



READ Training Data Collection Guide

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Purpose of the READ Training Guide

About

This guide is designed to help LEPs prepare for the READ Act Training Collection in August of each year. The guide is updated annually to include any changes for the current collection and provides answers to frequently asked questions. A recommended collection process timeline is provided to assist in reporting evidence of completion of the required READ Act trainings in the Fall.

READ Act Statute & Rule

SB 19-199 Colorado READ Act

Training Reporting Requirements

22-7-1210.5. Per-pupil intervention money - uses - distribution - monitoring - repeal.

(3) (a) At the beginning of each budget year, the department shall distribute to a local education provider that meets the requirements specified in subsection (3)(b) of this section the amount of per-pupil intervention money calculated for the local education provider pursuant to subsection (1) of this section for the applicable budget year.

(b) To receive per-pupil intervention money in a budget year, a local education provider must meet the following requirements: ... (II) For the 2022-23 budget year and budget years thereafter, the local education provider must submit evidence that it is in compliance with the teacher training requirements specified in section 22-7-1208 (6); (II.5)

22-7-1208

(6) (a) By the beginning of the 2022-23 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 2019-20 budget year shall ensure that each teacher employed to teach kindergarten or any of 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...To comply with this subsection (6.5)(a), a local education provider shall submit evidence that each principal and administrator described in this subsection

(6.5) (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 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

(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 as described for teachers in subsection (6) of this section. To comply with this subsection (6.7)(a), a local education provider shall submit evidence that each reading interventionist employed to teach students in any of grades four through twelve has passed an end-of-course assessment of learning at the completion of the evidence-based training.

Who to Report

Though specific roles are defined in READ Act statute, the definitions are open ended as they relate to job function. This makes it difficult to provide standardized answers as to who is required to take the training from the state. Local Education Providers (LEPs) should review job functions of their staff and determine if that meets the respective training requirements in statute regarding who is required to take the training.

Determination of the job function must be made locally. LEPs should report anyone who they deem required to take either the K-12 READ Teacher training or the K-3 READ Principal/Admin training per the definitions in the Colorado READ Act and functions of the jobs.

After a district has reported their personnel, the CDE systems attach a record of the training completion to the reported individuals. This way, LEPs do not need to re-report the same individuals in following years.

Recommended Collection Preparation

Statute assigns responsibility for providing evidence of completion of the training to the LEP. The CDE has built systems to serve as a courtesy collection of the training in order to help minimize the time and effort required to submit evidence by LEP personnel. There are some circumstances, however, when the LEP will need to submit EOC for their staff. There are several steps we recommend that LEPs can take on their end to assist with submitting Evidence of Completion (EOC) of the training.

Develop and Maintain an Internal Collection System

Develop an internal system and process for tracking, collecting, storing, and naming the evidence of completion files for all staff who have completed the training requirements, regardless of the grade level they teach or position they hold. When submitting EOC to the CDE, we request that files are named using the following naming convention. If an individual has more than one file for EOC, we ask that you merge the multiple files into one PDF format and use the following naming convention:

Last Name, First Name_EOC

LEPs can ask their staff to use the same protocol for naming their EOC files when submitting their information to the LEP system. This way, one individual will not have to rename multiple files during the collection window.

Ensure that the EOC files you are collecting meet the CDE-approved formats. Screenshots of evidence cannot be accepted. Additionally, there are different types of approved evidence based on the pathway individuals took to obtain their training. CDE-approved forms of EOC by pathway for both trainings can be accessed [here](#).

Ensure the District Data Respondent is Updated and Accurate

This person is the key point of contact for outgoing CDE communication on the process. Additionally, only those approved by the LEP LAM may add and submit information for this collection. LEPs can prevent unnecessary delays in submitting their report by seeing that the individuals responsible for submitting the collection have the access they need.

Access is managed through CDE's Identity Management (IdM) system. There are three roles that can be assigned: the RED-LEA VIEWER role, the RED-LEA USER role, and the RED-LEA APPROVER role. At least one individual in the district must have the RED-LEA APPROVER role, as this role is the only role that can lock the submission for the district.

To update your role, contact your Local Access Manager (LAM) and ask to be assigned to the RED-LEA APPROVER role group in the Identity Management System (IdM). After you've been granted access, you should be able to log onto the platform successfully.

