



**COLORADO**  
Department of Education

## 2023-2024 READ Act Budget Submission

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# Print Application

## 0910 - EAGLE COUNTY RE 50

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# 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: **\$306,279**

**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.

\$

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Total Funds Available: **\$306,279**

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.*

ECSD had 570 students in K-3 identified as SRD and put on READ plans in the 2022-2023 school year, up from 504 in the prior year. The projected proficiency at the district level on CMAS, based on Star data is approximately 39% that can meet or exceed. READ Act funds will be used to purchase components of the approved core instruction program that have been purchased this school year for all K-5, Houghton Mifflin - Into Reading (2020) and Arriba la Lectura (2020). The new approved core instruction program was purchased in 2021-2022. The funds in the 2022-2023 allocated for the core program purchase will be to purchase any additional resources needed for new classrooms or to purchase components of the program that will be identified as being needed as the district continues to go through the initial years of use and training for the new resource. Dual Language programs are working to support the reading development in both languages. The expected outcome is to reduce the number of SRD identified students and improve core reading instruction using this Read approved resource. READ Act funds will be used to purchase supplemental instructional programs that are included on the Advisory List of instructional programming in reading - , Wilson Foundations, Amplify mCLASS, Yashimoto Orton Gillingham, Read Naturally-Read Live, Acadience Reading DIBELS8/Lectura products for progress monitoring. 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

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.*

ECSD had 570 students in K-3 identified as SRD and put on READ plans in the 2022-2023 school year, up from 504 in the prior year. 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 READ Act funds will be used to purchase supplemental instructional programs that are included on the Advisory List of instructional programming in reading - , Wilson Foundations, Esperanza, Amplify mCLASS, Yashimoto Orton Gillingham, istation. The expected goals of using these resources are improved progress monitoring on our new READ plan format in Educlimber this year and to reduce the number of students identified as SRD.

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.*

ECSD had 570 students in K-3 identified as SRD and put on READ plans in the 2022-2023 school year, up from 504 in the prior year. Our 3rd grade district Star Reading data predicts that approximately 37% of ECSD 3rd graders will meet or exceed the state benchmark on CMAS. 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. Programming being used for READ act purposes 2022-2023 Eagle County Schools CORE programming online resources (All schools except Eagle County Charter Academy): Houghton Mifflin, Into Reading and additionally to be used in the dual language schools (Avon Elementary, Edwards Elementary, Homestake Peak School, Gypsum Elementary and Eagle Valley Elementary) Houghton Mifflin, Arriba la Lectura Supplemental Programming (All Schools): Istation Reading, Istation Espanol for intervention, Literary Resources - Heggerty Phonemic Awareness Curriculum Supplemental Programming school specific - please see the Eagle County School District READ K-3 Literacy Program & Assessment File submission. A portion of READ funding will be used to deploy literacy instruction and intervention coaching to support teachers in Into Reading, Arriba la Lectura, Orton Gillingham, Foundations, Heggerty Phonemic Awareness Curriculum and support with utilizing STAR EL diagnostic data for creating READ plans and supporting progress monitoring. The expected goals of using these resources are improved progress monitoring on our new READ plan format in Educlimber this year and to reduce the number of students identified as SRD.

**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.*

ECSD has a teacher leader system with embedded PLC that allows for building coaching on a weekly basis. A portion of the READ funding will go towards teacher training in Heggerty, Wilson Foundations, Yashimoto Orton Gillingham, MCLASS. ECS intends to do these trainings in small group i to coach on the use of the tools provided and expectations for reporting. A plan system, Educlimber, will be utilized for READ plans and progress monitoring for the 2023-2024 school year, moving away from the Frontline system plans that were used since 2019. ECS recognized that there was lack of teacher knowledge on how to use the plans to drive their regular classroom instruction and intervention programming for their students. ECSD will continue to utilize a MTSS coordinator/READ coordinator who is trained in the science of reading for the school district who will coach and work with building instructional leadership teams classroom teachers and interventionists on improvement of reading services to students that are SRD and progress monitoring and READ plans in the new system. Expected goals include that all teachers will be able to create and record progress monitoring in the new system and best support their students, which will lead to a decrease in the number of district students identified as SRD.

