UPDATES QUICK LINKS

OFFICE OF EARLY LEARNING HOME

NC FOUNDATIONS FOR EARLY LEARNING AND DEVELOPMENT

KINDERGARTEN ENTRY ASSESSMENT

ENHANCED ASSESSMENT GRANT

PRE-K/K DEMONSTRATION PROGRAM

PRESCHOOL EXCEPTIONAL CHILDREN PROGRAM


EARLY LEARNING SENSORY SUPPORT

TITLE I PRESCHOOL

HEAD START - STATE COLLABORATION OFFICE (HSSCO)

RESOURCES

OFFICE OF EARLY LEARNING DIRECTORY

 **KINDERGARTEN ENTRY ASSESSMENT**

NOTE :: Various file formats are used on this page that may require download. If larger than 1mb, it will take longer to download. For instructions or more information, please visit our [download page](#).

The Office of Early Learning is implementing a Kindergarten Entry Assessment (KEA) in response to changes in statute in 2012 and 2014. The KEA is our own. It was developed for North Carolina consistent with the approach recommended by a North Carolina K-3 Assessment Think Tank convened in 2013. The Think Tank sought input from thousands of teachers, parents, scholars from NC universities, and other stakeholders. For more information, see the Think Tank [report \(pdf, 5.1mb\)](#). North Carolina's assessment development teams consisted of early education development scholars, experienced kindergarten teachers and administrators. The assessment was finalized in June 2015 and tested in pilots. The initial implementation of a portion of the KEA took place in 2015-2016 and a more comprehensive KEA has been assessed since 2016-2017. The KEA can be found [here \(pdf, 1.1mb\)](#).

The KEA is not a standardized test. It is **formative assessment-based (pdf, 40kb)**. The KEA is administered by teachers in the classroom during the normal course of daily instruction. KEA results are not used to make high stakes decisions about teachers, schools or districts. The intent is to capture the development of each child at kindergarten entry to inform instruction and education planning. Consistent with expert views on best practice in K-3 assessment, the KEA covers the five domains of child development: approaches to learning, language development and communication, cognitive development, emotional and social development, and health and physical development.

Click [here](#) for more information about the Kindergarten Entry Assessment.

[Printer Friendly Version](#)

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Teacher Learning

- Series of trainings
- Cycle of feedback
- Iterations through pilot
- Year 3 focus



Professional Learning

- Formative assessment
 - How to be the best assessment tool
 - Alignment to standards
 - Instructional resources
 - Domain knowledge
 - Now what?
- K-3



Platform Agnostic

Districts can use their existing data infrastructure

Google Forms
Illuminate Education
Infinite Campus
Mastery Connect
PowerSchool
Power BI
Tableau



Jeffco built streamlined systems to collect, aggregate, and report School Readiness

- R
- SQL with SSRS

Open-source resources allow teachers to collect data, generate readiness reports, and securely share results with other school-based team members.



Leveraging your existing platform for School Readiness



Kindergarten School Readiness Data Reporting

Kindergarten School Readiness (KSR) Data Collection Timeline

- Important Dates:
 - KSR Collection Open Date: Wednesday, 10/9/2019
 - KSR Collection Close Date: Thursday, 12/5/2019
- Audience:
 - Primarily District Data Respondents
 - For the GOLD® focused webinar: GOLD® Program Administrators



Data Reporting Overview

- The reporting system is intended to provide baseline data for measuring improvement in students' knowledge and skills over time.
- Data is reported from the first 60 *calendar* days.
- The system calls for districts to submit only aggregate readiness information, not by named domain but by number of domains in which students demonstrate readiness.
- Data is reported in aggregate for the district as a whole, and disaggregated by school, free- or reduced-lunch eligibility status, race, ethnicity, and gender.
- Data must be aggregated to meet the State Board approved reporting format.



Data Reporting Procedure

- These data are reported to CDE during the Kindergarten School Readiness (KSR) data collection window.
- The Kindergarten School Readiness (KSR) collection will be open from October 9th through December 5th. Data submissions occur through Data Pipeline.
- These data are used in the CAP4K report and are used to measure progress on the “Strong Foundations” benchmark within CDE’s strategic plan.
- Please note that all data must go through the district data respondent, including any charter schools or schools that have obtained a waiver.
- More information will be provided in a future webinar.



