



COLORADO
Department of Education

2023-2024 READ Act Budget Submission

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Print Application

0470 - ST VRain VALLEY RE 1J

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: **\$739,906**

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.

\$

120033.82

.00

Total Funds Available: **\$859,940**

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.

Approximately 35% of K-3 students are reading below grade level as measured by i-READY Reading. This represents 2100 K-3 students in our system with active READ plans. For the last 4 years we have implemented a READ Act supported summer literacy program called Project Launch. Project Launch is a 4 week, full day program in June. Students receive 45 minutes per day Orton-Gillingham based structured literacy intervention (as determined by results on the (Beginning and Advanced Diagnostic Decoding Survey) followed by another 45 minutes of skills and reading fluency application using decodable and other text. Additionally, students receive another 90 minutes of instruction developing academic language and vocabulary in science and social studies in the upcoming school year. By design, teachers will frontload key vocabulary and develop student background knowledge so that they can more easily grasp informational text in the upcoming grade. Students will access additional activity time in art, music and physical education where they will activity develop their oral language. Our goal is to increase reading achievement so that more students are performing at grade

level. Past years have demonstrated statistically significant growth in whole words read, correct letter sounds, and phonemic segmentation fluency. Also, in a matched study, students that attended Project Launch for 14 days outperformed their like peers that did not attend Project Launch as measured by i-Ready Reading assessments.

- ☒ 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.

Approximately 35% of K-3 students are reading below grade level as measured by i-READY Reading. This represents 2100 K-3 students in our system with active READ plans. We will use funds to pay St. Vrain reading specialists to provide direct tutoring services in Orton-Gillingham and/or Texas Scottish Rite Hospital for Children- Take Flight. Our goal is to increase reading achievement so that more students are performing at grade level. We anticipate that students receiving 30-45 minutes of intervention for a minimum of 3 days per week should gain 1 year of reading achievement growth as measured by i-Ready.

☒ 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.

Approximately 35% of K-3 students are reading below grade level as measured by i-READY Reading. We are using READ Act funds to provide Orton-Gillingham, and Take Flight intervention approaches which are approved by the department. Students receiving this direct intervention support using these for a minimum of 30 minutes per session, 3 sessions per week should expect to make 1.25 year's growth in literacy as measured by DIBELS8.

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.

Approximately 35% of K-3 students are reading below grade level as measured by i-READY Reading. This represents 2100 K-3 students in our system. We will purchase licenses for Lexia - Core 5 Reading and Curriculum Associates - iReady for students across our district. Identified students with SRD will use these instructional programs for 30-45 minutes at least 3 times per week. We anticipate that students receiving 30-45 minutes of intervention for a minimum of 3 days per week should gain 1 year of reading achievement growth as measured by i-Ready. Each elementary school will receive a certain number of Lexia Core 5 Reading Licenses depending upon the number of students identified with SRD's in Kindergarten. Additionally, iReady Instruction licenses will be purchased for each elementary school depending on the number of students with SRD in grades 1-3. We anticipate that students receiving 30-45 minutes of intervention for a minimum of 3 days per week should gain 1.25 years of reading achievement growth as measured by i-Ready.

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.

Approximately 35% of K-3 students are reading below grade level as measured by i-READY Reading. We need ongoing training in evidence based reading strategies for our teachers. We will use READ Act funds to hire a Instructional Coach who is a Reading Specialist, Certified Language Therapist in Take Flight and Orton-Gillingham who can provide rich technical support and professional development to our district K-3 literacy teachers. The Instructional Coach will provide group training for teachers as well as provide individual support in using READ Act approved assessment tools, Orton-Gillingham, Heggerty, and Take Flight. This professional developer, will be known as our Dyslexia Instructional Coach. She will provide specific, targeted professional development and coaching for our 28 general funded school-based Literacy Teachers. She will also provide periodic trainings for classroom teachers on dyslexia awareness, a variety of reading foundations assessments, and structured literacy approaches.

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
244	Other Services	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	Provide direct reading instruction to SRD students at 2 priority schools	\$78,000.00
246	Other Services	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Provide direct reading instruction to SRD students at 2 priority schools	\$27,423.00
247	PD Programming	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	218 Instructional Coach	1.00	Provide direct reading instruction coaching to K-3 Classroom teachers and Literacy teachers to insure implementation fidelity in the use of Heggerty, Foundations and Orton-Gillingham	\$88,000.00
248	PD Programming	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	218 Instructional Coach	0.00	Provide direct reading instruction coaching to K-3 Classroom teachers and Literacy teachers to insure implementation fidelity in the use of Heggerty, Foundations and Orton-Gillingham	\$36,408.00

249	Other Services	Yoshimoto Orton Gillingham (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			Provide 2 sessions of Basic Orton-Gillingham training at \$16,500 each	\$35,000.00
250	Technology	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies			Provide individual licenses for students with SRD in Kindergarten and 1st Grade classrooms	\$74,300.00
251	Technology	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies			Provide individual licenses for students with SRD in 2nd and 3rd grade classrooms	\$42,342.00
252	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.50	Reading interventionist for Aspen Ridge Academy	\$11,277.00
253	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.38	Reading interventionist for Twin Peaks Academy	\$15,036.00
254	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.15	Reading interventionist for Carbon Valley Academy	\$20,406.00
255	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	215 Instructional Program Consultant	0.40	Reading interventionist for Flagstaff Academy	\$11,814.00
256	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.40	Reading interventionist for Imagine Charter	\$20,406.00
257	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.18	Reading interventionist for Montessori	\$7,518.00
258	Summer School	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	215 Instructional Program Consultant	5.00	Supplement district funds to implement 4 week summer literacy program called Project Launch - to K-3 striving readers using Wilson Foundations and Orton-Gillingham	\$156,895.90
259	Summer School	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	215 Instructional Program Consultant	0.00	Supplement district funds to implement 4 week summer literacy program called Project Launch - to K-3 striving readers using Wilson Foundations and Orton-Gillingham	\$33,748.95

260	Other Services	Foundations (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies		Provide decodable books to supplement Foundations for new classrooms due to growth - Geodes K-2	\$88,575.25
727	Other Services	Heggerty Phonemic Awareness Curriculum (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies		These funds will purchase phonemic awareness materials for new classrooms, in order to support the growth in our district.	\$0.00
728	Technology	mCLASS Amplify Reading Edition (Supplemental Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies		Amplify mCLASS Dibels 8 materials for 500 K-3 teachers X \$48.00= \$24,000	\$19,172.00
1227						Carryover	\$93,617.51
Allocation:						\$859,939.61	
Budgeted Amount:						\$859,939.61	
Funds Remaining:						\$0.00	

Budget Summary

Budget Program Totals

Object Codes	Total
	\$93,617.51
Budget Program Total:	\$93,617.51

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$409,352.90
0200 Employee Benefits	\$97,579.95
0600 Supplies	\$205,217.25
Budget Program Total:	\$712,150.10

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

Object Codes	Total
0300 Purchased Professional & Technical Services	\$35,000.00
0600 Supplies	\$19,172.00
Budget Program Total:	\$54,172.00

Allowable Activity Totals

Activity	Total
	\$93,617.51
Other Services	\$315,455.25
PD Programming	\$124,408.00
Summer School	\$190,644.85
Technology	\$135,814.00

READ Budget Totals

Allocation:	\$859,939.61
Budgeted Amount:	\$859,939.61
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>)