COLORADO
Department of Education

READ Act Training Office Hours

Tuesday, March 17, 2026

3:00 – 4:00 PMMT



Introductions

Melissa Ahlstrand
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Senior Literacy Consultant Administrator & Principal Training, Elementary Literacy and School Readiness Office

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Data Evaluator and Analyst, Elementary Literacy and School Readiness Office

READ Act Training Office Hours

Scheduled Dates and Times

- March 17, 2026: 3-4 PMMT
- May 19, 2026: 3-4 PMMT

Power Points will be posted after each session on the READ Act web page titled:
READ Act Informational Webinars

Webinar Logistics
Q&A During the Webinar

- Organized by topic
- As we complete discussion of each topic, there will be a designated time for questions.
- You can **raise your hand** and **unmute your mic.** or you can **type questions in the Q and A feature** that are related to the topic.
- Some questions will be answered during the webinar and others will be captured for further consideration.

Additionally:

- For questions about the evidence-based teacher and school administrator trainings email: ReadActTraining@cde.state.co.us
- PCG Playbook Platform Technical Assistance: support@onlinepl.zendesk.com
- For READ Act data inquiries email: READActData@cde.state.co.us
- For all other questions related to the READ Act email: ReadAct@cde.state.co.us

Session Objectives



- CDE Website Navigation Update
- SB 19-199 & SB 22-004 training requirements & Definitions
- Training Options
- Share information on how to submit documentation to COOL
- READ Training Data Collection Overview
- Review frequently asked questions
- Review how to access the CDE online training

