2023-2024 READ Act Budget Submission

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COLORADO
Department of Education

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Print Application

0020 - ADAMS 12 FIVE STAR SCHOOLS

READ Funding Allocations

Prior Year Funding Allocation and Carryover

READ Funding allocated from the 2022-2023 School Year

Please use your FY2022-2023 allocation amount to project your budget amounts for FY2023-2024.

Allocation: **$1,277,775**

Prior Year Carryover:

If applicable, please enter the amount of READ funds from the 2022-2023 school year that your LEP plans to use in the 2023-2024 school year.

NOTE: An LEP may retain up to fifteen percent of the amount of per-pupil intervention money it received in a budget year in the next budget year.

$	21487.77	.00

Total Funds Available: **$1,299,263**

Accept or Decline Funding

Accept or Decline 2023-2024 READ Funding

☑ We **accept** FY2023-2024 READ Act Funding

☐ We **decline** FY2023-2024 READ Act Funding *

LEP Budget Explanation

Instructions: Select the ways in which you plan to use READ Act funds in the upcoming budget year. For each question, if Yes is selected, a narrative box will populate which must be completed. In order to submit your budget, all assurances must be reviewed and agreed upon, all boxes must be checked and all narratives must be complete.

In using the per-pupil intervention money distributed pursuant to the READ Act, each LEP shall ensure that some type of intervention, as described in the allowable activities below, is available to each student who is identified as having a significant reading deficiency (SRD) and who is enrolled in kindergarten through third grade in a school operated by the LEP.

> **Note:** At least one "YES" response is required on this page. Most Yes responses also require a narrative description.

Questions and Assurances

READ Act funds will be used to operate a Summer School Literacy Program

☐ Yes   ☑ No

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

    a. identified problem(s) based on READ Act-relevant data;
    b. details of the planned allowable activity(ies) including name program(s);
    c. expected outcomes and/or goals

Narrative should not exceed 250 words.

[   ]

☐ The summer school literacy program services only students enrolled in K-3 who have an SRD or students below grade level if space is available

☐ The summer school literacy program will use scientifically based or evidence based instructional programming in reading that:
  - Has been proven to accelerate student reading progress and;
  - Provides explicit and systematic skill development in phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension and;
  - Includes scientifically based and reliable assessments and;
  - Provides initial and ongoing analysis of student progress in attaining reading competency

READ Act funds will be used to purchase a core reading instructional program that is included on the Advisory List of instructional programming in reading

☐ Yes   ☑ No

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

a. identified problem(s) based on READ Act-relevant data;
b. details of the planned allowable activity(ies) including name program(s);
c. expected outcomes and/or goals

Narrative should not exceed 250 words.

[   ]

READ Act funds will be used to purchase a supplemental instructional program that is included on the Advisory List of instructional programming in reading

☐ Yes   ☐ No

READ Act funds will be used to purchase tutoring services focused on increasing students' foundational reading skills

☐ Yes   ☑ No

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

a. identified problem(s) based on READ Act-relevant data;
b. details of the planned allowable activity(ies) including name program(s);
c. expected outcomes and/or goals

Narrative should not exceed 250 words.

[   ]

☐ The tutoring service is focused on increasing students' foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension for students who receive instructional services pursuant to READ plans

READ Act funds will be used to purchase from a BOCES the services of a reading specialist or reading interventionist who is trained in the science of reading and in teaching the foundational reading skills

☐ Yes   ☑ No

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

   a. identified problem(s) based on READ Act-relevant data;
   b. details of the planned allowable activity(ies) including name program(s);
   c. expected outcomes and/or goals

Narrative should not exceed 250 words.

READ Act funds will be used to provide other targeted, evidence-based or scientifically based intervention services to students who are receiving instructional services, which services are approved by the department

☑ Yes   ☐ No

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

   a. identified problem(s) based on READ Act-relevant data;
   b. details of the planned allowable activity(ies) including name program(s);
   c. expected outcomes and/or goals

Narrative should not exceed 250 words.

A. The youngest students identified as being most at risk for a significant reading deficiency need targeted intervention as early as possible. Data from mCLASS D8 and oral reading fluency from Benchmark Advance 2022 will be used to determine the earliest point of struggle for students. B. Reading Interventionists, trained in LETRS 1-8, will provide targeted intervention to students meeting the above criteria. Interventionists will follow the scope and sequence congruent to Benchmark Advance 22 and use aligned and relevant materials and resources (i.e. Benchmark Decodable Fluency Builders, instructional routines for foundational skills etc.) as well. Interventionists will also integrate other professional learning they have acquired, aligned to reading science (i.e. Orton-Gillingham Yoshimoto, Keys to Literacy, Building a Strong Foundation: Developing Early Literacy Skills, etc.) based on the needs of the students. Interventionists will be working in cohorts aligned to their years of experience and LETRS training. Each cohort will meet monthly (3 hours) for professional learning and to review student progress. Additionally, each cohort will participate in a monthly Learning Labs where they will deepen their understanding of reading intervention through peer observation and feedback. C. Our overall goal is to reduce the number of students identified as needing a READ Plan by Spring, 2023 and increase the number of students meeting the overall minimum grade level reading competencies outlined in the READ Act. We also hope that reading interventionists become more confident and skilled in their planning and instruction aligned to student needs.