□ Ensure LEP Personnel add their READ Designations in COOL

The Colorado Online Licensing (COOL) system serves as a courtesy collection for the READ Training. When staff apply for a READ Teacher Designation or a READ Admin Designation, they add their own EOC *for* the district. This system syncs overnight with our database and eliminates the need for the LEP to submit EOC on their behalf. This is also the most efficient way to provide evidence of the training and to submit your collection. Because statute language puts the onus on the LEP to submit evidence, the CDE cannot mandate or require individuals to add their designations in COOL. However, LEPs may find it beneficial to require this of their staff to assist in the workload of the collection submission.

It is important to understand that not all staff who have completed the training will be able to add their respective designations using COOL, as there are limitations based on licenses. These circumstances are detailed below.

READ Teacher Training:

Individuals who do not carry any active licenses are unable to apply or add the READ Teacher Designation. Though this situation is rare, it means that LEPs will need to first report these individuals on the READ Training Export Report and then will need to initiate a Manual Review Request.

Principal/Admin Training:

The READ Administrator Training is tied to a specific type of license in COOL. Only individuals who hold the following active, specific licenses are able to add the READ Admin Designation in COOL:

- Principal or Administrator license
- Principal Authorization
- Emergency Authorization with either a Principal or Administrator Endorsement
- Interim Authorization with either Principal or Administrator Endorsement

However, LEPs may have required individuals to have completed the READ Admin/Principal Training who fall outside of the above license perimeters. These individuals should still be reported on the READ Training Export Report and LEPs should then initiate a Manual Review Request so they can receive credit for completing the training.

The Manual Review Request Process is detailed in the respective section of this guide and replaces the process formally known as the Non-Licensed Submission process. It is reserved only for circumstances in which the LEP must submit EOC on behalf of their staff when COOL cannot be used.

□ Create a Communication Plan

For District Data Respondents

Ensure that the persons responsible for determining which of their staff are required to take the trainings are communicating this information to the persons responsible for reporting the data collection. Ensure district data respondents attend or are aware of CDE's Town Hall, Webinars, and Office Hours throughout the year to answer questions, model the process, and to announce important updates and checkpoints leading up to the submission deadline. LEPs may also find it helpful to track any staff required to take the training who are hired after January 1st. These individuals are not considered new for the collection in August and will need to be manually added to the READ Training Export Report.

For Teachers, Principals, and Administrators

Create a communication plan to remind personnel of the upcoming training opportunities and deadlines. LEPs may also need to include information about who is required to take the training based on the function of their position, as determined locally. Guidance and reminders for adding their respective READ Teacher Designation or READ Admin Designation in COOL may also prove helpful, as not all individuals take this final step after completing the training.

□ Set LEP Target Deadlines for the READ Training Collection

The READ Training information provided by LEPs must go through a CDE validation process. As a result, data submissions may have several errors that need to be resolved. This also means that the LEP may find that they need to explore why individuals who were required to complete the training have not done so. Such circumstances can delay the submission process, resulting in delayed or negatively impacted READ Act funding disbursement. While the CDE provides some target deadlines in August for the collection, we recommend that districts set timelines earlier in August for their staff to ensure that the persons reporting the data have ample time to resolve any submission errors or determine next steps for individuals who were required to have the training completed. Below are general dates that are important to the collection each year.

June 1st: New Teacher Hire Date

Any individuals who change grades and are now required to take the training and/or individuals who are hired after June 1st of the current year are considered “new”. If they have not been coded as such in a prior year, the LEP may code them as new, giving them a year to complete their respective training.

August 1st: READ Training Collection Opens/Deadline for Training to be Completed by

August 15th: Deadline for staff to add their designation in COOL/Submit their EOC

August 30th: Deadline for LEPs to submit their error free data

LEPs may find it is helpful to submit their data in early or mid-August to allow time to resolve errors and successfully submit by the August 30th deadline.

READ Training Export Report

Why Pull this Report?

This report provides LEPs with a baseline file to use as a starting point for the READ Training Collection data report. The report is pulled from the **prior year's HR file**, and **it will need customized before submitting** for the current school year READ Training collection.

How to Pull the Report in Cognos

1. Sign in to Cognos
2. Click on Cognos in the left-hand menu
3. Click on READ in the left-hand menu
4. Scroll and click on READ Training Export Report
5. Select the **upcoming/current school year** and your LEP from the drop-down menus
6. Go to the bottom left navigation bar and click on 'Finish'
7. To export your report, go to the top blue band where there is an icon of a circle with a triangle.
8. Click on the carrot and select "Run Excel Data". This will start an automatic download for you to save.
9. Rename the file, ensuring you remove any spaces. We suggest putting the current date in the title, so if you have to revise your report you know you are working from the most recent copy.

