



**COLORADO**  
Department of Education

# Dyslexia Working Group Kick-off Meeting

September 13, 2024

2024-2025 School Year



# Agenda

---

1. Welcome/Intros
2. DWG Purpose; Roles/Responsibilities
3. Policy Presentation and Q&A with Melissa Bloom and Shelbie Konkel

## **BREAK**

4. Data Presentation with Tammy Yetter
5. Revisit Prior Recommendations/Recap of Where we Are

## **LUNCH**

6. Building from Strengths Exercise

## **BREAK**

7. Continue with “Building from Strengths” Exercise
8. Organizing for Action
9. Closing



# DWG Purpose

---

Analyze state & national data/practices concerning identification and support of students with dyslexia

Track effective dyslexia legislation in other states

Recommend dyslexia screening tools and processes

Identify/recommend a statewide plan for identifying and supporting students with dyslexia

Suggest key elements for educator dyslexia training, including content, audience, and cost

Recommend training programs for current and future educators, based on best practices

Inform the dyslexia pilot

# DWG Legislative Charge

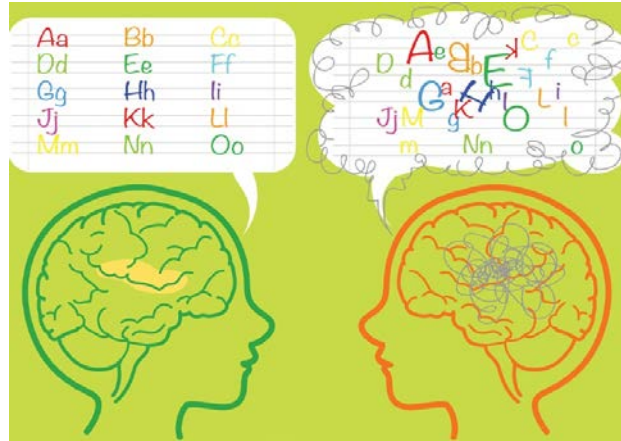
---

Scope H.B. 19-1134, Section 22-20.5-103, C.R.S:

- Analyze current national and statewide data related to students identified as having dyslexia
- Analyze the implementation and demonstrated effectiveness in other states of statewide legislation
- Identify and recommend appropriate dyslexia screening tools and processes as well as comprehensive assessments that address the recognized challenges of dyslexia
- Identify and recommend a statewide plan for supporting students who are identified as having dyslexia



# DWG Legislative Charge (Cont.)



Scope H.B. 19-1134, Section 22-20.5-103, C.R.S.:

- Identify and recommend components of dyslexia awareness training for Colorado educators
- Identify and recommend educator training for in-state approved programs of preparation for teacher and alternative teacher programs and recommended training for current educators, based on effective practice in other states, as well as recommendation from state and national organizations focusing on literacy
- Provide recommendations to the Department concerning the design and implementation of the pilot program

# DWG Membership

---

- Jamie Brackney
- Marcela Eichmann
- April Gerakos-Rooker
- Sarah Huffman
- Jennifer Imel
- Cindy Kanuch
- Patrick McGinty
- Dyann Powell
- Michelle Qazi
- Brian Rose, Ph.D.
- Laura Swanson
- Jess Yost

# CDE DWG Steering Committee within CDE:

---

- Rhonda Haniford, Ph.D., Deputy Commissioner – Oversees Student Excellence Divisions
- Chief Academic Officer, Vacant – Oversees Student Learning Division (Exceptional Student Services and Teaching and Learning)
- Joanna Bruno, Ph.D., Assistant Commissioner – Oversees Teaching and Learning Unit
- Paul Foster, Ed.D., Assistant Commissioner – Oversees Exceptional Student Services Unit
- Tammy Yetter, Elementary Literacy and School Readiness Director – Oversees ELSR Office
- Mandy Harris, Senior Literacy Consultant – Elementary Literacy and School Readiness
- Ellen Hunter, Literacy Specialist – Exceptional Student Services Unit
- Emily Ottinger, Specific Learning Disabilities Specialist – Exceptional Student Services Unit
- Rachael Lovendahl, Executive Assistant, Student Learning Division



# Roles

---

## CDE

Provides content expertise, functions as liaison to State Board of Education

## FACILITATORS

Support the process by ensuring balanced participation, gathering information, and creating space for effective decision making

## DWG

Shares expertise based on content expertise/lived experience in the field of dyslexia to inform recommendations that improve support & services for children w/ dyslexia (may include policy, practice and/or awareness raising)



# Expectations of DWG Members

---

- Commitment to attendance
- Focus on moving forward with work already completed
- Not revisit decisions already made

# Norms for Public Participation (In Person)

---

DWG meetings are open to the public. The public can observe but not participate. While in the meeting, please observe the following norms:

- Be punctual. Try to arrive before the DWG work time has begun to minimize disruptions.
- Be respectful of time. If you cannot stay the whole meeting, then please plan on staying until a break (e.g., lunch) to limit disruptions.
- Be quiet and respectful of all DWG conversations and opinions.
- Be mindful of technology use - cell phones should be muted, and calls should be taken outside.
- Be respectful of others in the audience who may have differing views.
- Be seated in the designated seating area only.
- When you leave a room, hold your conversations until your entire group has left the room and the doors have closed.
- Keep your conversations in the hallways quiet to avoid disrupting the proceedings.
- Be aware that photography and videography are not allowed



# Norms for Public Participation (Virtual)

---

While in the meeting, please observe the following norms:

- Be punctual. Try to arrive before the DWG work time has begun to minimize disruptions.
- Be quiet and respectful of all DWG conversations and opinions. You must remain muted during the meeting.
- Be mindful of technology use-cell phones should be muted and calls should be taken offline.
- Be respectful of others in the audience who may have differing views.
- Using the chat function during DWG meetings will not be allowed and be disabled.
- Be aware that screenshots and videography are not allowed.