KSR Data Collection Training Webinars

- Three Training Webinars:
 - First Time Respondents/GOLD® Users:
 - Thursday, 9/5/19 from 3-4pm
 - Webinar will cover how to use the report within GOLD® and a walk through of Pipeline
 - Invite your GOLD® Program Administrator!
 - Zoom Link: <https://zoom.us/j/954016795>
 - DRDP-K Users:
 - Thursday, 9/12/19 from 3-4pm
 - Webinar will cover how to aggregate your data and a walk through of Pipeline
 - Zoom Link: <https://zoom.us/j/320447062>
 - North Carolina KEA Users:
 - Thursday, 9/19/19 from 3-4pm
 - Webinar will cover how to aggregate your data and a walk through of Pipeline
 - Zoom Link: <https://zoom.us/j/985340481>



School Readiness Individual Plans

School Readiness Plans

- School readiness plans are individualized plans required for every kindergartner, and are to be informed by a State Board approved school readiness assessment tool; however, [CAP4K](#) does not have specific requirements for the content of school readiness plans.
- Districts have a high degree of flexibility for the design of the plans.

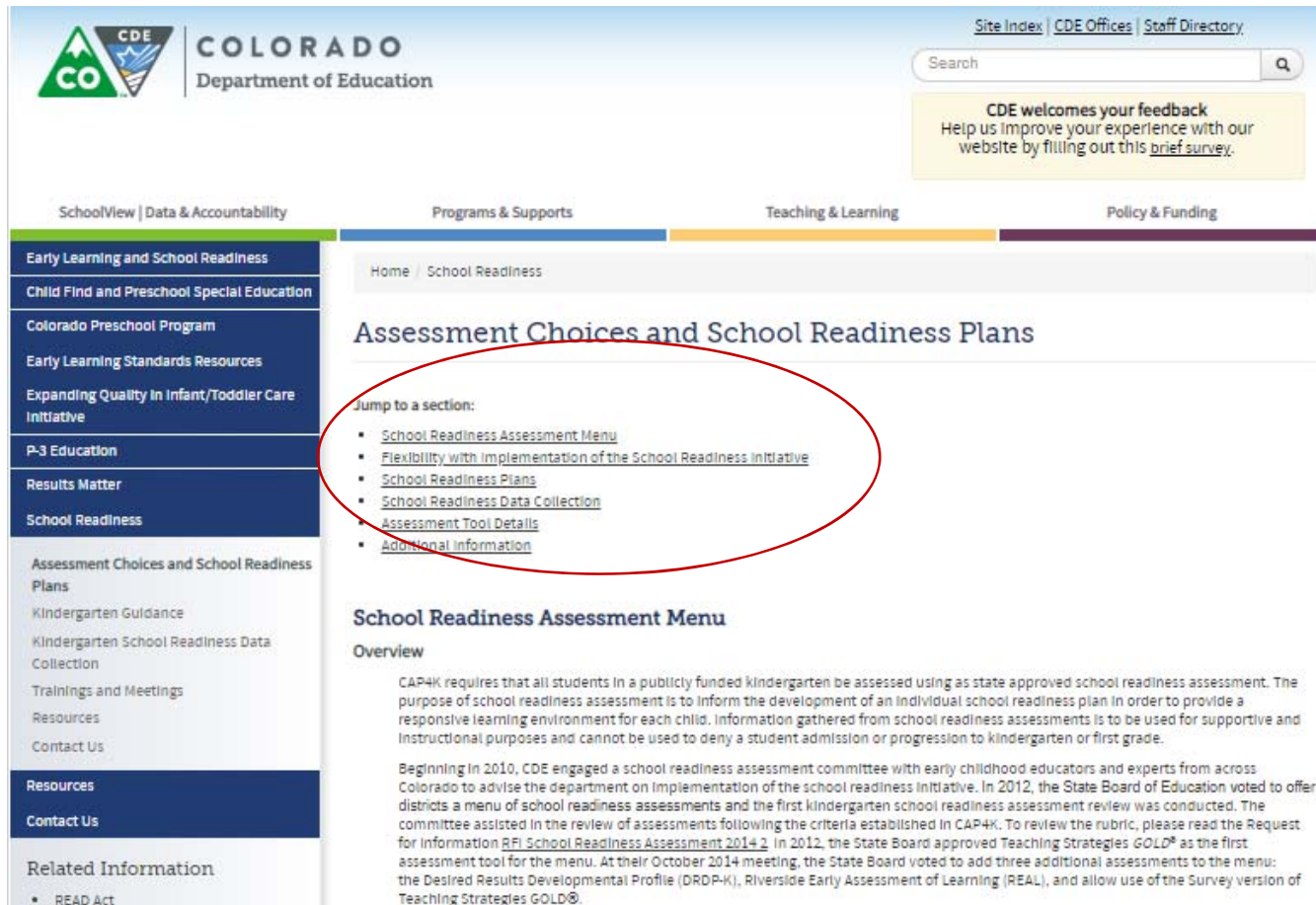


School Readiness Plan Recommendations

- CDE makes the following recommendations:
- School Readiness Plans incorporate student strengths and goals in both developmental and academic areas, depending on the specific needs of the student.
- Plans are developed in collaboration with families whenever possible.
- School Readiness Plans are intended to be living documents, and updated periodically throughout the year to focus on the next steps and support and celebrate continuous growth of the student.
- There is flexibility for districts to select reports generated by the assessment tool, or choose to use a district developed [template](#).



Sample Template



The screenshot displays the Colorado Department of Education (CDE) website. The header includes the CDE logo, the text "COLORADO Department of Education", and navigation links for "Site Index", "CDE Offices", and "Staff Directory". A search bar is also present. A yellow banner invites feedback with the text: "CDE welcomes your feedback. Help us improve your experience with our website by filling out this [brief survey](#)."