READ funds will be used to hire a reading interventionist to provide services which are approved by the department

☑ Yes ☐ No

READ Act funds will be used to provide technology, including software, which is included on the Advisory List of instructional programming in reading and supporting technologies which may include providing professional development in the effective use of the technology or software

☐ Yes ☑ No

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

    a. identified problem(s) based on READ Act-relevant data;
    b. details of the planned allowable activity(ies) including name program(s);
    c. expected outcomes and/or goals

Narrative should not exceed 250 words.

READ Act funds will be used to provide professional development programming to support educators in teaching reading. Professional development programming may include hiring a reading coach who is trained in teaching the foundational reading skills to provide job-embedded, ongoing professional development

☑ Yes ☐ No

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

    a. identified problem(s) based on READ Act-relevant data;
    b. details of the planned allowable activity(ies) including name program(s);
    c. expected outcomes and/or goals

Narrative should not exceed 250 words.

> A. The youngest students identified as being most at risk for a significant reading deficiency need targeted intervention as early as possible. Data from mCLASS D8 and oral reading fluency from Benchmark Advance 2022 will be used to determine the earliest point of struggle for students. B. Reading Interventionists, trained in LETRS 1-8, will provide targeted intervention to students meeting the above criteria. They will follow the scope and sequence from the core resource (Benchmark Advance 22) and use aligned and relevant materials and resources (i.e. Benchmark Decodable Fluency Builders, instructional routines for foundational skills etc.) as well. Interventionists will also integrate other professional learning they

have acquired, aligned to reading science (i.e. Orton-Gillingham Yoshimoto, Keys to Literacy, Building a Strong Foundation: Developing Early Literacy Skills, etc.) based on the needs of the students. C. Our goals are to reduce the number of students identified as needing a READ Plan by Spring, 2023 and increase the number of students meeting the overall minimum grade level reading competencies outlined in the READ Act. Adams 12 plans to allocate money for newly hired interventionists to take the LETRS course (either 1-4 and/or 5-8 from the approved list of professional development programming) and subsequently apply their learning to provide scientific and research based reading intervention to students in kindergarten-third grade identified as having a significant reading difficulty. Interventionists will participate in the online LETRS training course and meet bi-monthly with a facilitator to discuss their learning and student progress. As a result, we expect reading interventionists to become more confident and competent in providing targeted intervention for students that is aligned to reading science. We also expect students to make growth that is similar to or exceeds that of their peers not receiving intervention, in their overall reading competencies. We expect this to reduce the number of students identified as having a significant reading deficiency by Spring, 2024.

Are there district authorized charter schools in your district who have refused READ Act funds in the 2022-2023 school year?

☐ Yes   ☑ No

Are there district authorized charter schools in your district who will refuse READ Act funds in the 2023-2024 school year?

☐ Yes   ☑ No

Does the district have a system that ensures district authorized charter schools do not receive READ Act Funds?

☐ Yes   ☑ No

If *YES*, please provide a narrative explanation with the following details:

- The system in place to ensure district authorized charter schools do not receive READ Act funds.
- The names of each charter school declining READ Act Funds.

Note: At least one "YES" response is required on this page. Most Yes responses also require a narrative description.

Budget Details

Budget Request

Using the "Add Allowable Activities" button below, create a budget request.

For each allowable activity in the budget:

- Select each allowable activity your LEP plans to use READ Act funds for in the upcoming budget year. Ensure that each allowable activity is aligned with the allowable uses of READ funds as required in statute.
- Select each of the instructional program(s) from the drop-down list provided that your LEP plans to use in the upcoming budget year. If an instructional program is not listed, please provide the name of the instructional program(s) in the "other" box
- Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.
- Ensure that budgeted costs are clearly tied to the allowable activity and are calculated with detail in the "description of activity" field.

ID Ref	Allowable Activity	Instructional Program	Program Code	Object Code	Salary Position	FTE	Description of Activity	Requested Amount
663	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	9.50	Reading Interventionists, avg salary of $91823.05/person.	$838,533.00
664	PD Programming		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Reading Interventionists, avg benefits of $25,820/person	$243,699.00
677	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			Professional Development LETRS training for all new reading interventionists.	$4,389.00
678	Core Reading	Open Court Reading (2016) (Core Program)	Instructional Program (0010-2000)	0600 Supplies			Charter Allocation-Westgate. Open Court Core Reading curriculum for classrooms.	$19,881.21
679	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			Charter Allocation-Prospect Ridge. CKLA materials for classrooms	$16,119.00
680	Core Reading	Benchmark Workshop (2021) (Core Program)	Instructional Program (0010-2000)	0600 Supplies			Charter Allocation-Stargate. Benchmark workshop materials for classrooms.	$3,223.98
1067							Carryover	$173,417.44

	Allocation:	$1,299,262.63	
	Budgeted Amount:	$1,299,262.63	
	Funds Remaining:	$0.00	

Budget Summary

Budget Program Totals

Object Codes	Total
	$173,417.44
Budget Program Total:	**$173,417.44**

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	$838,533.00
0200 Employee Benefits	$243,699.00
0300 Purchased Professional & Technical Services	$16,119.00
0600 Supplies	$23,105.19
Budget Program Total:	**$1,121,456.19**

Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)

Object Codes	Total
0300 Purchased Professional & Technical Services	$4,389.00
Budget Program Total:	**$4,389.00**

Allowable Activity Totals

Activity	Total
	$173,417.44
Core Reading	$39,224.19
PD Programming	$1,086,621.00

READ Budget Totals

Allocation:	$1,299,262.63
Budgeted Amount:	$1,299,262.63
Funds Remaining:	**$0.00**