**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 |
|--------|--------------------|---|--|---------------|-----------------|-----|---|------------------|
| 826    | Core Reading       | Into Reading (2020) (Core Program)                        | Instructional Program (0010-2000)                              | 0600 Supplies |                 |     | Purchase Into Reading supplies for K-3 resources for classroom use PAR 7/3/24 to Actual   | \$21,085.75      |
| 827    | Core Reading       | Arriba la Lectura (2020) (Spanish Program) (Core Program) | Instructional Program (0010-2000)                              | 0600 Supplies |                 |     | PAR 7/3/24 Adjust to actual Purchase Arriba La Lectura supplies for K-3 resources for dual language classroom use   | \$8,735.68       |
| 828    | Technology         |   | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies |                 |     | PAR 7.3.24 Adjust to actual Renaissance STAR Learning (Reading and Star Early Literacy) for interim and diagnostic assessment and progress monitoring   | \$30,853.20      |
| 853    | Technology         |   | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies |                 |     | PAR 7.3.24 Adjust to actual Renaissance STAR Phonics for diagnostic, instruction, progress monitoring assessment and online practice  | \$10,228.00      |
| 854    | Core Reading       | mCLASS Amplify Reading Edition (Supplemental Program)     | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies |                 |     | PAR 7.3.24 Adjust to actual DIBELS MClass for additional K-1 reading reading assessment, planning and intervention proportional share for Eagle County Charter Academy \$5000 (out of ECCA \$8334 allocation) | \$14,843.00      |



|     |                |   |  |  |                         |      |   |             |
|-----|----------------|---|--|--|-------------------------|------|---|-------------|
| 855 | Core Reading   | Istation Early Reading (Intervention Program)                 | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies                                    |                         |      | PAR 7.3.24 Adjust to actual Istation individual licenses as requested Avon Elementary, Eagle Valley Elementary, Edwards Elementary, Gypsum Elementary, Homestake Peak School, Brush Creek Elementary, Eagle County Charter Academy, Red Hill Elementary, Red Sandstone Elementary, Eagle County Charter Academy (\$3334 of proportionate share) | \$7,209.00  |
| 856 | Core Reading   | Istation Espanol Lectura Temprana (Intervention Program)      | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies                                    |                         |      | PAR 7.3.24 Adjust to actual istation individual licenses as requested Istation Reading for Dual Language elementary schools - Avon Elementary, Eagle Valley Elementary, Edwards Elementary, Gypsum Elementary, PAR 5-6-24 adjusted from \$20,000 to actual of \$20,876  | \$23,221.00 |
| 857 | PD Programming |   | Instructional Program (0010-2000)                              | 0100 Salaries                                    | 218 Instructional Coach | 0.50 | Intervention and READ plan support coach - Multi-tiered system of supports PAR 5-6-24 - we were not able to rehire this position after our READ coordinator quit in September - adjusting from original allocation of \$45,000 to actual used.  | \$6,595.00  |
| 858 | PD Programming |   | Instructional Program (0010-2000)                              | 0200 Employee Benefits                           | 218 Instructional Coach | 0.00 | Intervention and READ plan support coach - Multi-tiered system of supports PAR 5-6-24 - we were not able to rehire this position after our READ coordinator quit in September - adjusting from original allocation of \$19,800 to actual used.  | \$3,796.00  |
| 859 | Core Reading   | Fundations (Supplemental Program)                             | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies                                    |                         |      | PAR 7.3.24 Adjust to actual Wilson Foundations Supplemental Program   | \$7,646.40  |
| 860 | PD Programming | Fundations (Supplemental Program)                             | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0580 Travel, Registration, and Entrance          |                         |      | PAR 7.3.24 Adjust to actual Wilson Foundations Supplemental Program training  | \$1,990.40  |
| 861 | PD Programming | Yoshimoto Orton Gillingham (Supplemental Program)             | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0300 Purchased Professional & Technical Services |                         |      | PAR 7.3.24 Adjust to actual Orton Gillingham training for teachers new to K-2 teaching and new to K-1 intervention in June 2024 and advanced OG training in October for teachers currently using the program  | \$25,839.03 |
| 862 | Core Reading   | Yoshimoto Orton Gillingham (Supplemental Program)             | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies                                    |                         |      | PAR 7.3.24 Adjust to actual Replacement materials outside of the course material distribution. Yoshimoto Orton Gillingham Phonological & Phonemic Awareness and Phonics & Word Study  | \$0.00      |
| 863 | Core Reading   | Heggerty Phonemic Awareness Curriculum (Supplemental Program) | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies                                    |                         |      | PAR 7.3.24 Adjust to actual Literacy Resources - Heggerty Phonemic Awareness Curriculum   | \$384.48    |