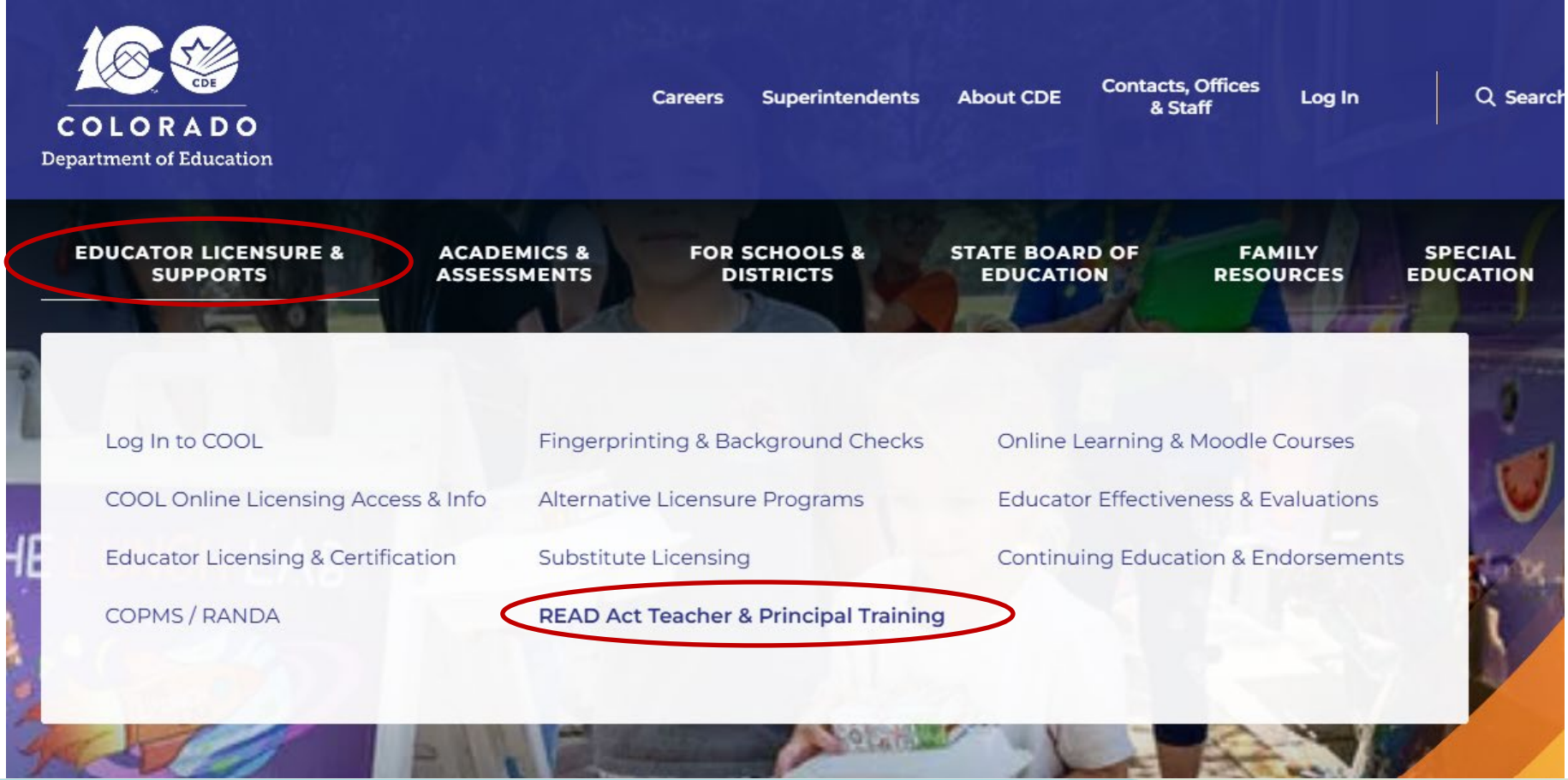
New CDE Website

CDE has recently switched to a new website platform: **ed**.cde.state.co.us.

Most of the web pages and links from the old website have been moved to this platform or have redirect links.

This update is meant to be more accessible with your mobile devices.

The department is working on streamlining navigation from the main CDE page to each office, as well as click paths for relevant topics.


COLORADO
Department of Education
Careers
Superintendents
About CDE
Contacts, Offices & Staff
Log In
Search
EDUCATOR LICENSURE & SUPPORTS
ACADEMICS & ASSESSMENTS
FOR SCHOOLS & DISTRICTS
STATE BOARD OF EDUCATION
FAMILY RESOURCES
SPECIAL EDUCATION
Log In to COOL
COOL Online Licensing Access & Info
Educator Licensing & Certification
COPMS / RANDA
Fingerprinting & Background Checks
Alternative Licensure Programs
Substitute Licensing
READ Act Teacher & Principal Training
Online Learning & Moodle Courses
Educator Effectiveness & Evaluations
Continuing Education & Endorsements

READ Act Teacher & Administrator Training

Overview

Amendments to the READ Act (SB19-199 and SB22-004) require that K-3 teachers who provide literacy instruction, 4-12 reading interventionists, and school administrators (including principals) must complete training to meet the requirements of the READ Act.

READ Act Teacher Training

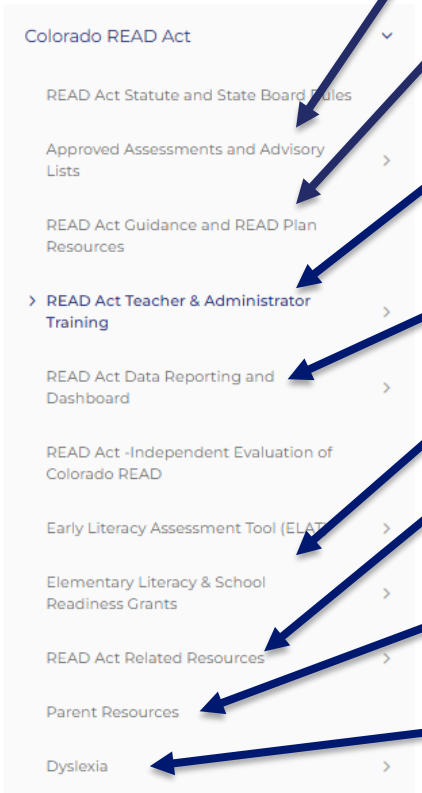
READ Act K-3 Principal/Administrator Training