The main navigation bar features four categories: "SchoolView | Data & Accountability", "Programs & Supports", "Teaching & Learning", and "Policy & Funding". The left sidebar lists various programs, with "School Readiness" highlighted. Below this, a section titled "Assessment Choices and School Readiness Plans" is visible, containing links for "Kindergarten Guidance", "Kindergarten School Readiness Data Collection", "Trainings and Meetings", "Resources", and "Contact Us".

The main content area is titled "Assessment Choices and School Readiness Plans" and includes a "Jump to a section:" list. This list is circled in red and contains the following links:

- [School Readiness Assessment Menu](#)
- [Flexibility with Implementation of the School Readiness Initiative](#)
- [School Readiness Plans](#)
- [School Readiness Data Collection](#)
- [Assessment Tool Details](#)
- [Additional Information](#)

Below the list, the "School Readiness Assessment Menu" section provides an overview. It states that CAP4K requires that all students in a publicly funded kindergarten be assessed using a state-approved school readiness assessment. The purpose of the assessment is to inform the development of an individual school readiness plan to provide a responsive learning environment for each child. Information gathered from the assessment is used for supportive and instructional purposes and cannot be used to deny a student admission or progression to kindergarten or first grade.

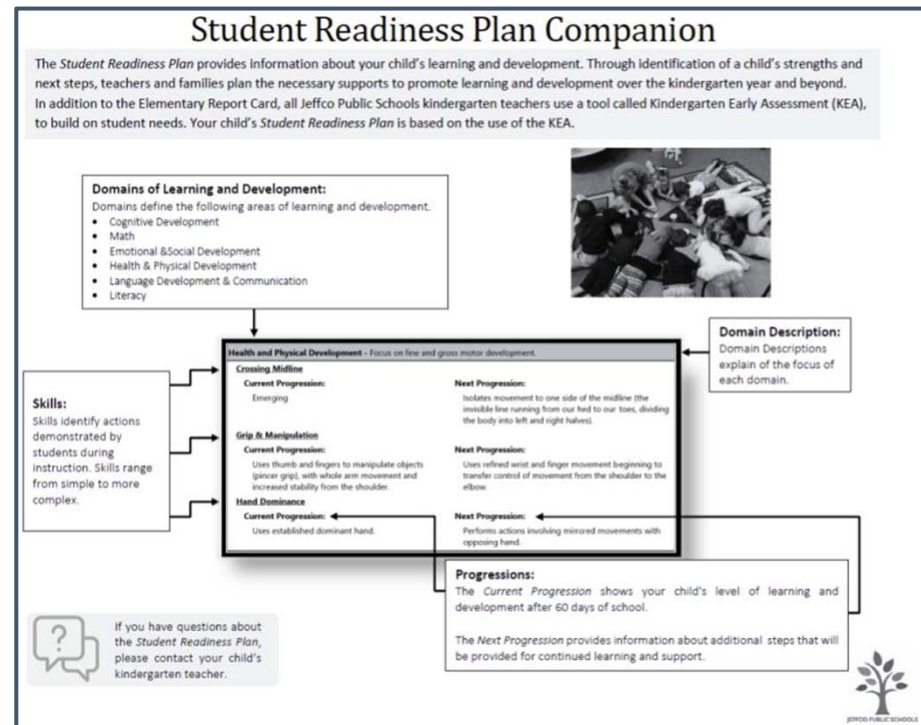
The overview also mentions that beginning in 2010, CDE engaged a school readiness assessment committee with early childhood educators and experts from across Colorado to advise the department on the implementation of the school readiness initiative. In 2012, the State Board of Education voted to offer districts a menu of school readiness assessments and the first kindergarten school readiness assessment review was conducted. The committee assisted in the review of assessments following the criteria established in CAP4K. To review the rubric, please read the Request for Information [RFI School Readiness Assessment 2014-2](#). In 2012, the State Board approved Teaching Strategies GOLD® as the first assessment tool for the menu. At their October 2014 meeting, the State Board voted to add three additional assessments to the menu: the Desired Results Developmental Profile (DRDP-K), Riverside Early Assessment of Learning (REAL), and allow use of the Survey version of Teaching Strategies GOLD®.