# Presentations from CDE

# Policy Presentation

# Understanding the Role of the Legislature, SBE, and CDE in Education Law and Policy

---

Participants will leave with a better understanding of:

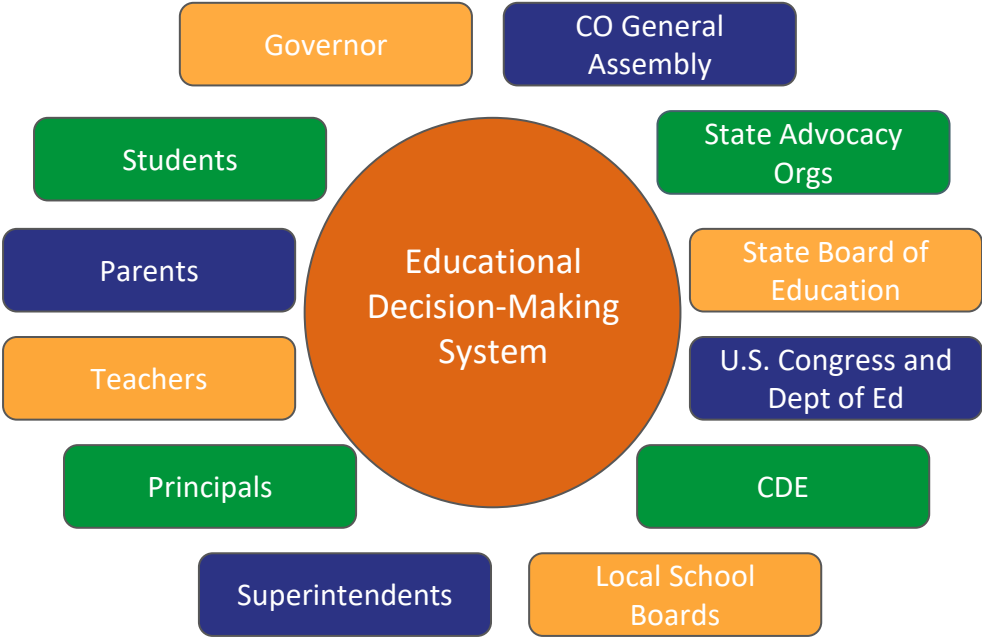
The relationship  
between the Colorado  
Legislature, State  
Board of Education and  
CDE

How Colorado  
education laws and  
rules are made

Dyslexia-related  
legislation

# Educational Governance in Colorado

# Key Roles in Educational Decision-making





# Federal Government's Role in Colorado Educational Governance

---

## Legal Rights

(equal access to education, privacy, free speech, etc.)



## Formula and Competitive Grant Funding

# Federal, State, and Local Policy

## Federal Policy

- Broad goals for students
- Civil rights requirements
- Broad outline for assessments
- Requirements for standards, etc.
- Federal accountability

## State Policy

- Licensure requirements
- Academic Standards
- Specific state assessments, etc.
- State Accountability

## School/District Policy

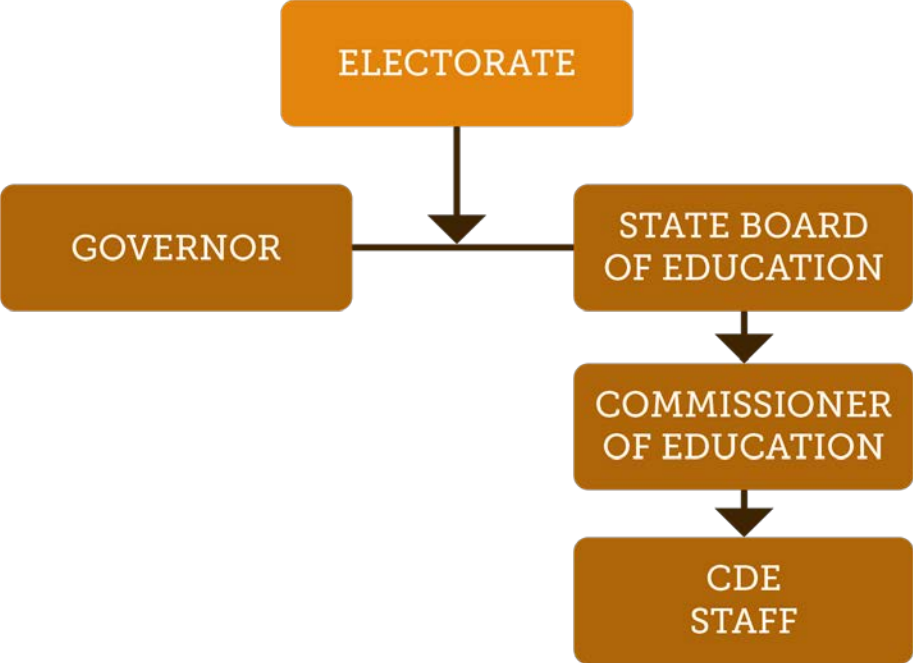
- Curriculum
- Instructional methods
- Day-to-day structure
- Hiring teachers
- Local assessments, etc.