READ Act Training FAQs

Contact Us

READ Act

READActt@cde.state.co.us



READ Act Approved Assessments and Advisory Lists

READ Act Handbook
READ Guidance Documents
READ Plan Templates

READ Act Teacher and Administrator Training Info

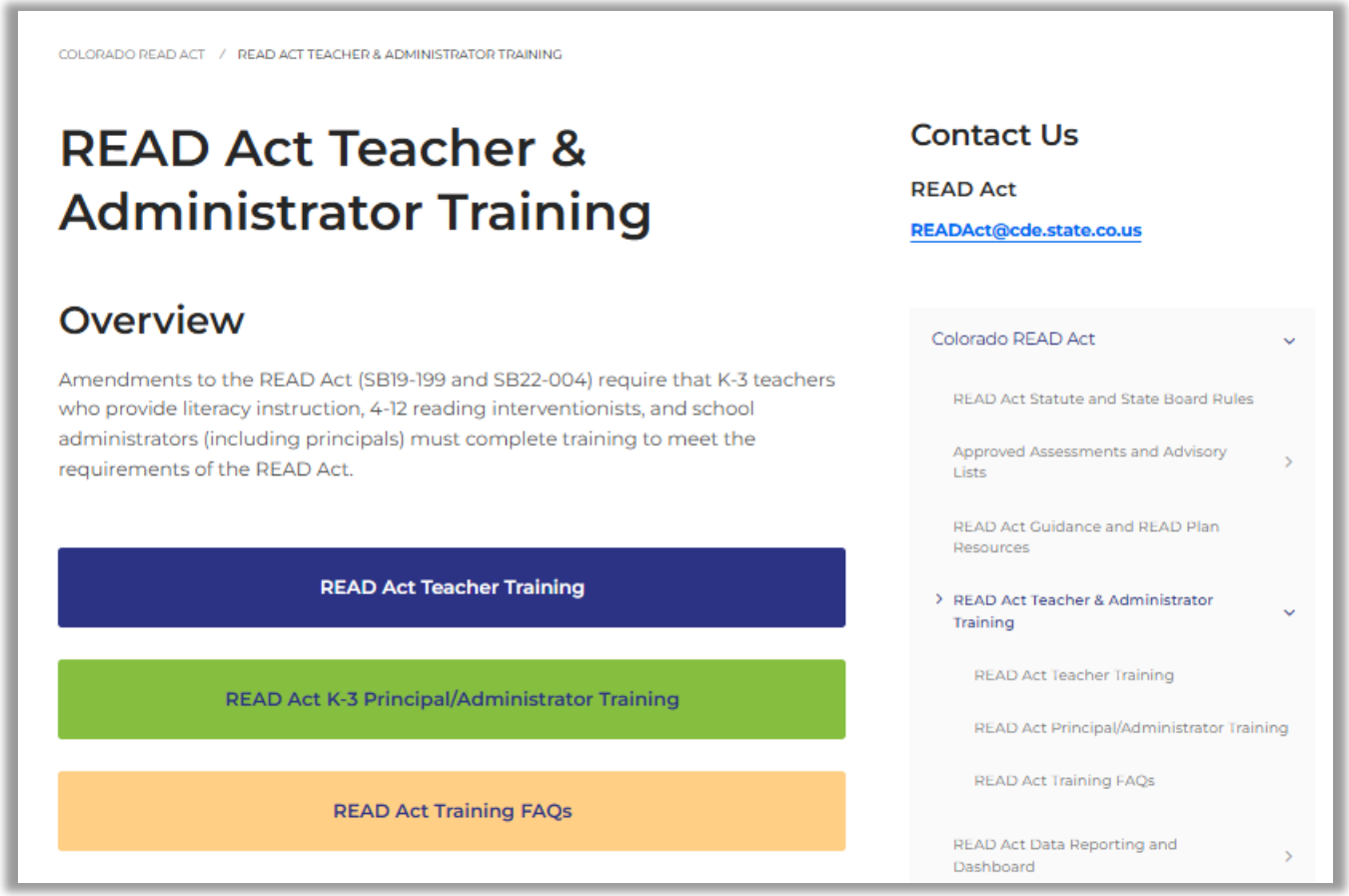
Data Dashboard
READ Budget Submissions
Literacy Curriculum Transparency

ELAT, ELG, CLSD Info

SOR Literacy PD Series
CDE Biliteracy PD Series

READ Act & SOR for Families PD Series

SB25-200 Updates
Dyslexia Working Group



https://ed.cde.state.co.us/coloradoliteracy/readactteacher-administratortraining



Questions

Colorado READ Act

Evidence-Based Training in Teaching Reading SB19-199 & SB22-004

SB19-199	SB22-004
By the beginning of the 2022-23 school year and continuing for each school year thereafter, each district that receives READ funding must ensure that K-3 teachers complete evidence-based training in teaching reading and pass an end of course assessment.	By the beginning of the 2024-25 school year and continuing for each school year thereafter, each district that receives READ funding must ensure that each reading interventionist employed to teach students in grades 4-12 complete evidence-based training in teaching reading and pass an end of course assessment.

