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Early Learning Programs Guidebook

PreK-3rd grade

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| OVERVIEWAligned to CSI’s mission to foster high-quality public school choices with a focus on closing the opportunity gap, we continue to develop our early learning initiatives to improve outcomes for our youngest students. The Early Learning Guidebook is designed to support school leaders and school staff in implementing effective and compliant Early Learning Programs (PreK-3rd grade) by providing an overview of each program, outlining key requirements, and providing at a glance timelines. While this guide captures Early Learning at a high-level, it is not comprehensive. School staff are encouraged to access [CSI’s online calendar](https://www.csi.state.co.us/calendar/), the [Ready, Set, READ Monthly newsletters](https://drive.google.com/drive/folders/13_HtEklH856_cmixvoQ8ghyeF8MxZaz_?usp=sharing), [Early Learning Calendar](https://resources.csi.state.co.us/wp-content/uploads/2022/07/22-23-Early-Learning-Calendar.pdf) and the [CSI Resource Site](https://resources.csi.state.co.us/student-services-library/) to access more information on deadlines, initiatives, support, and requirements. CONTACTFor the most updated information, please email willynwebb@csi.state.co.us or call 303-532-6262.TABLE OF CONTENTS[**Preschool**](#ajxjv2w6eszn)[**School Readiness**](#vxky3pandhtr)[**READ Act**](#anfetzam05tl) |

# Preschool

## OVERVIEW

CSI supports preschools operating under the CSI charter school contract. CSI preschools will follow all state/federal rules including CSI policies and procedures.

Schools should access the [Colorado Department of Early Childhood](https://cdec.colorado.gov/), the [Colorado Department of Education Preschool Special Education](https://www.cde.state.co.us/cdesped/upkfaqs) and the [Colorado Department of Early Childhood 2-24-2-25 Provider Handbook](https://drive.google.com/file/d/1tmgMu9cxqKqpviYWjIah0S7yvKnq22JV/view) along with the [CSI Resource Site](https://resources.csi.state.co.us/) to ensure a clear understanding of their responsibilities under the law.

## COLORADO UNIVERSAL PRESCHOOL

The [Colorado Department of Early Childhood](https://cdec.colorado.gov/) (CDEC) is a state department that oversees the [Colorado Universal Preschool Program](https://cdec.colorado.gov/universal-preschool) (UPK). UPK will launched July 1, 2023 offering fifteen hours of high quality, universal, voluntary preschool for all Colorado children in the year before they enter kindergarten.

## PRESCHOOL SPECIAL EDUCATION

The Colorado Department of Education oversees Preschool Special Education, IDEA-B.

## CSI PRESCHOOL RESOURCES

* **Leaders Bi-Weekly Meeting**

CSI will be offering bi-weekly optional meetings starting

August 21, 9:00.

<https://us02web.zoom.us/j/86770733169> Passcode: 111

* Individual support will be provided through consultation with Willyn
* Schools considering opening a preschool, please contact Willyn for contacts to your Local Coordinating Organization, your local Early Childhood Council, and CDEC licensing.
	+ The CSI resource site has a video “[Thinking About Starting or Expanding a Preschool? What You Need to Think About Now”](https://resources.csi.state.co.us/wp-content/uploads/2022/07/Thinking-About-Preschool.pdf)
* [**CSI Preschool Enrollment FAQ**](https://docs.google.com/document/d/1E_EEPvq09aDzimaWbvxB7EFNzp-yDT3wswik5SWBnhY/edit?usp=sharing)
* [**CDE Results Matter Handbook**](https://www.cde.state.co.us/resultsmatter/rmhandbook)

# SCHOOL READINESS

## OVERVIEW

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.

## ASSESSMENT

The purpose of school readiness assessment is to inform the development of an individual school readiness plan in order to provide a responsive learning environment for each child. Information gathered from school readiness assessment cannot be used to deny a student admission or progression to kindergarten or first grade.

CSI schools may choose one of the four state approved [assessment tools](https://www.cde.state.co.us/schoolreadiness/assessment) or seek a waiver (for the assessment platform-not the assessment and reporting requirement). All Kindergarten students must be assessed within the first 60 calendar days of school.

