



**COLORADO**  
Department of Education

## 2023-2024 READ Act Budget Submission

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# Print Application

## 0980 - HARRISON 2

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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: **\$526,419**

**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.

\$

98372.85

.00

Total Funds Available: **\$624,792**

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

☒ 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.*

Our reading data from the previous years shows that we are making small progress towards reducing the number of students with an SRD. We will use READ act funding to support hiring of reading interventionists to support reducing the group sizes for our interventions. Our goal is to further reduce the number of students with an SRD through using evidence based reading interventions delivered by a READ act trained interventions.

**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 reading data from the previous years shows that we are making small progress towards reducing the number of students with an SRD. We will use READ act funding to purchase evidence based approved reading interventions from the CDE list. Our goal is to further reduce

the number of students with an SRD through using evidence based reading interventions delivered by a READ act trained interventions.

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.*

Our reading data from the previous years shows that we are making small progress towards reducing the number of students with an SRD. We will use READ act funding to purchase evidence based approved reading interventions including online programs from the CDE list. Our goal is to further reduce the number of students with an SRD through using evidence based reading interventions delivered by a READ act trained interventions.

**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.*

**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
138	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	6.48	SALARY - Salaries to support 6.48 Reading Interventionists in 9 elementary schools, including The Atlas Prep Charter School. Reading Interventionists work extensively with students to help improve specific reading skills, to include letter naming, initial sounds, phoneme segmentation, and comprehension strategies. The interventionist addresses the specific needs to support regular classroom instruction. Interventionists will collaborate with classroom teachers to design methods of learning that are most appropriate for each student. All K-3 reading instructors will complete the CDE required evidence-based training in reading instruction, to include the Signs of Reading or LETRS by May 2023.	\$355,167.62
140	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	BENEFITS - Benefits to support 6.48 Reading Interventionists in 9 elementary schools. Benefits calculated at approximately 33% of salary.	\$101,963.27



141	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	218 Instructional Coach	1.64	SALARY - Salary to support 2 Instructional Coaches at Oak Creek Elementary, Sand Creek K-8, Soaring Eagles K-8, and The Vanguard School charter. These positions will promote excellence and continuous improvement in instruction by providing leadership and support of standards-based curriculum and instruction, coordinating the implementation of K-3 reading curriculum at the building level and providing ongoing coaching and modeling of effective instructional and assessment strategies.	\$103,533.49
142	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0200 Employee Benefits	218 Instructional Coach	0.00	BENEFITS - Benefits to support 2 Instructional Coaches at Oak Creek Elementary. Benefits calculated at approximately 33% of salary.	\$34,309.47
143	Technology	Read Live (2011 – 2021, web-based) (English) (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			Intervention for students on a READ plan	\$0.00
144	Technology	Core 5 Reading (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			We will purchase LEXIA as an intervention for K-2 students on a READ plan	\$11,480.00
145	Core Reading	Read Live (2011 – 2021, web-based) (English) (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Interventions materials	\$0.00
297	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.25	Teachers will tutor students on READ Plans. Tutoring is done 4 days per week for two weeks in the summer.	\$9,389.00
298	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	BENEFITS - Teachers will tutor students on READ Plans. Tutoring is done 4 days per week for two weeks in the summer.	\$2,145.00

299	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0640 Book and Periodicals		Reading Mastery Signature Edition is an approved curriculum to build foundational reading skills for students in Kindergarten through third grade. We intend to gradually replace our older version of Reading Mastery with the Signature Edition.	\$2,014.36
300	Core Reading	CKLA (2017) (Core Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies		Data Managment Software - Materials and software for managing student data and assessments for Acadience (Voyager Sopris Learning)	\$0.00
661	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services		Read Naturally Live \$19 per license per student (388)	\$1,150.00
662	Core Reading	Phonics for Reading (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0640 Book and Periodicals		Phonics for Reading/Really Great Reading-HD Word-training materials for staff, teacher guides, and consumables approved by Laura Spruce	\$3,639.35
Allocation:						\$624,791.56	
Budgeted Amount:						\$624,791.56	
Funds Remaining:						\$0.00	

# Budget Summary

Budget Program Totals	
Instructional Program (0010-2000)	
Object Codes	Total
0100 Salaries	\$468,090.11
0200 Employee Benefits	\$138,417.74
0300 Purchased Professional & Technical Services	\$1,150.00
0640 Book and Periodicals	\$2,014.36
Budget Program Total:	\$609,672.21
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	
Object Codes	Total
0600 Supplies	\$0.00
0640 Book and Periodicals	\$3,639.35
0650 Electronic Media Materials	\$11,480.00
Budget Program Total:	\$15,119.35

Allowable Activity Totals	
Activity	Total
Core Reading	\$613,311.56
Technology	\$11,480.00

READ Budget Totals	
Allocation:	\$624,791.56
Budgeted Amount:	\$624,791.56

<b>Funds Remaining:</b>	<b>\$0.00</b>
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**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>)