** Teachers will have to have completed evidence-based training in teaching reading that aligns with the READ Act and Rule*

Colorado READ Act
Teachers Required To Take The Training

Definition of teacher and reading interventionist in READ Act Rule:

Teacher: The professional responsible for the literacy instruction of the student(s) and may include the main instructor for a class, an instructional coach, reading interventionist, special education teacher, Title 1 teacher or other personnel who are identified as effective in the teaching of reading.

Reading Interventionist: An individual employed to teach students and whose primary job duties include providing reading intervention to students on READ Act Plans during regular school hours to supplement core academic instruction and who is employed in any of grades K-12.

- CDE understands that in some cases there will be teachers in some communities who hold multiple roles and be a “professional responsible for literacy instruction.”
- CDE is concerned about **job function** rather than job title. CDE does not have the information for job function. That is only information that district leaders have, **therefore the ultimate determination of the breadth of that definition will rest with district leaders.**

Colorado READ Act

Evidence-Based Training in Teaching Reading SB22-004 Continued

SB22-004

Starting with the 2024-25 school year and continuing for each school year thereafter, each district that receives READ funding must ensure that each principal in a school that serves kindergarten or any of grades one through three and each administrator with responsibility that pertains to programs in kindergarten or any of grades one through three successfully completes or has successfully completed evidence-based training designed for school administrators in the science of reading

**** Principals & administrators will have to have completed evidence-based training in reading that aligns with the READ Act and Rule***

Colorado READ Act

Principal/Administrators Required To Take The Training

Definition of Administrator and Principal in State Board Rules:

Administrator: Any school-based or centrally- or regionally-based employee of an LEP who is responsible for designing, implementing and/or providing professional development on the elementary literacy instructional program for kindergarten or any of grades one through three in any school or LEP in the state, and who is not the principal. This would include an assistant or vice principal of an elementary school. It also includes any employee of the LEP conducting observations of and/or providing coaching to a teacher providing literacy instruction in kindergarten or grades one through three.

Principal: Any person who is employed as the chief executive officer of any school in the state that serves kindergarten or any of grades one through three.

- CDE is concerned about **job function** rather than job title. CDE does not have the information for job function. That is only information that district leaders have, **therefore the ultimate determination of the breadth of that definition will rest with district leaders.**

Which leaders fall under coursework requirements?



K-5; K-6; K-8 or K-12 Asst Principals

K-5; K-6; K-8 or K-12 Principals

K-5; K-6; K-8 or K-12 Instructional Coaches (can be TOSAs)

ES Induction Coaches

Must meet course requirements

YES

DEPENDS
Does this role directly impact instructional decisions in the k-3 classroom?

Principal Supervisors

Central Academic Officers

Superintendents

Deans

Regional Academic Supervisors

NO

Not Required but courses are open to any role districts choose to include

Job title responsibilities **can vary** in each district. It is the district's responsibility to make the final determination of which personnel fall under the state board definitions to determine who must meet the coursework requirements. Keep in mind: Districts should set parameters that **meet or exceed** policy.

A good *'rule of thumb'* would be to ensure any personnel that directly impact instructional decisions in k-3 classrooms are trained to make informed literacy decisions rooted in Scientifically Based Reading Research (SBRR).

Colorado READ Act

READ Act Training Deadlines

Each district that receives READ funding must ensure that **all K-3 teachers**, **4-12 reading interventionists, principals, and administrators** complete evidence-based training in teaching reading and pass an end of course assessment.

Deadlines for K-3rd grade teachers, 4-12 reading interventionists, and principals & administrators:

- **August 1, 2026:** Evidence-based training in teaching reading must be completed
- **August 15, 2026:** Documentation should be submitted to the Colorado Online Licensing (COOL) system

Teachers, principals and administrators hired after June 1, 2026, will need to register for a training as soon as they receive their district email address and have it completed soon after. They must be prepared to show evidence that they are enrolled and progressing in a CDE-approved training.



