2023-2024 READ Act Budget Submission

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COLORADO
Department of Education

Print Application

1040 - ACADEMY 20

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: **$401,387**

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: **$462,598**

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.

> In order to provide effective instruction grounded in the science of reading, schools will be purchasing core reading program materials. a) These programs will ensure teachers of varying years of experience and expertise utilize structured reading practices. Teacher teams will utilize the same program allowing for a collaborative approach to teaching and learning through the PLC process and MTSS system. The mapped scope and sequence will ensure all components are taught in sequentially and cumulatively. Interventions for students in need will support the well articulated core learning plan and will support closing learning gaps. b) Programs that will be purchased are: Spalding, Super Kids, CKLA, Wonders 2020, and Into Reading c) The goal of utilizing core programs that support structured literacy are: increase student growth and learning, decreased learning gaps, increased teacher knowledge of effective reading instruction, supported PLC work that addresses each individual student's needs.

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.

In order to address foundational and individual student needs in the 5 components of reading and to close learning gaps, targeted instruction will be provided by trained reading tutors. a) Currently 20% of ASD20 third graders are not reading on grade level. We have a total of 2003 students on a READ plan due to performing under grade-level. b) Tutors will provide tutoring, utilizing READ approved programs and targeted interventions, before, during, and after school to students that are not yet demonstrating grade-level proficiency. Programs utilized will be Take Flight, 95 Percent Group, Yoshimoto OG, SIPPS, SPIRE, Lexia, Wilson Reading System, and Read Naturally. c) Our goal is to close gaps in reading achievement by the end of third grade for every student. By utilizing vetted and approved programs, we also intend for our tutors to learn and provide effective reading instruction adjusted specifically for each student's need.

☑ 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

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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.

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.

> In order to address foundational and individual student needs in the 5 components of reading, to close learning gaps, and to provide effective practice that is tailored to each student providing individual feedback, READ funds will be used to provide technology, including software, which is included on the Advisory List of instructional programming, a) Currently 20% of ASD20 third graders are not reading on grade level. We have a total of 2003 students on a READ plan due to performing under grade-level. Small group instruction and differentiated instruction is provided at every elementary school. To support targeted practice, vetted and approved software will be purchased by schools. Training to ensure programs are being used effectively as well as necessary hardware to provide access to students will also be purchased. b) Software programs utilized will be Lexia, mCLASS Amplify Reading, Read Naturally Read Live, Wonders 2020 Online, and Into Reading digital licenses. c) Our goal is to close gaps in reading achievement by the end of third grade for every student. By utilizing vetted and approved software programs and providing training to ensure programs are used effectively we expect our students to continue to increase their reading accuracy, fluency, and comprehension.

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.

> In order to ensure our teachers are well trained in structured literacy, effective assessment, differentiation, intervention, and instructional practices, professional development will be purchased to support implementation of READ approved programs. Additionally, professional development will be provided that is focused on effective teaching practices and the 5 components of reading. a) Every year ASD20 is experiencing higher turnover of teachers and a smaller hiring pool. We know that the most impactful component on student learning are our highly trained and qualified teachers. By providing high quality professional development, we will train the most important people, our teachers, to provide highly effective reading instruction to all students. b) Professional development that will take place is Strive, LETRS, and PD tied to adopted READ approved programs. c) Our goal is to train our teachers to be able to learn the needs of each of their students, teach effectively, monitor student learning, know when and how to provide targeted interventions, and to work collaboratively to ensure all students learn and grow at high rates.

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
665	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	215 Instructional Program Consultant	0.50	The position of Literacy TOSA Instructional Program Consultant, will provide professional learning and coaching around best instructional practices specific to literacy instruction for Tiers I-III. Professional learning will be provided through various courses via the professional learning platform for both in person and online learning. Coaching and training will occur in all elementary schools and provided additional support to teachers in the induction program.	$32,734.05