# Colorado's Education Governance Model

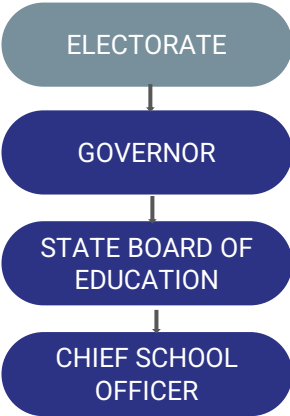
Model shared by six states:

- Alabama
- Colorado
- Kansas
- Michigan
- Nebraska
- Utah

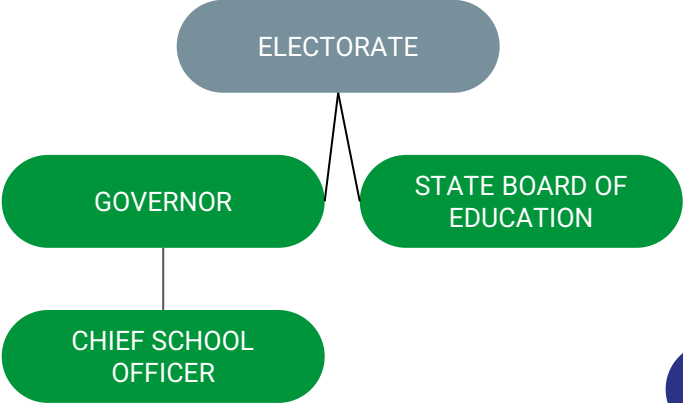


# Other Models of Governance

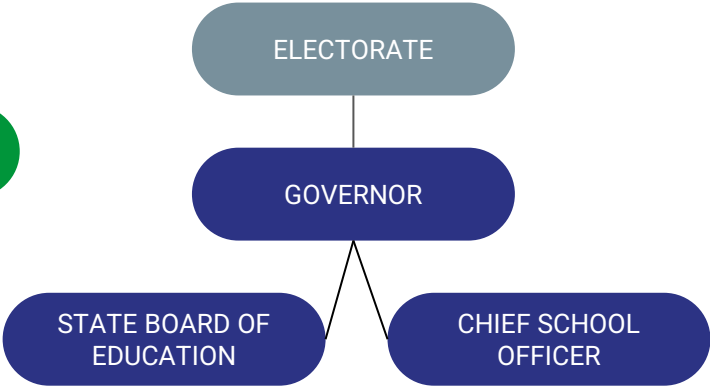
Governor Appoints Board, Board Appoints Chief, 12 states: AK, AR, CT, FL, HA, IL, KY, MD, MA, MO, RI, WV



Governor Appoints Board and Chief, 10 states: DE, IA, ME, NH, MJ, PA, SD, TN, VT, VA



Governor Appoints Board, Elected Chief, 10 states: AS, CA, GA, ID, IN, MT, NC, ND, OK, WY

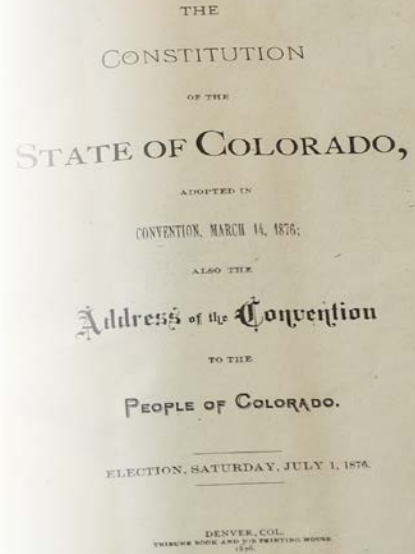


# State Legislature's Role

# State Legislature's Constitutional Authority

The Colorado Constitution, in Article IX, Section 2, states:

*“The General Assembly shall...provide for the establishment and maintenance of a **thorough and uniform** system of free public schools throughout the state, wherein all residents of the state, between the ages of six and twenty-one years, may be educated gratuitously.”*



# State Legislature's Lawmaking Authority



Colorado  
Constitution provides  
the Colorado General  
Assembly with  
authority to create  
law



Legislature considers  
and adopts bills that  
either create new law,  
amend existing law, or  
repeal existing law

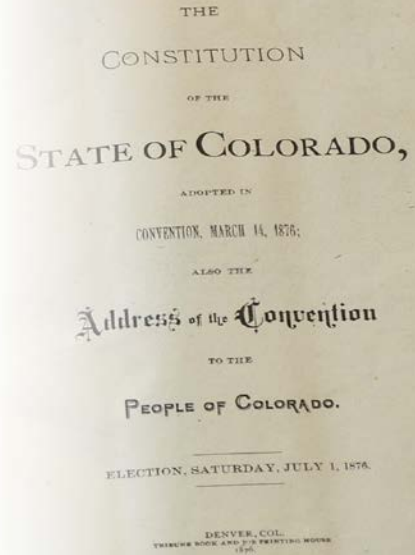


State statutes  
may not violate  
the Colorado  
Constitution, the  
U.S. Constitution, or  
federal law