Preparing the Report for Submission

CUSTOMIZING the READ Teacher Training Export Report. Districts will need to:

Add any new staff hired after June 1st of the current year who are required to take the training.

Add any staff who may have changed into a position that requires the READ Teacher training, such as a 5th grade teacher moving to 3rd grade.

Add any 4-12 reading interventionists and other staff who are required to take the Teacher training.

Add any permanent substitutes, special educators, non-licensed staff, and/or additional staff who are required to take the Teacher training as determined by the function of their positions.

Add K-3 administrators, principals, and others required to take the Principal/Admin training as determined by licenses and the function of their position(s).

Add any staff required who took the READ Principal/Admin training, regardless of their license.

Remove any individuals who appeared on the export who are not required to take either training based on their position and statute definition.

Remove any teachers who are currently no longer working for your district.

DO NOT SUBMIT THIS FILE WITHOUT MAKING APPLICABLE CHANGES.

Data Entry Considerations

Blank Column 'I' Teacher Status Code or Column 'K' Admin Status Code Fields

This report provides LEPs with a list of staff who have completed the training and a list of staff for whom the CDE has no record of the training being completed. **No record of training is indicated by the blank fields in columns I or K** of this report. If the I or K field is blank, LEPs need to follow up with to determine their next steps.

There are several reasons as to why an individual has a blank field in the READ training status column. Some of the people with blank fields may have completed the training, but they did not add their information and the designation in COOL. Others may not have an active license or the correct license (Principal/Admin training only) to add a designation in COOL. The field will be blank for individuals who were reported as new in the previous year's collection and for those who were given a one year State Board Approved Good Cause Extension. Districts need to report these individuals this current year.

Completed Column 'I' Teacher Status Code or Column 'K' Admin Status Code Fields

If there is a number 10 in either the Teacher Status or the Admin Status code fields, it means that the CDE already has evidence of completion of the required training, but the LEP still needs to report them. Some staff may have a number in both columns, indicating the CDE has record of them completing both trainings. For those who only have record of one training, you will need to fill in the empty status code with two zeros "00", indicating they did not need to take that particular training or fill in the empty status code with a different status code if they were required to take the other training as well.

Ensure all data aligns with the correct column headers

Several submission errors can be avoided by ensuring that the data you input into the report matches the column headers. For example, ensure last names and first names are not transposed from being copied from another source. Ensure the correct EDIDs, date of birth formats, and other personally identifiable information is included. The only columns that do not need data are columns J and L, unless the LEP has reported a Status code 13 for those individuals.

Remove spaces from the name of the saved document

You must remove spaces from the name of the document before submitting.

Status Code Scenarios

With statute expanding the READ training requirement to administrators and principals, there is a new status code field. You will notice there is now a column for the READ Admin Status as well as the READ Teacher Status.

The status code definitions are the same for each field. As you report individuals, you will need to fill in the appropriate status code for each column. In the event that either of the training is not applicable for that

individual, a status code of '00' must be filled in. The code '00' indicates that that specific training does not apply to the individual and must be used instead of leaving the field blank.

Reporting Scenarios

Scenario 1: Principal/Administrator who completed both trainings

A principal took the READ Admin training *and* previously completed the READ Teacher training. You may see a status code 10 in the READ Teacher Status and will need to fill in a status code 10 in the READ Admin training.

Scenario 2: Principal/Administrator who took the READ Admin Training, but never took the READ Teacher Training

A principal or an administrator took the READ Admin training and never took the READ Teacher training. In this situation, you would fill in the READ Teacher status with a '00' and the READ Admin status with a '10'.

Scenario 3: K-3 teacher or 4-12 reading teacher who took the READ Teacher training, but never took the READ Admin Training

A teacher or interventionist completed the READ Teacher training and is not required to complete the READ Admin training. In this situation, you would assign a status code '10' in the READ Teacher Status column and a '00' in the READ Admin Status column.

Scenario 4: Reporting teachers, principals, or administrators who were required to have the training complete, but did not do so at the time of reporting

You will need to determine why these individuals did not complete the training and how the LEP will be addressing this issue.

If any of these individuals were hired or moved into a position after June 1st of the current year, you can use the status code 12, indicating they are considered new and have until August 1st the next year to complete the training.