<https://www.cde.state.co.us/schoolreadiness/assessment>



JeffCo Reporting School Readiness

Student Readiness Plan		Jeffco Public Schools	Jeffco Internal Use Only
Teacher: Test: KEA 2018-2019			
Cognitive - Focus on one's ability to acquire, organize, and use information.			
<u>Engagement in Self-Selected Activities</u>			
Current Progression: C. Sustains engagement in a self-selected activity, ignoring task-irrelevant information and low-level distractions from peers or other classroom activities.	Next Progression: D. Sustains engagement in self-selected activities, while increasingly resisting distractions. Resumes or re-engages in activities following interruptions.		
Math - Focus on recognizing that counting tells the number of objects.			
<u>Object Counting</u>			
Current Progression: G. Continues the counting sequence automatically when ONE object is added to the set.	Next Progression: H. Continues the counting sequence automatically when MORE THAN ONE object is added to the set.		
Emotional and Social Development - Includes one's feelings about themselves and one's ability to relate to others.			
<u>Emotional Literacy</u>			
Current Progression: G. Explains that an event can cause certain emotions.	Next Progression: H. Explains that an event can cause more than one emotion.		
Health and Physical Development - Focus on fine and gross motor development.			
<u>Crossing Midline</u>			
Current Progression: C. Consistently crosses midline.	Next Progression: Meets or Exceeds Expectations		
<u>Grip & Manipulation</u>			
Current Progression: D. Uses hands with minimal elbow movement and primary control from wrist and fingers.	Next Progression: E. Hand movements are primarily controlled by actions from the wrist and fingers.		
<u>Hand Dominance</u>			
Current Progression: D. Manipulates with dominant hand with assistance from other hand.	Next Progression: Meets or Exceeds Expectations		



Colorado Reading to Ensure Academic Development (READ) Act

Requires universal screening assessment, identification and intervention for students at risk to not read at grade level by the end of the third grade

- Early screening for risk of reading challenges
- Diagnostic assessment to identify specific reading skill gaps
- Evidence-based instruction for all students and those receiving intervention supports
- Continuous progress monitoring



Individual READ Plans

- The READ Act requires the creation and implementation of an individual intervention plan (called a READ Plan) for students identified with a significant reading deficiency.
- Each READ plan must:
 - Be tailored to meet the individual needs of the student
 - Include assessment information and evidence-based instruction and intervention
 - Include parental involvement

Questions

More information

- Join our ListServ

- Contact: Anji Gallanos, Gallanos_A@cde.state.co.us

- Dates posted on our website:

- <https://www.cde.state.co.us/schoolreadiness>

- Ideas for sharing on the North Carolina KEA

- Upcoming Webinars



Contact Information

- Anji Gallanos, P-3 Office Director
- Email: Gallanos_A@cde.state.co.us
- Tara Rhodes, Early Learning Business Analyst
- Email: Rhodes_T@cde.state.co.us
- Thanks for attending today's webinar!