## FUNDING

The approved assessment platforms are provided to schools at no cost. For more information on the assessments, see the CSI Resource Site [School Readiness Assessment.](https://resources.csi.state.co.us/assessment/)

## REPORTING REQUIREMENTS

Population level results on six domains are reported in a CDE provided template. CSI will provide training for the data collection August 18. The template is due to CSI October 28. For additional information, see the CSI Resource Site [School Readiness Data Collection](https://resources.csi.state.co.us/data-collection/).

## School Readiness At a Glance

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| **August** | **Aug/Sept/Oct** | **October** | **November** | **March** |
| Attend the CSI K Readiness Training Webinar**Aug 13 3:30**[**Link to Register**](https://us02web.zoom.us/meeting/register/tZMkc-2uqjotHdZe5iJ7X7yZttFfYQead5_i) | Assess all K students within the first 60 days of school for individual readiness plans | Enter aggregate data for each of the six domains in the KSR template and email to CSI by **Oct 27** | Continue to use KSR data to inform instruction | Inform CSI if you choose to use a different platform |

## PROGRAM EVALUATION

A yearly legislative report addresses school readiness, [Colorado’s Achievement Plan for Kids](https://www.cde.state.co.us/cdedepcom/cap4klegislativeannualreport)

## STATE PROGRAM COMPONENTS

*State Board of Education, 2017*. SB08-212

# READ ACT

## OVERVIEW

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 and especially for students at risk of not meeting 3rd grade reading competency. The READ Act focuses on literacy development for kindergarteners through third-graders. Students are tested for reading skills, and those who are not reading at grade level are given individual READ plans.

## ASSESSMENT

The READ Act requires teachers to assess the literacy development of K-3 students in the areas of phonemic awareness; phonics; vocabulary development; and reading fluency, which includes mastery of oral skills and reading comprehension within 30 days of enrollment as well as during the winter (depending on CSI contract) and spring, adhering spring data submission deadlines. Students whose interim assessment scores do not meet state benchmarks must be assessed using a state approved diagnostic assessment.

Each CSI school has the flexibility to select a state approved [interim](https://www.cde.state.co.us/coloradoliteracy/readinterimassessments) and [diagnostic](https://www.cde.state.co.us/coloradoliteracy/readdiagnosticandsummativeassessments) assessment to meet its unique needs. Each school is also responsible for working directly with the vendor to receive the appropriate training necessary to administer the READ Act assessments. CSI is responsible for passing along any information pertaining to the READ Act, including data submission requirements. Please see the CSI Assessment webpage for more information about READ Act testing requirements.

For information on the assessments and previous training recordings, please see the CSI resource site  [READ Assessment](https://resources.csi.state.co.us/read-act-assessment/)

## DEVELOPMENT OF 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 (SRD). READ plans must contain specific components in order to ensure the effectiveness of the intervention strategies.

* [Required elements in a READ plan](https://www.cde.state.co.us/coloradoliteracy/readplanchecklist)  - This resource document will review the required elements designated in legislation for READ plan creation.
* [READ and Other Plans](https://resources.csi.state.co.us/wp-content/uploads/2022/07/READ-and-Other-Plans.pdf)-This resource document will help staff address when students have multiple plans (READ, SPED, 504, GT, ELL)

CSI allows schools the flexibility to create and manage READ plans using whatever system/platform they choose so long as plans are readily accessible for CSI to review at any point in the school year.

## IMPLEMENTATION OF READ PLANS

Throughout the READ plan implementation process, decisions should be made collaboratively with school personnel and parents. Parents should receive regular, ongoing updates from the student’s teacher concerning results of the intervention instruction and the student’s progress in achieving reading competency. The student’s teacher must review the READ plan at least annually and update or revise the plan as appropriate to facilitate the student’s progress in demonstrating reading competency. Although READ plans are established in grades K-3, a READ plan remains in place until he or she achieves grade level competency.

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For READ plan guidance and examples, please see the CSI Resource Site READ Plans (in development) and READ Plans and Other Plans.

## ADVANCEMENT

If a student is completing third grade and the school personnel or parent decides he/she will advance to 4th, even though the student has a significant reading deficiency, the decision is subject to the approval of the principal (or designee). If the principal (or designee) does not approve the advancement decision, the student will not advance. After the decision is made, a subsequent letter to the parent must state the basis for the decision. Schools must include the statement in the student’s permanent academic record and remove it when he/she achieves reading competency. Principals (or designee) have the ability to decide whether or not a student should advance at any grade level regardless of the reason.