# Local Control Provision in Colorado's Constitution

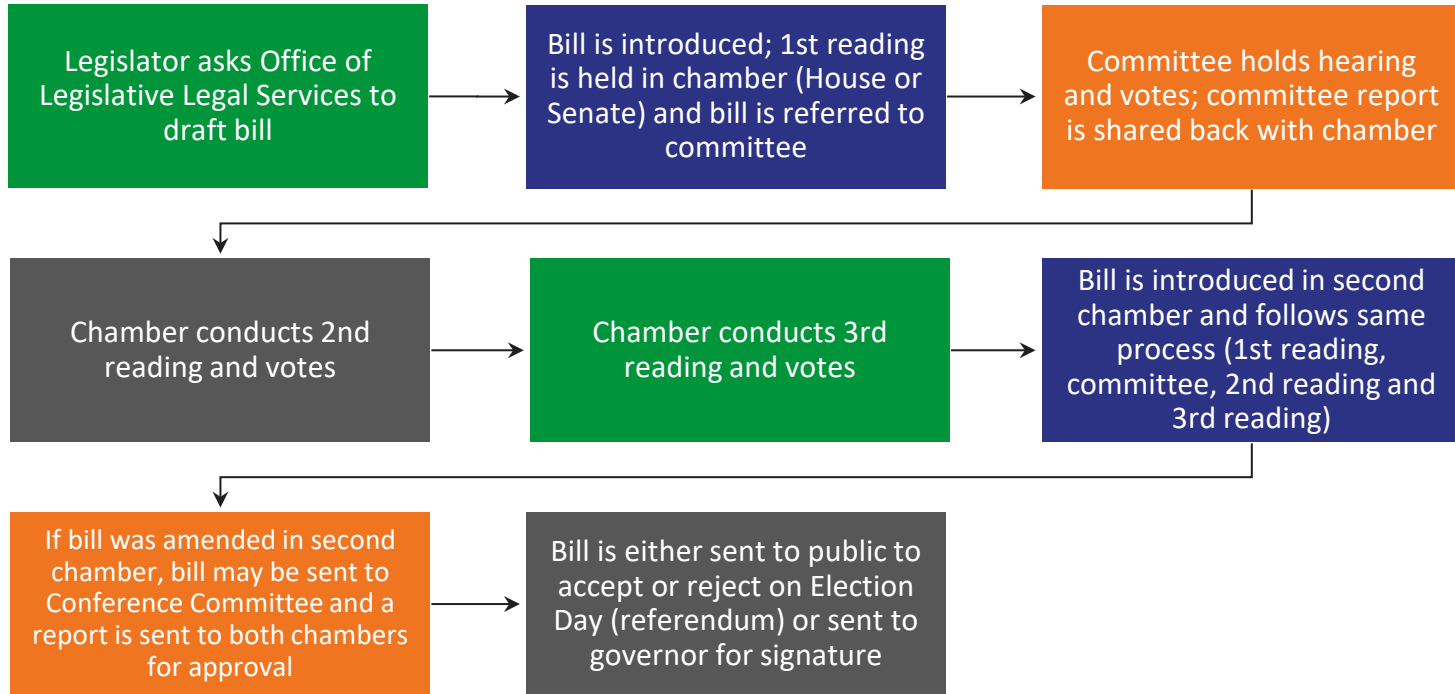
The Colorado Constitution, in Article IX, Section 15, provides for the establishment of local school boards:

*“The general assembly shall, by law, provide for organization of school districts of convenient size, in each of which shall be established a board of education, to consist of 3 or more directors to be elected by the qualified electors of the district. Said directors **shall have control of instruction in the public schools of their respective districts.**”*





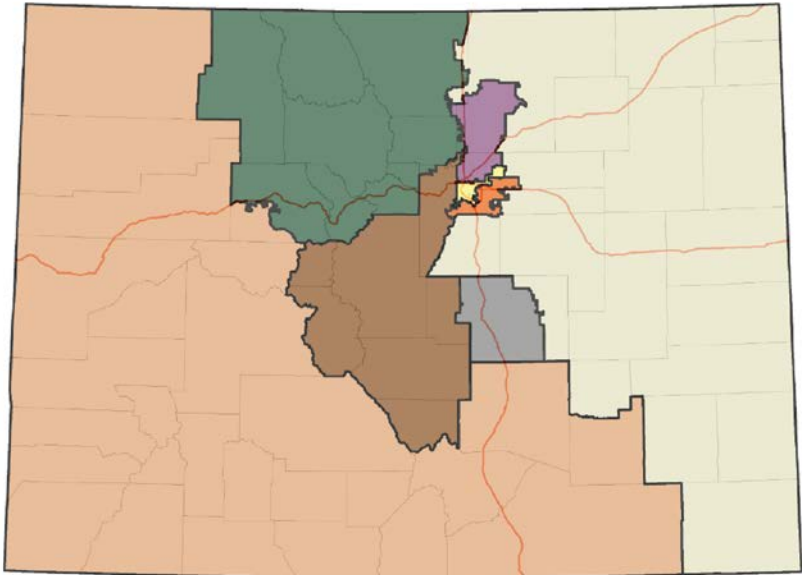
# Colorado's Legislative Process



# State Board of Education's Role

# Who is the State Board?

Composed of 9 elected officials, each elected to 6-year terms. Eight members are elected to represent their congressional district and one member is elected at large.

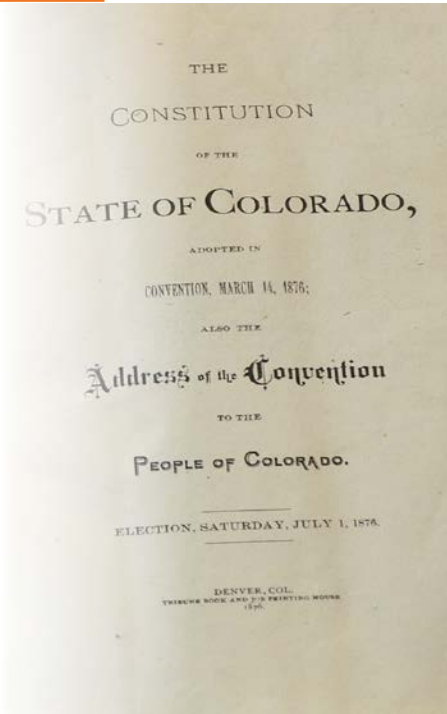


- Lisa Escarcega (D)**, 1<sup>st</sup> Cong. District, Denver
- Angelika Schroeder (D)**, 2<sup>nd</sup> Cong. District, Boulder
- Stephen Varela (R)**, 3<sup>rd</sup> Cong. District, Pueblo
- Debora Scheffel (R)**, 4<sup>th</sup> Cong. District, Parker
- Steve Durham (R)**, 5<sup>th</sup> Cong. District, Colo. Springs
- Rebecca McClellan (D)**, 6<sup>th</sup> Cong. District, Centennial
- Karla Esser (D)**, 7<sup>th</sup> Cong. District, Arvada
- Rhonda Solis (D)**, 8<sup>th</sup> Cong. District, Brighton
- Kathy Plomer (D)**, At-large Member