Questions



Training Options

Colorado READ Act

Pathways for Meeting READ Act Teacher Training Requirements

A teacher is deemed to have successfully completed evidence-based training in teaching reading if the LEP submits evidence that the teacher:
Successfully completed a **CDE-provided reading** training designed to meet this training requirement and passed the end of course assessment of learning
Passed a **CDE-approved undergraduate or graduate reading course** and passed the end of course assessment of learning
Passed a **CDE-approved district or BOCES reading course** or a course appropriate for license renewal and passed the end of course assessment of learning
Holds a **state or Colorado endorsement as a Reading Teacher or Reading Specialist**
Successfully completed a **training program included on the department's advisory list** of professional development and passed the end of course assessment of learning
State Board approved assessment of knowledge or teaching reading • Praxis Teaching Reading: Elementary 5205 exam with a passing score of 159 or higher

Teachers will have to have completed evidence-based training in teaching reading that aligns with the READ Act and Rule

Colorado READ Act
CDE-Provided Teacher Training

Building a Strong Foundation for Lifelong Literacy Success



https://ed.cde.state.co.us/coloradoliteracy/onlinecdetraining

This training is approved to meet the READ Act teacher training requirements for all teachers

- Building a Strong Foundation for Lifelong Literacy Success has a K-12 lens

Colorado READ Act

Principal/Administrator Training

Two Course Options are Available:

https://ed.cde.state.co.us/coloradoliteracy/readactteacher-administratortraining/schooladministrators-training

20-Hour Requirement		5-Hour Requirement
5 hours of Coursework aligned to Colorado Administrator/Principal Literacy Standards 1 CCR 301-92, 13.01 (D) (1) **COMBINED WITH**	**OR**	**5 hours** of Coursework aligned to Colorado Administrator/Principal Literacy Standards 1 CCR 301-92, 13.01 (D) (1) **COMBINED WITH**
15 hours of K-3 Teacher Training Requirement 1 CCR 301-101 4.02(5) through 4.02(12)		Completion of an approved 45-hour K-12 Teacher course 1 CCR 301-101 4.02(5) through 4.02(12)

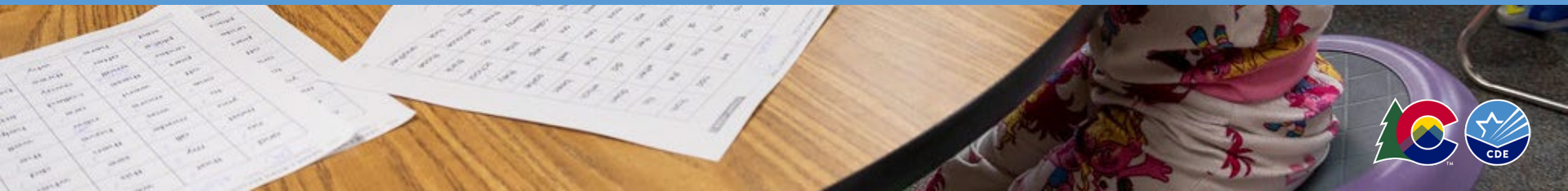


Questions



READ Act Designation

Submitting Documentation to Colorado Online Licensing System (COOL)



READ Act Designation

Colorado State **Licensed** Teachers, Principals & Administrators

Licensed teachers, principals and administrators submit CDE-approved documentation through the Colorado Online Licensing System (COOL) to have the READ Act designation added to their license no later than August 15, 2026.

For information on how to submit documentation of meeting the READ Act training requirements to COOL and for instructions on how to download a certificate of completion from the CDE online training platform, Playbook, visit this CDE webpage:

- *Submitting Evidence of Completion to Receive READ Act Designation*

The READ Act training requirement is not tied to licensure renewal but is used for the purposes of portability. Not completing the training will not impact the status or renewal of an educator's license.

READ Act Designation

Colorado State **Non-Licensed** Teachers, Principals & Administrators

Non-licensed teachers, principals and administrators will need to connect with their district to submit their evidence of completion.

- The district will have a process for non-licensed educators to submit their documentation to the district. The district will then submit this data to CDE.

The READ Act training requirement is not tied to licensure renewal but is used for the purposes of portability. Not completing the training will not impact the status or renewal of a teacher's license.



Questions



Overview of the READ Training Collection

General Information (1 of 2)

- Collection Dates:
  - Collection Open: August 3, 2026
  - Collection Close: August 31, 2026

- Purpose:
  - The purpose of this collection is for districts to report on the important milestones in implementing key provisions of S.B. 19-199. Demonstrating completion of the training is necessary for funding disbursement.