## COHORT (4th-12th)

Students beyond 3rd grade not reading a grade level proficiency continue in a CDE tracked cohort. CSI schools shall monitor the ongoing progress of cohort students until students demonstrate grade level proficiency and are removed from a READ plan. CSI schools are responsible for establishing criteria for exiting a READ Plan. The statue and the rules support a body of evidence indicating grade level reading competency to determine the removal of a READ plan. READ plans continue to be revised and implemented regardless of a student's grade level until the competency determination is met.

[READ 4th-12th Cohort guidance](https://resources.csi.state.co.us/read-4th-12th-cohort/)

## REPORTING REQUIREMENTS

The purpose of the READ data collection is to collect data needed to fulfill statutory requirements for the annual legislative report and to determine per-pupil funding for districts by taking the count of students at the end of year who have a significant reading deficiency. [View the dashboard](https://www.cde.state.co.us/code/readactdashboard) for state, district, school, and financial data. CSI schools are required to complete the following data collections by the CSI established deadlines:

* Literacy Programming (Interim Assessment, Diagnostic Assessment, Core Programs, Supplemental Programs, Intervention Programs)
* K-3 Spring Assessment Data
* 4th-12th Cohort Prepopulated Template Data
* Budget
* Teacher Training Requirement
* Principal and Administrator Training Requirements

For more training, support and deadlines, see the CSI Resource Site Early Learning Calendar.

For resources, guidance, and examples, see the CSI Resource Site [READ Data Collection](https://resources.csi.state.co.us/read-data-collection/) or contact Willyn.

## ACCOUNTABILITY

Districts and schools will be held accountable for student progress in the Performance Frameworks and be expected to address requirements in their Unified Improvement Plans (UIPs). Academic performance of students previously identified for a READ plan will be included on the state School Performance Framework and the CSI Annual Review of Schools. For more information, please see the CSI Resource site [Unified Improvement Planning](https://resources.csi.state.co.us/unified-improvement-planning-uip/)

## LITERACY PROGRAMMING

As outlined in statute (C.R.S.22-7-1204), instructional programming used to instruct students in reading in grades kindergarten through third grade must be scientifically based and evidence-based and must focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading competency. See the [READ Act Advisory List of Instructional Programming](https://www.cde.state.co.us/coloradoliteracy/readact/programming). If per pupil funds are used to purchase a core program, the program must be selected from programs on the CDE advisory.

## LITERACY CURRICULUM TRANSPARENCY

CSI schools are required to post the icon and link to the Literacy Curriculum Transparency page on their websites. For information and instructions, please see [CDE Literacy Transparency](https://www.cde.state.co.us/coloradoliteracy/literacycurriculumtransparency).

## K-3 TEACHER EVIDENCE BASED READING REQUIREMENTS

Colorado schools are required to ensure all kindergarten through 3rd grade teachers complete evidence-based training in teaching reading by August 1. In subsequent years, schools will need to ensure that teachers new to teaching K – 3rd grade also meet this requirement. READ funding for the 2022-2023 school year is dependent on the teacher training requirement. Evidence of completion must be submitted by teachers and evidence kept on file at the school. The reporting template is due to CSI August 3rd. For additional information, see the CSI Resource Site [Teacher Training.](https://resources.csi.state.co.us/read-teacher-training/)

## \*NEW ADMINISTRATOR TRAINING

For the 2024-25 budget year and budget years thereafter, schools are required to submit evidence to CSI that each K-3 principal and each K-3 administrator as defined in the rules successfully completed evidence-based training designed for K-3 principals and administrators in the science of reading.

The evidence-based training designed for K-3 principals and administrators in the science of reading must include a minimum of 20 hours. However, for a K-3 principal or administrator who has previously completed the CDE-approved evidence-based training in teaching reading for teachers, as described in section 13.01(C), the evidence-based training designed for K-3 principals and administrators in the science of reading may be abbreviated and must include a minimum of 5 hours. Any evidence-based training designed for K-3 principals and administrators in the science of reading must address the following standards

To meet this training requirement, State Board of Education rules require that the evidence-based training in teaching reading must:

* Consist of a minimum of 20 hours (or 5 hours if the principal or administrator has already completed a [CDE-approved evidence-based training in teaching reading for teachers](https://www.cde.state.co.us/coloradoliteracy/teacher-training));
* Address the content of the principal literacy standards referenced in the state board's [Rules for the Administration of The Colorado Reading to Ensure Academic Development Act (Read Act), 1 CCR 301-92](https://www.cde.state.co.us/coloradoliteracy/1-ccr-301-92_clean-final), [section 13.01(D)(1)](https://www.cde.state.co.us/sites/default/files/docs/coloradoliteracy/1%20CCR%20301-92_clean%20%28Final%29_Jan%202023.pdf#page=19) (effective December 30, 2022); and
* Include an end of course assessment that school administrators can provide evidence of passing.