666	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	215 Instructional Program Consultant	0.00	The position of Literacy TOSA Instructional Program Consultant, will provide professional learning and coaching around best instructional practices specific to literacy instruction for Tiers I-III. Professional learning will be provided through various courses via the professional learning platform for both in person and online learning. Coaching and training will occur in all elementary schools and provided additional support to teachers in the induction program.	$9,766.95
667	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			It is essential that all teachers know how to provide instruction utilizing best practices in teaching students to read and implementing the science of reading. Our district is site based, so schools are able to choose the program of their choice as long as it is READ approved by CDE. On-site professional learning will occur for the following programs: Into Reading, Strive, and Super Kids. Virtual professional learning will occur for the following programs: Into Reading, Lexia LETRS, and Spalding.	$65,167.77
668	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	In order to support students K-3 identified as significant reading deficiency (SRD), tutoring will be provided using approved programming to improve student reading skills in the 5 components of reading. Programs utilized for tutoring are Take Flight, 95% Group, SPIRE, SIPPS, and Wonder Works, VSL Passport, and OG. Students identified as SRD receive tutoring between 1-3 times a week depending on the degree of student need.	$38,869.26
669	Tutoring Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Benefits for K-3 SRD tutoring	$8,082.25

670	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries		0.00	In order to provide valuable professional learning opportunities to staff, ASD20 will need to secure substitute teachers to ensure high quality instruction is uninterrupted in classrooms. Professional learning accessed will be tied to programs or PD approved by CDE. (These professional learning opportunities are not a part of the 45 hour READ training requirement.)	$10,163.76
671	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits		0.00	Employee benefits for substitute salaries to support professional learning.	$2,511.73
672	Other Services		Instructional Program (0010-2000)	0600 Supplies			Instructional supplies and materials are a necessary component of the various reading programs used throughout the district and support students in learning to read. The district will purchase specific materials/supplies to support Take Flight instruction, and OG instruction. Our schools will also purchase specific materials and supplies to support instruction using Superkids, 95% Group, and Spalding. These programs, all on the READ approved programming list.	$23,911.12
673	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0580 Travel, Registration, and Entrance			It is essential that all teachers know how to provide instruction utilizing best practices in teaching students to read and implementing the science of reading. Our district is site based, so schools are able to choose the program and training of their choice as long as it is READ approved by CDE. Registration costs will be paid for training supporting the following programs: OG, CKLA, STRIVE, Take Flight, and Spalding.	$0.00

674	Other Services		Instructional Program (0010-2000)	0650 Electronic Media Materials			Electronic instructional media materials are a support to teacher intervention and student learning. The district will purchase specific materials to support intervention and ongoing practice in the home setting when appropriate. Our schools will also purchase specific materials to support their individualized programming within their schools. These programs include Lexi, Read Naturally, Raz-Plus, iReady, and mCLASS Amplify Reading—all on the READ approved programming list.	$88,439.95
675	Other Services		Instructional Program (0010-2000)	0640 Book and Periodicals			Instructional materials including books and periodicals are necessary to support reading instruction and learning. District 20 schools will purchase specific books and periodicals to support the use of READ approved programs. These programs include: Into Reading, Really Great Reading Blast, Voyager Sopris Passport, Take Flight, Superkids, Spalding, Heggerty, CLKA, Wonders and 2020.	$89,244.98
676	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			In order for professional learning to be quality and to support teacher learning and implementation, general supplies are necessary to support proper training, coaching, organization, and maintenance of program supplies. Supplies will be purchased to support trainings to include Superkids, Strive, Take Flight, and Yoshimoto OG.	$33,499.18
1139	Other Services						carryover	$60,207.36
						Allocation:	$462,598.36	
						Budgeted Amount:	$462,598.36	
						Funds Remaining:	$0.00	

Budget Summary

Budget Program Totals

Object Codes	Total
	$60,207.36
Budget Program Total:	**$60,207.36**

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	$38,869.26
0200 Employee Benefits	$8,082.25
0600 Supplies	$23,911.12
0640 Book and Periodicals	$89,244.98
0650 Electronic Media Materials	$88,439.95
Budget Program Total:	**$248,547.56**

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

Object Codes	Total
0100 Salaries	$42,897.81
0200 Employee Benefits	$12,278.68
0300 Purchased Professional & Technical Services	$65,167.77
0580 Travel, Registration, and Entrance	$0.00
0600 Supplies	$33,499.18
Budget Program Total:	**$153,843.44**

Allowable Activity Totals

Activity	Total
Other Services	$274,478.90

PD Programming	$141,167.95
Tutoring Services	$46,951.51

READ Budget Totals

Allocation:	$462,598.36
Budgeted Amount:	$462,598.36
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)