General Information (2 of 2)

- Typically, the district will assign a data respondent to work in Data Pipeline.
- This person will complete uploads, resolve errors, and eventually submit the data to CDE through Data Pipeline.
- The data collection lead will communicate with the district data respondents pertaining to the collection.
- However, collaboration between the district data respondent and READ lead is essential; this assists in a smoother process for districts.

General Process for Educators

- Step 1: District identifies educators who need to complete the training.
- Step 2: Educator completes training.
- Step 3: Educator submits documentation to COOL. If the educator cannot apply for and add the designation in COOL due to license restrictions, then the educator needs to submit their evidence of completion to their READ lead, data respondent, or person coordinating this work at the district level.
- Step 4: District data respondent, in coordination with the READ lead, uses the list of educators who are required to take the training in the current year (from Step 1) and appropriately codes individuals in terms of their completion status.
- Step 5: District data respondent completes uploads, resolves errors, and works with CDE's data collection lead to close out the collection in Data Pipeline.

Important Coding Nuances: New Hires and Extension Requests

- As you are working with your district data respondent and determining who may need to take the training within your district, please keep in mind that the 12, 14, 15, 16, and 17 codes can only be used once per EDID.
    - Code 12 has been updated for clarity: "No, this educator did not complete the training as they were new to a position that requires the READ Act training."
    - Codes 14, 15, 16, and 17 are the good cause extension codes

- For example, this means that if you are hiring an individual that previously taught 3rd grade in another district, it's essential that they complete the training in the current cycle (if not already done) as you may not be able to use any of these codes for this individual in your district's file submission for the current collection cycle. The previous district may have already used both the code 12 and code 17 for the educator in previous collections, and so it would not be available to your district to use.

Current Action Steps for District Leaders

- Make sure that your district has a data respondent assigned to the collection. If not, or you need help in learning who holds this position for your district, please reach out to READActData@cde.state.co.us.
- Make sure you connect with your district data respondent prior to the collection opening (and maybe prior to the end of the school year).
- Make sure that anyone who needs to take the training does so in a timely manner. This will affect how quickly your district can finalize their submission in the Fall and may also carry funding implications.

Important Dates for the 26-27 Data Collection

Important Dates:

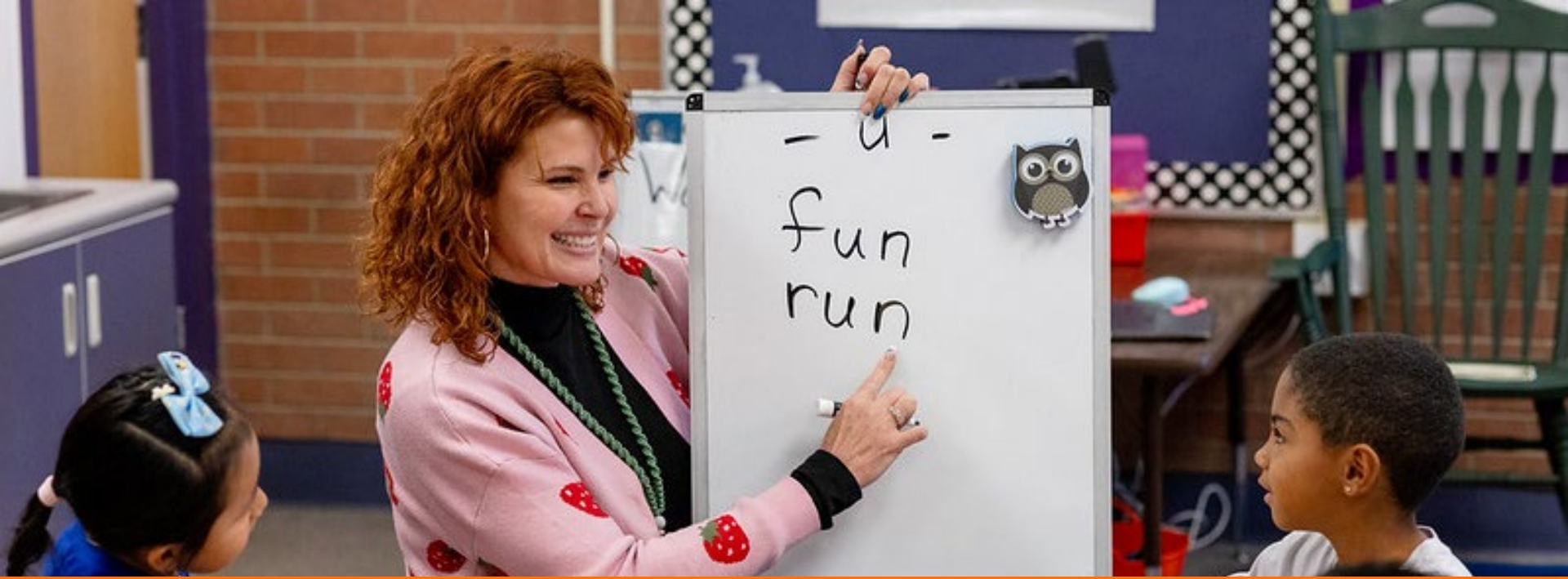
- (No later than) 4/1/2026:
  - 26-27 READ Training File Layout posted to website
  - 26-27 READ Training Website updated with training materials