Willyn will provide training and guidance on the submission process. The G-Drive secure transfer provides the platform for submitting evidence to Willyn. It is up to the school to determine who meet the definitions for the roles and submitting evidence. The deadline is August 1st for any K-3 teacher, K-12 reading interventionist, and K-+principal/administrator to complete training. See [CDE READ Training](https://www.cde.state.co.us/coloradoliteracy/schooladministrators-training) for details.

## FUNDING

The READ Act provides schools with per-pupil funding to help meet the needs of students with significant reading deficiencies (SRD). Per-pupil funds may be used to address seven statutory intervention categories, including providing scientifically or evidence-based interventions, summer school and/or tutoring services for students with SRD and providing evidence-based reading training to K-3 teachers.

For schools to be eligible for funding, they must use a state-approved evidence based reading curriculum and verify that teachers in grades K-3 have completed 45 hours of evidence-based teaching reading training. Prior to receiving a distribution of READ funds, schools are required to submit a budget of their planned use of READ per-pupil intervention funds for the upcoming school year. For information on the Allowable Uses of Per-Pupil Intervention Funds, see the CSI Resource site [READ Budget](https://resources.csi.state.co.us/read-budget/)

Historically the Colorado Department of Education has offered the following competitive grants to support literacy. For information see [CDE Competitive Grants](https://www.cde.state.co.us/cdeawards/grants).

* [Comprehensive Early Literacy](https://www.cde.state.co.us/coloradoliteracy/readact/grant)
* [Early Literacy Assessment Tool (ELAT) Project](https://www.cde.state.co.us/coloradoliteracy/readact/assessmenttool)
* [Early Literacy Professional Development](https://www.cde.state.co.us/coloradoliteracy/readact/grant)

## READ Act at a Glance

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| August | Sept | Aug-Dec | Jan | Jan-May | Mar | April | May  | June |
| BOY interim assessment K-3Diagnostic Assessment/Body of Evidence to determine SRD | READ plans written, signed by parents & implemented |  | MOY interim assessment K-3Diagnostic Assessment/Body of Evidence to determine SRD |  | Cohort exit review body of evidence collection for grade level proficiency |  Data Collection Window Opens | EOY interim assessment K-3Diagnostic Assessment/Body of Evidence to determine SRD  | Set READ interim assessment window & staff responsible for next year |
| Review cohort 4th-12th graders for READ plan updates |  | Ongoing progress monitoring & intervention |  | Ongoing progress monitoring& intervention | Literacy Program Form Due | Cohort template data due | K-3 Assessment data collectiondue  | READ act budget dueFinalize data collections |

## PROGRAM EVALUATION

[READ Act Implementation Evaluation](https://www.cde.state.co.us/coloradoliteracy/read-act-independent-evaluation-of-colorado-read)

[READ Act Literacy Curriculum Transparency Dashboard](https://www.cde.state.co.us/code/literacycurriculumtransparency-dashboard)

[READ Act Data Dashboard](https://www.cde.state.co.us/code/readactdashboard)

## STATE PROGRAM COMPONENTS

[Senate Bill 19-199 (PDF)](http://www.cde.state.co.us/coloradoliteracy/sb19199coloradoreadactpdf): amendments to the READ Act May 2019 [House Bill 18-1393 (PDF](http://www.cde.state.co.us/coloradoliteracy/hb18-1393)[)](http://www.cde.state.co.us/node/47/node/42745): amendments to the READ Act May 2018 [House Bill 17-1160 (PDF)](http://www.cde.state.co.us/coloradoliteracy/hb171160) amendments to the READ Act May 2017 [House Bill 12-1238 (PDF)](http://www.cde.state.co.us/coloradoliteracy/hb121238coloradoreadact). With the passage of [Senate Bill 21-151 (PDF)](https://leg.colorado.gov/bills/sb21-151), the General Assembly enacted the Literacy Curriculum Transparency Act.