Similarly, you may have a teacher who has completed the READ Teacher training but who is not required to complete the READ Admin training. In this situation, you would assign a status code '10' in the READ Teacher Status column and a '00' in the READ Admin status column.

If these individuals are not considered new and missed the training deadline, you must determine if your LEP will request a one-year Good Cause Extension (GCE) and use a status code '13'. You must also select a narrative code from the dropdown column for every status code 13 reported. Any districts reporting a Status Code 13 will be brought to the State Board of Education (SBE) to approve or deny the request for a one year GCE. This includes requests for both the READ Teacher training and the READ Admin training. READ Funding is not guaranteed when reporting Status Code 13 and is subject to SBE approval.

Note that any staff who were coded with a status code 13 (GCE) in the previous year must have their training complete by August 1st. This includes situations in which the staff worked for a different district. LEPs must

determine the next course of action for individuals who failed to have the training completed by the required date and who are not eligible for second GCE.

Common Error Codes After Submission

There are many reasons business rules may fire an error on your submitted report. Understanding why these errors are occurring and your next steps in resolving them are an important part of this data collection process. Below are some of the more common errors and possible solutions for resolving and resubmitting.

Error TR026: *The CDE has no record that this educator has completed the READ Teacher training. Please confirm with the staff members that they've acquired the READ training and submit their EOC accordingly.*

TR026 Solution: Ensure PII information is correct for this individual. Confirm with the individual they have taken the training and have applied for their respective designation in COOL. If they are unable to add their designation in COOL due to licensure issues (no license or not the specific principal/admin licenses), resolve all other errors on your file before initiating a Manual Review Request with the CDE.

Error TR028: *CDE has information indicating this educator completed the training. Please change the READ training status code to 10.*

TR028 Solution: Change the status code you provided to a status code 10 as the CDE already has evidence of the training having been completed. You still need to report this individual, so do not delete them from your report.

Error TR035: *The CDE has no record that this individual added the READ **Admin** Designation in COOL or that they have completed the READ Admin Training.*

TR035 Solution: Determine if this individual holds one of the correct licenses that enables them to add the READ Admin designation in COOL. If yes, ask them to add the READ Admin designation in COOL. If they do not have the correct license but have completed the training, collect their EOC and initiate a Manual Review Request with the CDE.

Error TR029: *This educator was reported in a prior year as completing the teacher training. Please remove this educator from the file.*

TR029 Solution: Delete the entire row for this individual. You do not need to re-report them.

Error TR030: *This educator was reported in a prior year with a READ teacher training status code of 13. READ teacher training status of 13 is not valid in the current year and educator must complete the training.*

TR030 Solution: Even if this individual worked in another district when granted a Good Cause Extension in the prior year, they may not request a second Good Cause Extension. Consult with the appropriate LEP personnel, such as the superintendent, to determine the next steps.

Error TR031: *An educator reported with a teacher training status code of 13 must also have a valid value for the Teacher Training Not Complete Status Code field.*

TR031 Solution: This error fires if you have neglected to enter a valid value in the READ Teacher Training Not Complete Status Code field. Enter an appropriate code in the respective field and resubmit.

Manual Review Request Process

The Manual Review Request Process is an LEP-initiated process in which the LEP must submit CDE- approved evidence of completion on the behalf of individuals if they are unable to do so on their own through COOL. This process serves as a secondary back-up for reporting and should only be used in the event an LEP has unresolved TR026 or TR035 errors that could not be solved by individuals adding their designation in COOL or as directed by CDE data collection staff.

The link for uploading the LEP-provided EOC must be requested by the LEP when all other errors on the READ Training Export report have been resolved. The CDE cannot begin the manual review process if the READ Training Export report contains other unresolved errors. The Manual Review request replaces the Non-Licensed request process and now incorporates multiple reasons an LEP may need to submit.