- 4/14/2026:
  - READ Training Data Collection Training Webinar, 9am-10am
  - READ Training Export Report Updated for 26-27

- 8/6/2026 through 9/3/2026:
  - Weekly presentations at Data Pipeline Town Hall



Questions



Frequently Asked Questions

Question:

Who must complete the READ Act Training?

All K-3rd grade teachers, 4-12 reading interventionists, principals, and administrators, as defined by the READ Act and Rule, are required to complete the evidence-based training in teaching reading.

Language from the READ Act:

(6)(a) By the beginning of the 2021-22 school year and continuing for each school year thereafter, each local education provider that received per-pupil intervention money or a grant through the early literacy grant program in any budget year starting with the 2019-20 budget year shall ensure that each teacher employed to teach kindergarten or any grades one through three successfully completes or has successfully completed evidence-based training in teaching reading. To comply with this subsection (6)(a), a local education provider must submit evidence, as described in subsection (6)(b) of this section, that each teacher employed to teach kindergarten or any of grades one through three has successfully completed evidence-based training in teaching reading….

(6.7) (a) By the beginning of the 2024-25 school year and continuing for each school year thereafter, each local education provider that receives per-pupil intervention money or a grant through the early literacy grant program in any budget year starting with the 2023-24 budget year shall ensure that each reading interventionist employed to teach students in any of grades four through twelve successfully completes or has successfully completed evidence-based training in teaching reading…

13.01(D): By the beginning of the 2024-25 school year and continuing for each school year thereafter, each local education provider that receives per-pupil intervention money or a grant through the early literacy grant program in any budget year starting with the 2023-24 budget year shall ensure that each principal in a school that serves kindergarten or any of grades one through three and each administrator with responsibility that pertains to programs in kindergarten or any of grades one through three successfully completes or has successfully completed evidence-based training designed for school administrators in the science of reading…

Question:

Which K-3 teachers, 4-12 reading interventionists, principals and administrators should take the training per the READ Act?

Definition of teacher, reading interventionist, principal and administrator found in the READ Act Rule:

- **Teacher:** The *professional responsible for the literacy instructio*n of the student(s) and may include the main instructor for a class, an instructional coach, reading interventionist, special education teacher, Title 1 teacher or other personnel who are identified as effective in the teaching of reading.
- **Reading Interventionist:** An individual employed to teach students and whose primary job duties include providing reading intervention to students on READ Act Plans during regular school hours to supplement core academic instruction and who is employed in an of grades K-12.
- **Principal:** Any person who is employed as the chief executive officer of any school in the state that serves kindergarten or any of grades one through three.
- **Administrator:** Any school-based or centrally- or regionally-based employee of an LEP who is responsible for designing, implementing and/or providing professional development on the elementary literacy instructional program for kindergarten or any of grades one through three in any school or LEP in the state, and who is not the principal. This would include an assistant or vice principal of an elementary school. It also includes any employee of the LEP conducting observations of and/or providing coaching to a teacher providing literacy instruction in kindergarten or grades one through three

*CDE is concerned about **job function** rather than job title. CDE does not have the information for job function. That is only information that district leaders have, **therefore the ultimate determination of the breadth of that definition will rest with district leaders**.*

Question:

Are K-12 special education teachers required to complete the READ Act teacher training?

- Yes, K-12 special education teachers are required to complete the READ Act teacher training if they are providing reading intervention to students on READ Plans.

Question:

Are paraprofessionals required to take the READ Act Teacher Training?