# SBE's Constitutional Authority

The Colorado Constitution, in Article IX, Section 1, states:

*“The **general supervision** of the public schools of the state shall be vested in a board of education whose powers and duties shall be as now or hereafter prescribed by law.”*



# State Board's Statutory Authority

Title 22 of the Colorado Revised Statutes outlines the roles and responsibilities of the state board, including:

***Overseeing  
Commissioner and  
Department of  
Education***

***Adopting state  
standards,  
assessments and  
graduation guidelines***

***Evaluating and  
monitoring school  
performance (setting  
targets and criteria)***

***Adopting rules for  
education programs  
and grants***

***Adopting educator  
performance  
standards and  
licensure requirements***

***Hearing charter school  
appeals***

***Approving grant  
recipients and  
amounts***

***Granting waivers from  
state education  
statutes***

# Rulemaking Process



Step 1

Legislature passes statute to authorize rules.

Step 2

CDE staff collaborates with stakeholders to draft rules.

Step 3

CDE staff present draft rules to SBE and SBE notices public rulemaking hearing to consider draft rules.

Step 4

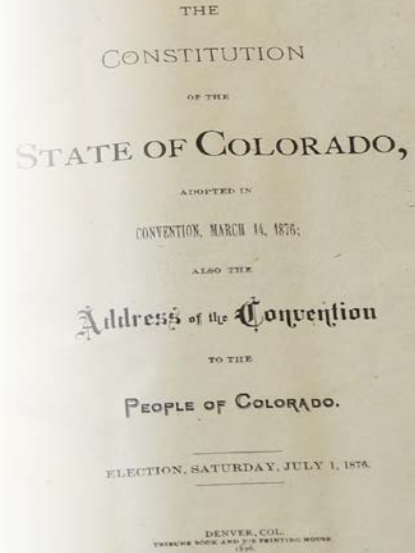
SBE holds hearing on rules and votes to adopt rules.

# CDE's Role

# Commissioner's Constitutional Authority

The Colorado Constitution, in Article IX, Section 1, states:

*"(2) The commissioner of education shall be appointed by the board of education and shall not be included in the classified civil service of the state. (3) The qualifications, tenure, compensation, powers, and duties of said commissioner shall be as prescribed by law, subject to the supervision of said board."*





# Commissioner's Statutory Authority

Title 22 of the Colorado Revised Statutes outlines the roles and responsibilities of the Commissioner, including but not limited to:

*Advise state board on status of education system*

*Carry out policies and rules adopted by the state board*

*Evaluate performance of schools and accredit school districts*

*Provide guidance and technical assistance on education laws*

*Distribute funding in accordance with statute*

*Establish and maintain data systems*

*Administer grant programs*

*Conduct finance audits*

*Submit departmental budget to state board*

# CDE Policymaking

---



- Commissioner and staff have discretion in making certain decisions about how to apply statute and rule
- Written policies or guidelines describe how CDE intends to exercise discretion

# Statute, Rules, and Guidance

---

## Colorado General Assembly Statute

Passed by the elected legislature  
Create rights or duties that are legally binding

## State Board of Education Rules

Authorized by statute  
Adopted by the State Board of Education  
Create rights or duties that are legally binding

## Department of Education Policy

Written by the department  
Roadmap for implementation  
Not legally binding



2025 Legislative Session



# 2024 Recap

## **HB24-1448 - New Public School Finance Formula**

- Provides additional funding (.25 weight of Per Pupil Revenue) for students who are at-risk, English Language Learners, or have an IEP
- Will be phased in over six years, starting during the 2025-26 school year
- Projected to add more than \$571 million statewide when fully implemented in the 2030-31 school year
- District specific projections can be found [here](#)

## **HB24-1430 - FY2024-25 “Long Bill” (Budget)**

- Added \$34.7 million in special education (categorical) funding – which was an increase of more than 10%
- The constitutionally required inflationary increase for all 8 categorical programs was only 5.2% (or ~\$26 million)

## **SB24-069 - Clarify Individualized Education Program Information**

- “Create, deliver, and make publicly available a training program, in plain and easy-to-understand language, regarding individualized education program laws and procedures, including parent and student rights; and
- Deliver the training program in person and make the training program and related information publicly available online.”