Manual Review Request Overview

1. Report all individuals on the READ Training Export Report. This includes your non-licensed staff members who do not hold any type of license but who are required to take the training. It also includes your staff members who are required to take the READ Admin training, but whom of which **do not** have the type of license that allows them to add the READ Admin designation in COOL. These individuals' personally identifiable information is collected using the READ Training Export Report, and they must be listed on the report, even though you can expect an error to fire.
2. Resolve all errors on your READ Training Export Report that are not related to the above circumstance. Before initiating the Manual Review Request, you should ensure the only errors left are TR026 and TR035 errors that cannot be resolved by the individual adding their designation in COOL.
3. Send an email to READActData@cde.state.co.us with **Manual Review Request – District Name and Code** in the subject, i.e. *Manual Review Request Arapahoe 0980*
4. The CDE data team will first confirm all errors other than TR026 and TR035 errors related to COOL licensure conflicts have been resolved. The team will send a link for you to complete a Smartsheet Form in which you will need to add your Evidence of Completion files for each error line on your READ Training Export Report. You will be able to upload up to 10 individual files. The files must be 30 MB or

less. If you have more than 10 files to upload, you will need to submit a second form using the same link.

5. Once the manual data review has been completed by CDE staff, you will receive a follow-up email that informs you that the EOC has been manually validated and that the errors have been “ignored”. **After you received this email, you will need to submit and finalize your report in Data Pipeline.**

The CDE cannot conduct manual reviews for individuals who are able to add their designation in COOL but have not done so. Please encourage your staff to add their designations in COOL. This is the most effective and efficient way to complete your collection. The turnaround time for a Manual Review is dependent on the volume we receive. Reviews are completed in the order of which we receive them. Please allow up to 4 weeks before hearing back from the Manual Review process.

Manual Review Request Workflow

Prepare READ Training Export Report File Upload

- Confirm all staff the LEP will be submitting EOC to the CDE for the Manual Report are **unable** to add their respective designation due to a license issue.
 - For the READ Teacher Designation, this means they do not have **any** type of license in COOL.
 - For the READ Admin Designation, it means they **do not** have one of the following licenses:
 - Principal or administrator license
 - Principal authorization
 - Emergency authorization with either a principal or administrator endorsement
 - Interim authorization with either endorsement
- Enter these individuals names on the READ Training Export Report file upload and code them with either a Status Code 10, 12, or 13 based on their situation.

Submit the File Layout in Data Pipeline and Clear all Non-Related Errors

- An TR026 Error will trigger for any individuals reported who completed the READ Teacher training, but for whom the CDE does not have a record of. An TR035 Error will trigger for any individuals reported who completed the READ Admin training, but for whom the CDE does not have a record of. These errors will include those who are unable to add designations in COOL.

Initiate a Manual Review Request

- Send an email to request a Manual Review to READActData@cde.state.co.us with your LEP Name and Code in the Subject Line and Manual Review Request: *Manual Review Request District Name District Code*
- Look for a reply email with a link to a SmartSheet Form. Add your information and upload your EoC files in the upload field.
- File sizes must be 30 MB or smaller. Ten files is the maximum amount that can be added per submission.

Check Back to Submit and Lock your Data File

- When your manual review has been completed, the CDE Data team will send a confirmation email.
- Go back into Data Pipeline and lock your data. You will see the errors, but they have been overridden by CDE staff and you will be able to lock.

READ Training Collection Recommended Timeline

Ongoing

- Collect CDE-Approved forms of EOC for all staff, ensuring files are named: Last,First_EOC
- Communicate READ Training opportunities and who the LEP determines is required to take the respective trainings in accordance with job function and statute definitions.
- Encourage all staff to add their respective designations in COOL as soon as possible after completing the READ Training.
- Track this information for the READ Training Collection in the August.
- Confirm status of READ Training completion for new hires whom of which the READ Training applies to.



May – July

- Confirm that the correct individual is assigned to the RED LEA APPROVER role in IdM and provide applicable training
- Remind staff of the August 1st deadline to have their respective READ Trainings complete and of uploading their EOC into COOL.



August 1 – August 31

- Pull the READ Training Export Report from Data Pipeline and edit accordingly.
- Upload the edited READ Training Export Report (READ Training File Layout) back into Data Pipeline and submit.
- Allow approximately 2 weeks to resolve reporting errors and to reach out to individuals for more information on their training, if needed.
- Submit and lock your **error-free** READ Training report before the last business day of August.

Helpful Links & Resources

The READ Data Collection webpages contain helpful resources and links to frequently asked questions, along with links to register for our upcoming READ Training Data Collection webinars and recordings of past webinars.

[READ Data Collection Website](#)

[Data Pipeline Log In](#)

[READ Act Training Office Hours & Webinars](#)

[READ Act Teacher & Administrator Training Information](#)

[SB 19-199 \(Colorado READ Act\)](#)

[Data Pipeline User Manual \(for those new to Data Pipeline\)](#)

Email us at: ReadActData@cde.state.co.us