- No. Paraprofessionals are not required to complete the READ Act Teacher Training.

Question:

Are long term subs (hired for 2 weeks or more) required to take the READ Act training?

- If a sub is hired for a long-term position (more than 2 weeks) working with K-3rd grade students or as a 4-12 reading interventionist, the sub will need to complete the READ Act teacher training requirements.
- If a sub is hired for a long-term position (more than 2 weeks) working as a principal or administrator supporting grades K-3, then the sub will need to complete the READ Act principal/administrator training requirements.

These subs can sign up for one of the free CDE-provided training options as soon as they are hired.

Question:

Can districts access reports from the Colorado Online Licensing system (COOL) that include information on which staff members have met the READ Act teacher training requirements?

Districts can access reports from the Colorado Online Licensing system (COOL) that include information on which staff members have met the READ Act training requirements.

The READ Act report:

- Based on the most recent HR collection and includes the names of any educator in the district that has obtained the READ Act training designation
- This report also includes the designation code and pathway option the educator selected to meet the READ Act teacher training requirements.

Individual educator search in COOL:

- Districts can do an individual educator search in COOL.
- Individual educator reports show whether the educator has or has not obtained the READ Act teacher training designation.
- This report does not include a designation code, or the pathway selected by the educator to meet the READ Act teacher training requirements.

Question:

Is the expectation that districts share information about the READ Act training with educators (teachers and administrators) or should they attend these webinars?

Educators are more than welcome to attend the READ Act Training Update webinars; however, it is the responsibility of the district to inform them about the READ Act training requirements.

This would include but is not limited to:

- Pathway options available for meeting this requirement
- Deadlines for meeting this requirement
- Submitting documentation to COOL
- District systems for collecting documentation of meeting this requirement

Question:

Do all K-3 teachers, 4-12 reading interventionists, principals and administrators defined by the READ Act and Rule need to complete the training for a district to receive funding?

Yes, all K-3 teachers, 4-12 reading interventionists, principals and administrators as defined by the READ Act and Rule need to complete the READ Act training for a district to receive funding.

- READ Funding will be based on the district submissions to Data Pipeline in August to CDE.



Questions

READ Act Teacher Training Live Office Hours

Topics will include:

- Information about the READ Act training requirements
- Information about pathway options to meet this requirement
- Information on teacher reporting to the Colorado Online Licensing system (COOL)
- Information on district reporting
- Important dates

READ Act Training Office Hours

Scheduled Dates and Times

- May 19, 2026: 3-4 PMMT

Visit the CDE *READ Act Teacher Training* and the *READ Act Principal/Administrator Training* webpages for more information about the READ Act teacher training requirements

Helpful Links

READ Act Main Page:
https://ed.cde.state.co.us/coloradoliteracy

READ Act Teacher Training Webpage:
https://ed.cde.state.co.us/coloradoliteracy/readactteacher-administratortraining/teacher-training

READ Act Principal/Administrator Training Webpage:
READ Act Principal/Administrator Training | CDE (state.co.us)

Submitting Documentation for READ Act Designation:
https://ed.cde.state.co.us/coloradoliteracy/readactteacher-administratortraining/teacher-training#submit

CDE-Approved Professional Development:
https://ed.cde.state.co.us/coloradoliteracy/readact-programming/readactprofessionaldevelopmentevidenceteachertraining

Webinar/Office Hours Information:
https://ed.cde.state.co.us/coloradoliteracy/readactteacher-administratortraining/teacher-training#webinars

READ Act Statute and State Board Rules:
https://ed.cde.state.co.us/coloradoliteracy/readactstatuteandstateboardrules

Long Form Description

The image is a flowchart depicting roles and their relationship to course requirements for impacting instructional decisions in K-3 classrooms. On the left, a cartoon figure with a green cap and holding a question mark represents various educational roles: K-5, K-6, K-8, or K-12 principals, assistant principals, instructional coaches, and ES induction coaches. Arrows point from these roles to a central circle labeled "Must meet course requirements." Further, an arrow from this circle leads to another circle that reads "DEPENDS: Does this role directly impact instructional decisions in the K-3 classroom?" This connects to "Principal Supervisors" with a "YES" arrow, requiring them to meet course requirements. On the right, roles such as central academic officers, superintendents, deans, and regional academic supervisors are linked by arrows to a circle marked "NO," indicating that courses are not required but open to district choice.