# What to Expect in 2025...

---

## Changes in the composition of the General Assembly:

- The House became more moderate in the primaries
- New leadership in the Senate
- New JBC membership

## *Incredibly tight* budget constraints, likely meaning:

- Budget cuts
- Program reductions/modifications
- Cash fund sweeps
- Implementation delays
- Difficulty with large fiscal notes

CDE Budget Decision Item to Strengthen the READ Act Training to better support students with Significant Reading Deficiencies (SRDs)

# Recommendation #3:

## Make Indicators of Dyslexia More Accessible

---

*“The DWG continues to recommend that CDE develop guidance on how to more effectively assess for the indicators of dyslexia. We suggest the development of a chart that shows each of the recommended assessments and appropriate times for administration by grade level in conjunction with the READ Act procedures in place. The chart should be posted next to the READ Act approved interim assessments list on CDE’s website.”*



# Recommendation #5: Training for K-12 Educators

*“The DWG recommends expanding training for educators in K-8 and even K-12 and/or other school personnel. Included in the training should be an explicit mention of dyslexia. In ongoing training for K-12, include:*

- *Definition of dyslexia*
- *Specific indicators and what to look for*
- *Assessment tools*
- *Need for screening*
- *Trained interventionist/s within middle & high schools to support and/or deliver services and professional development*

*With this, the DWG also recommends identifying other ways in which the trainings can be implemented to further and more effectively support teachers/personnel with the implementation and application of instruction grounded in the Science of Reading and Best First Instruction.”*

# READ Act Enhancement

## 2025 Budget Decision Item

---

The department is requesting spending authority in the amount of \$3,361,590 and 2.0 term limited Full Time Employees (FTE) to train regional cohorts of kindergarten through third-grade teachers in evidence-based, intensive reading interventions to build the capacity of Colorado educators to successfully support students who are multilingual, have IEPs, or are at-risk for/identified with dyslexia. The intent is to use funding to:

- Develop a training program in evidence-based, intensive reading intervention with a specific focus on K - 3 students with IEPs, students with or at-risk for dyslexia, and multilingual learners
- Provide staff to work with the selected content development vendor(s); and
- Provide a one-time increase of funding to the Early Literacy Grant to incentivize participation in the optional training.

The initial one-time funds will primarily be used to develop and launch the training. Once the one-time funds have been used, CDE will begin to incorporate the ongoing expenses for the newly developed training into the ongoing READ Act budget.

# Compliments CDE's 2024 READ Act Strategies

---

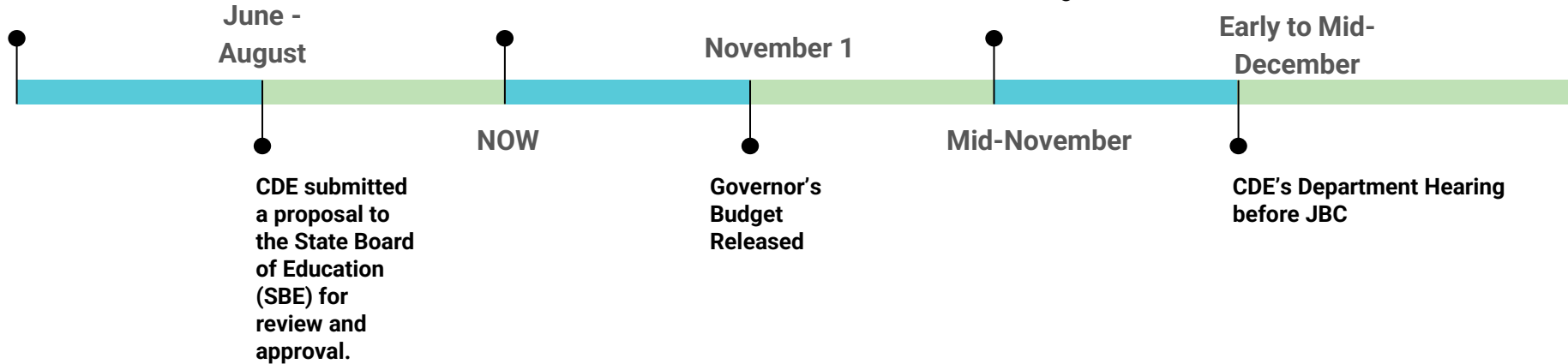
The department has also developed a handful of new approaches to support implementation of the READ Act:

- Expanding technical assistance to include more targeted regional support and coaching to districts and schools;
- Enhancing technical assistance to include literacy specialists to serve in regional support and coaching roles;
- More closely monitoring LEAs' use of READ Act funding and providing more timely technical assistance to support them in effectively utilizing the funding;
- Greater professional development tied to the Early Literacy Assessment Tool;
- Reinvesting funding at risk of reversions to the Early Literacy Grants to serve more districts; and
- More strategic communication to both LEAs and parents.