|      |                |   |  |  |           |      |  |             |
|------|----------------|---|--|--|-----------|------|--|-------------|
| 864  | Core Reading   | Read Live (2011 – 2021, web-based) (English) (Intervention Program) | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies                                    |           |      | PAR 7.3.24 Adjust to actual Read Live subscriptions  | \$6,312.90  |
| 865  | Technology     |   | Instructional Program (0010-2000)                              | 0600 Supplies                                    |           |      | PAR - 5-28-24, these were purchased by the schools. Replacement Headsets to support online assessments and intervention (STAR EL, istation) 80@\$25 each   | \$0.00      |
| 885  | Core Reading   | Esperanza (Intervention Program)                                    | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies                                    |           |      | PAR 7.3.24 Adjust to actual Esperanza intervention for Dual Language Schools   | \$0.00      |
| 892  | Core Reading   | mCLASS Amplify Reading Edition (Supplemental Program)               | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies                                    |           |      | PAR 7.3.24 Adjust to actual mCLASS Amplify Reading Edition for Homestake Peak School Kindergarten  | \$0.00      |
| 1027 | Other Services |   | Instructional Program (0010-2000)                              | 0100 Salaries                                    | 000 Other | 0.40 | PAR 6/28/24 - did not need all the hours anticipated adjusted down to \$20515 from \$29800. 1,192 READ plans (10 minutes per month per plan / 6 plans per hour at our stipend rate of \$30/hr for Jan-May months) would be \$29,800 salary plus a stipend benefit load of 22% would be \$6,556 in benefits. This is due to not having a district READ plan coordinator because our coordinator quit and we could not rehire the position | \$20,515.00 |
| 1028 | Other Services |   | Instructional Program (0010-2000)                              | 0200 Employee Benefits                           | 000 Other | 0.00 | PAR 6-28-24 Adjusted down for actual hours used to \$4,514 from \$6556. 1,192 READ plans (10 minutes per month per plan / 6 plans per hour at our stipend rate of \$30/hr for Jan-May months) would be \$29,800 salary plus a stipend benefit load of 22% would be \$6,556 in benefits. This is due to not having a district READ plan coordinator because our coordinator quit and we could not rehire the position                     | \$6,556.00  |
| 1030 | PD Programming | Istation Espanol Lectura Temprana (Intervention Program)            | Instructional Program (0010-2000)                              | 0300 Purchased Professional & Technical Services |           |      | PAR 7.3.24 Adjust to actual Adjust to actual istation standard virtual learning services training  | \$1,271.10  |
| 1047 | Core Reading   | Foundational Skills Toolkits (2020) (Supplemental Program)          | Instructional Program (0010-2000)                              | 0600 Supplies                                    |           |      | For all K-3 teachers, interventionists and Special education teachers - 125 copies UFLI Foundations Product Details ISBN: 978-1-7320468-2-5 376 pages Spiral Bound \$70.00 plus shipping & handling UFLI Foundations ISBN: 978-1-7320468-2-5 Price: \$70.00 Quantity 125 Subtotal \$8,750.00 Shipping & Handling (7.5% with a minimum of \$20.00) Price: \$656.25 Total Order (USD): \$9406.25   | \$9,406.25  |

[illegible]

## Budget Summary

### Budget Program Totals

| Object Codes                 | Total              |
|------------------------------|--------------------|
|                              | \$29,935.90        |
| <b>Budget Program Total:</b> | <b>\$29,935.90</b> |

### Instructional Program (0010-2000)

| Object Codes                                     | Total              |
|--|--------------------|
| 0100 Salaries                                    | \$27,110.00        |
| 0200 Employee Benefits                           | \$10,352.00        |
| 0300 Purchased Professional & Technical Services | \$1,271.10         |
| 0600 Supplies                                    | \$43,869.68        |
| <b>Budget Program Total:</b>                     | <b>\$82,602.78</b> |

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

| Object Codes                                     | Total               |
|--|---------------------|
| 0100 Salaries                                    | \$22,700.00         |
| 0200 Employee Benefits                           | \$9,415.00          |
| 0300 Purchased Professional & Technical Services | \$25,839.03         |
| 0580 Travel, Registration, and Entrance          | \$1,990.40          |
| 0600 Supplies                                    | \$133,795.98        |
| <b>Budget Program Total:</b>                     | <b>\$193,740.41</b> |

### Allowable Activity Totals

| Activity       | Total        |
|----------------|--------------|
|                | \$29,935.90  |
| Core Reading   | \$168,699.46 |
| Other Services | \$27,071.00  |
| PD Programming | \$39,491.53  |
| Technology     | \$41,081.20  |

## READ Budget Totals

|                         |               |
|-------------------------|---------------|
| Allocation:             | \$306,279.09  |
| Budgeted Amount:        | \$306,279.09  |
| <b>Funds Remaining:</b> | <b>\$0.00</b> |

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