

Use of Per Pupil Intervention Funds

READ Act



Background

The purpose of this document is to provide Colorado school district leaders with information on allowable uses of per-pupil intervention moneys distributed as part of the Colorado Reading to Ensure Academic Development (READ) Act.

In 2012, the Early Literacy Fund was created as part of the Colorado READ Act to support both state and local implementation efforts. Each year, approximately \$38 million is appropriated to the fund. Of the total appropriation, nearly \$33 million is distributed directly to Local Education Providers (LEPs) to support intervention services for K-3 students identified as having a significant reading deficiency.

A significant reading deficiency is determined based on the individual student's level of risk for reading development. All K-3 students are administered one of the State Board of Education approved interim reading assessments at the beginning and end of the year per statute and State Board of Education Rules. Student data is reported in the READ Collection via CDE's Data Pipeline each spring. Students scoring below the cut point for risk on one of the approved interim reading assessments are designated as having a significant reading deficiency.

Each summer following the close of the READ Collection, the per-pupil intervention moneys are calculated based on the data submitted and distributed to LEPs according to the statutorily authorized formula. These funds are to be used in support of intervention services provided to students identified under the READ Act as having a significant reading deficiency. The intervention services provided to these students are to be documented in each student's individual READ plan and reported to the Department annually through the READ collection.

Additionally, statute requires LEPs to provide to the Department for informational purposes an explanation of the manner in which it will use the moneys in the coming budget year. Services provided under the category of "other targeted, scientifically based or evidence-based intervention" must be reviewed by the Department to ensure alignment to statute prior to moneys being distributed.

Use of Per-Pupil Intervention Funds

Per-pupil intervention moneys may only be used for the authorized intervention services outlined in statute for students identified as having a significant reading deficiency: (1) providing full-day kindergarten; (2) purchasing tutoring services in reading; (3) providing other targeted, scientifically- or evidence-based intervention services (including but not limited to those identified in the READ program advisory list); or (4) operating a summer school literacy program. Specifically, any purchase of instructional materials with per-pupil funds must meet the definition of scientifically based or evidence-based reading research according to stat. For each of the intervention service options, examples of allowable versus non-allowable provided in Table 1. The table is intended to provide illustrations of the services and is not

Authorized Uses for Per-Pupil Intervention Moneys

Per statute, a Local Education Provider may use per-pupil intervention moneys only as follows:

- To provide full-day kindergarten services to students enrolled;
- To operate a summer school literacy program as described in section 22-7-1212;
- To purchase tutoring services in reading for students with significant reading deficiencies;
- To purchase from a board of cooperative services the services of a literacy specialists to provide educator professional development (small rural schools only); and
- To provide other targeted, scientifically based or evidence-based intervention services to students with significant reading deficiencies, which services are approved by the department.



intended to be an exhaustive list. For further clarification on use of funds, please contact Whitney Westgaard Hutton at Westgaard_W@cde.state.co.us.

Table 1: Examples of Allowable vs. Non-Allowable Use of READ Act Per-Pupil Intervention Funds

Intervention	Examples of Allowable Use of Funds	Examples of Non-Allowable Use of Funds
Full-day Kindergarten	Reading intervention programming and materials, teacher salaries for extended day, transportation costs for eligible students	General classroom supplies and materials, transportation for all kindergarten students, library books, teacher professional development
Purchased Tutoring Services	Contracted services for tutoring, instructional materials to support tutoring in reading	
Summer School Literacy Program	Reading intervention programming and materials, teacher salaries for summer school contract, transportation costs for eligible students	General classroom supplies and materials, transportation for all students, non-reading intervention materials, teacher professional development
Other targeted interventions approved by the Department	Reading intervention programming and materials, salaries for staff providing intervention services outside the classroom, diagnostic assessments	General classroom supplies and materials, teacher professional development, non-evidence based or scientifically based instructional programming
Literacy Specialist (small rural schools only)	Contracted services of Literacy Specialist	

Statutory Definitions

"**Evidence based**" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students' reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension.

"**Per-pupil intervention moneys**" means the moneys calculated and distributed to local education providers pursuant to section 22-7-1210 (5).

"**Reading to ensure academic development plan**" or "**READ plan**" means an intervention plan created pursuant to section 22-7-1206 to remediate a student's significant reading deficiency.

"**Scientifically based**" means that the instruction or item described is based on research that applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties.

"**Significant reading deficiency**" means that a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the state board pursuant to section 22-7-1209 for the student's grade level.

Where can I learn more?

- Bulleted list of additional resources
- Bulleted list of additional resources
- [View all CDE fact sheets: www.cde.state.co.us/communications/factsheetsandfaqs](http://www.cde.state.co.us/communications/factsheetsandfaqs)