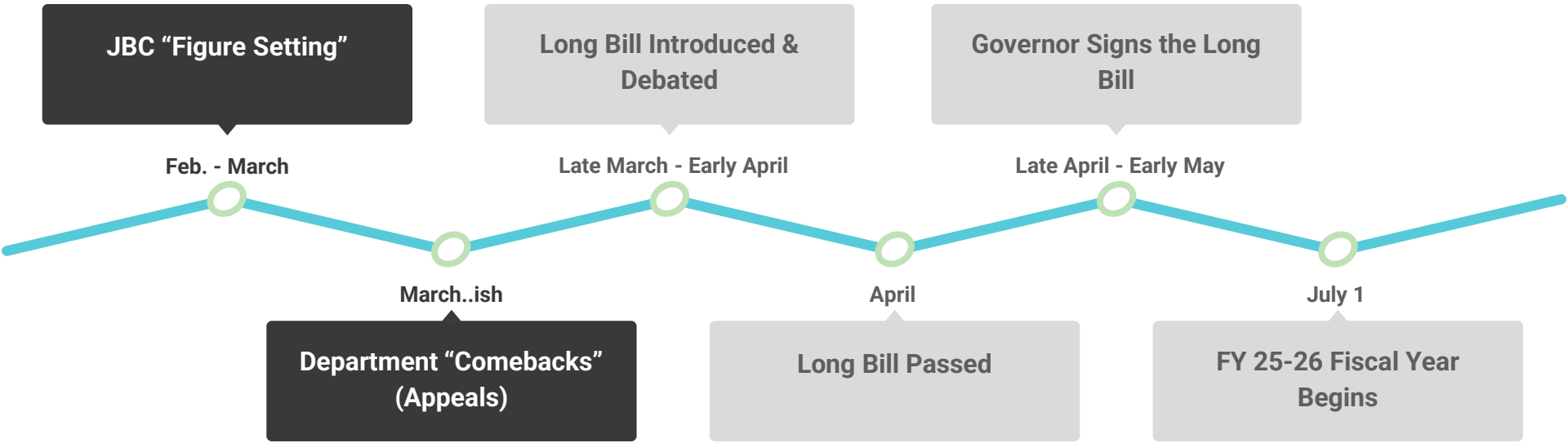
# CDE Budget Timeline - 2024

CDE collected, reviewed, evaluated and prioritized internal budget requests.

CDE submits proposal to the Governor's Office of State Planning & Budgeting (OSPB).



# CDE/General Assembly Budget Timeline - 2025



# Tips for Legislative Engagement

---

- Start early
- Find a bill sponsor who can help you navigate the stakeholder engagement and committee process
- Connect with CDE early in the process to ensure viable implementation and deadlines
- Get broad feedback through a rigorous stakeholder engagement process
- Be willing to negotiate
- Tell your story
- Build support



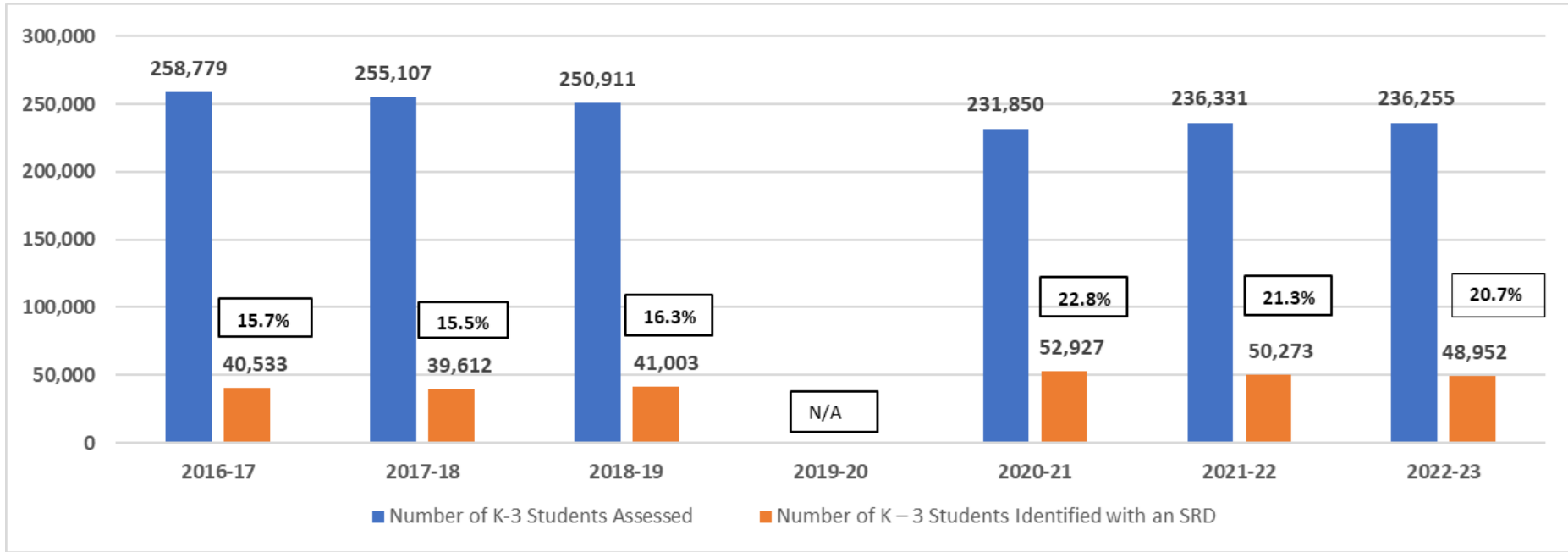
Questions?

# Data Presentation

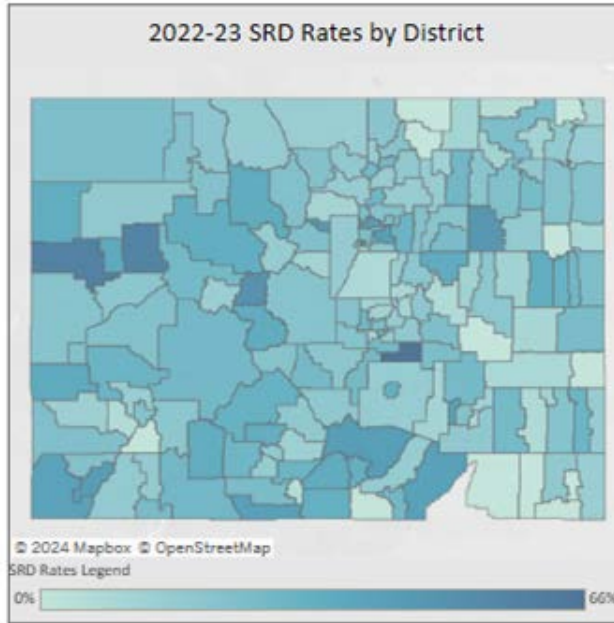


# Longitudinal Significant Reading Deficiency Rates for Grades K-3 from 2016-17 to 2022-23

Although not at pre-pandemic rates, the SRD rated declined for the second consecutive year.



