



COLORADO
Department of Education

2023-2024 READ Act Budget Submission

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Print Application

0140 - LITTLETON 6

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: **\$198,275**

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.

\$

13364

.00

Total Funds Available: **\$211,639**

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.

The READ Act funds will be used to purchase CDE approved student materials from our CORE reading instructional program Super Kids and Into Reading to support targeted instruction to students who are falling below proficiency in their reading skills. These student materials will provide literacy teachers another opportunity to support the literacy development of our K-3 students. The Heggerty Phonemic Awareness Curriculum will also be purchased for use in every K-2 classroom to provide consistent and proven phonemic instruction to every learner in our classrooms. Each charter school, Littleton Academy and Littleton Preparatory, will use their funding to purchase student materials for their core or supplemental instructional programs.

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.

Our 13 literacy specialists are trained reading interventionists who support our students who have indicated through test scores, teacher observation, or other body of evidence that they need additional literacy support. During the 2022-2023 school year, the literacy specialists began to use the state approved intervention resources from Really Great Reading (Countdown, Blast, and HD Word) to students receiving Tier 2 instruction during the 2022-2023 school year. The district will use READ monies to purchase the online resources for the students to use in their Tier 2 instructional time.

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.

Littleton Public Schools will maintain the employment of a reading coach who will provide coaching and professional development support to our elementary literacy teachers in the best practices of the science of reading. The reading coach will meet with teacher groups on a regular basis to coach and train them in the best practices for science based literacy instruction using the Superkids, HMH Into Reading, and the Heggerty Phonemic Awareness Curriculum. All of these instructional resources are approved for K-3 Literacy instruction by the Colorado Department of Education. Additionally, the reading coach is a trained facilitator for Language Essentials for Teachers of Reading and Spelling (LETR) who will team with the Coordinator of

Curriculum to provide ongoing LETRS training to the our educators. The reading coach will also facilitate the work of the 13 literacy specialists who provide the Tier 2 and Tier 3 literacy instruction in the LPS elementary schools. By employing a reading coach, elementary teachers will be better able to instruct our striving readers and moving them towards reading proficiency.

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
651	PD Programming	The Superkids Reading Program (2017) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	218 Instructional Coach	1.00	The district will hire a licensed reading coach who will provide ongoing coaching and training to K-3 teachers in the best science based reading instruction.	\$99,103.36
652	PD Programming	The Superkids Reading Program (2017) (Core Program)	Instructional Program (0010-2000)	0200 Employee Benefits	218 Instructional Coach	0.00	The district will hire a licensed reading coach who will provide ongoing coaching and training to K-3 teachers in the best science based reading instruction.	\$22,880.95
654	Other Services	Blast (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			LPS will continue to support the work of literacy specialists in Tier 2 intervention and purchase the online components for the Blast intervention program.	\$5,150.00
655	Other Services	HD Word, First Edition (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			LPS will continue to support the work of literacy specialists in Tier 2 intervention and purchase the online components for the HD Word intervention program.	\$950.00

Budget Summary

Budget Program Totals	
Instructional Program (0010-2000)	
Object Codes	Total
0100 Salaries	\$99,103.36
0200 Employee Benefits	\$22,880.95
0600 Supplies	\$73,135.50
0650 Electronic Media Materials	\$9,469.60
Budget Program Total:	\$204,589.41
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	
Object Codes	Total
0650 Electronic Media Materials	\$7,050.00
Budget Program Total:	\$7,050.00

Allowable Activity Totals	
Activity	Total
Core Reading	\$73,135.50
Other Services	\$16,519.60
PD Programming	\$121,984.31

READ Budget Totals	
Allocation:	\$211,639.41
Budgeted Amount:	\$211,639.41
Funds Remaining:	\$0.00

Technical Assistance: Submit questions or requests for technical assistance to readactdata@cde.state.co.us
(<mailto:readactdata@cde.state.co.us>)

View more information and resources on the READ Act website. (<http://www.cde.state.co.us/coloradoliteracy/read-budget-submissions>)