# READ Act Data Dashboard



- Strengthening READ Act: [SB19-199](#)
- Organized by tabs across with data for the past five years
- Data displayed by school year
- Note: 2019-2020 READ Act assessment and data reporting suspended (COVID-19)

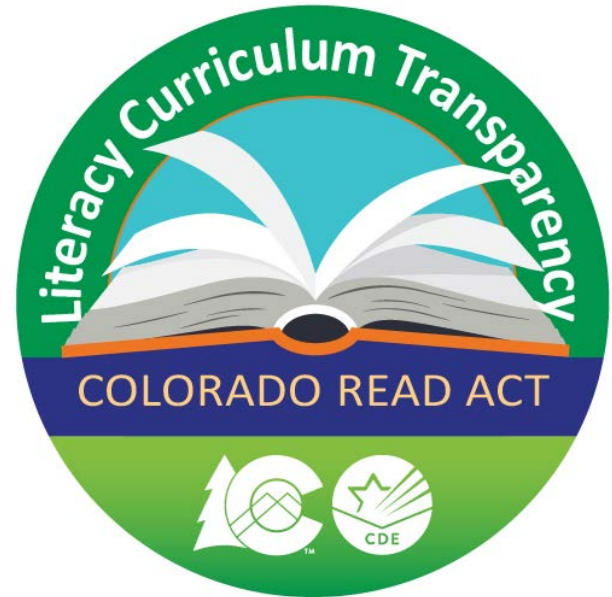
# 2022-23 SRD Data by School

Handout  
to Review



# Literacy Curriculum Transparency Dashboard

- Literacy Curriculum Transparency Act: [Senate Bill 21-151](#)
- Provides stakeholders with a transparent view of literacy instructional programming
- Includes state, district, and grade level views of literacy instructional core, supplemental, intervention programming, services, supports, and school district budgets and narratives
- Posted on CDE, district, and school websites



# Recommendations / Recap

# Data Analysis on Recommendations

---

ELSR office has cross-mapped recommendations from the Dyslexia Working Group annual reports, the Dyslexia Pilot annual reports, and the most recent WestEd evaluation.

This cross-mapping has resulted in development of categories to bucket the scope of recommendations:

- **WITHIN CDE PURVIEW:** What **can** CDE develop and take to full implementation?
- **OUTSIDE CDE PURVIEW:** What **requires** legislative direction to be further developed?
- **RELATED & CURRENT WORK:** What is currently in place that meets the recommendations and/or closely aligns to the recommendations?

# On the Horizon

---

## Status of Recommendation Implementation

About 50% of the DWG recommendations over the course of 4 years falls outside of CDE purview and requires legislation for CDE to act on.

ELSR office has narrowed our focus on recommendations and suggested strategies that are within our purview.

- Some of this work includes large scale projects that involve several CDE departments and will take time to scale.
- ELSR office is also discussing some short-term deliverables from the recommendations that fall under CDE providing continued guidance and PD to the field.

# Current Early Literacy and School Readiness Office (ELSR) and Early Literacy Assessment Tool (ELAT) Work

---

## ELAT and Amplify Collaboration on Additional Screening Measures

- CDE held ELAT webinars in collaboration with Amplify for providing more guidance to using the additional screening measures in DIBELS 8
- CDE and Amplify collaborated on [Frequently Asked Questions: mCLASS DIBELS 8 Additional Screening Measures](#) (by Amplify) to address field questions on the additional screening measures DIBELS 8 and Lectura

## Continued Work

- Second year of Science of Reading Literacy series (turnkey PD for job-embedded implementation)
  - This year will add three new PD resources to the series
- 45-hour Science of Reading Training asynchronous training free of charge to Colorado educators – all roles
- 20-hour and 5-hour Admin/Principal Training to those roles established by Districts/BOCES
- Sharing resources and information through updated web pages, links, and accessibility
- Outreach to field on collaboration, questions, and support around next steps after using additional screening measures





# Updates from CDE

# Exceptional Student Services Unit

---

## **Structured Literacy Project**

### 2024-2025 School Year

- Complete project work with the current K-3 cohort
- Launch a Grade 4-5 Structured Literacy Pilot within current cohort
- Redesign Project Logic Model and Evaluation Plan
- Recruit new cohorts for 25-26 School Year

### 2025-2026 School Year

- Provide initial training and launch K-3 Structured Literacy Project with new Cohorts
- Initiate new Project Logic Model and Evaluation Plan
- Evaluate Grade 4-5 Pilot and determine next steps

For more information, look for the Structure Literacy Project Facts at

<https://www.cde.state.co.us/cdesped/spp-apr>

# Teaching and Learning Unit

---

## ELAT

- ELAT has a screener for indicators of dyslexia as part of the assessment.
- The contract includes professional development for participating schools and districts and includes options around the screening for indicators of Dyslexia.

## Comprehensive Literacy State Development Grant

- Grant # 1 and now # 2

## Dyslexia Resources

- The Elementary Literacy and School Readiness office has resources.

## **November State Board Meeting**

- Presentation on a comprehensive literacy presentation, including DWG recommendations over time and the [READ Act WestEd evaluation](#).

# Strengths Exercise

# Building from Strengths Exercise

---

Key questions to explore:

- Drawing on what has been presented/discussed this morning and the past work of this group **what are the promising opportunities for the DWG for 2024-2025?**
- For each opportunity, **how hard will it be to implement? How much impact will it have?**
- For opportunities that are easier to implement and have high impact, **what will success look like at the end of the school year?** What needs to be in place for that to happen? What can accelerate the work that has already been done?

# Closing

---

Given all that we have done today, what are your highest hopes for the year?

Thank you!