



COLORADO
Department of Education

2023-2024 READ Act Budget Submission

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Print Application

1110 - DISTRICT 49

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: **\$503,480**

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.

\$	66299.27	.00
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Total Funds Available: **\$569,779**

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.

District 49 offers a Summer READ Camp during the month of June for students in grades K-3 identified with a Significant Reading deficiency and/or on an active READ Plan. The primary goal of Summer READ Camp is to minimize regression over the course of summer and provide explicit skill-based instruction based upon identified deficiencies. In addition to utilizing programming that is included on the CDE List of Approved Programming (i.e. Heggerty, SIPPS, Magnetic Reading, and Lexia Core 5), students are progress monitored with DIBELS 8 in order to ensure the instruction and intervention is effective.

☒ 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.

Schools will utilize READ Act Funding to purchase components of Core Knowledge Language Arts (primarily additional copies of decodable text).

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 services will take place before and after-school and focus on increasing students' foundational reading skills including: phonemic awareness, phonics, vocabulary development, reading fluency (to include oral language) and reading comprehension. The purpose of tutoring services is to provide an additional opportunity for instruction (outside of the Tier II and Tier III interventions) in order to foster growth and achievement. Tutoring services will target K-3 students with SIPPS being the most commonly utilized Intervention for the purpose of tutoring.

☒ 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.

With a focus on increasing growth and achievement, READ Act Funding will be used to hire a reading interventionist in several schools in order to provide Tier II and Tier III intervention to K-3 students on a READ Plan. Tutors will utilize intervention programming from the CDE List of Approved Programming (including, but not limited to SIPPS, Spire, Lexia Core 5, and Read Naturally - Read Live).

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 utilized to purchase Lexia Core 5 as an intervention for K-3 students on an active READ Plan. Student progress related to the completion of units within Lexia will be closely monitored, and Red Apple lessons from Lexia will be utilized to provide opportunities for reteaching and deeper mastery of skills.

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.

Several schools have elected to utilize READ Act funds to purchase professional development for CDE READ Act approved programming. (Such as Orton Gillingham). Additionally, it is possible that schools will utilize READ Funds to purchase professional development for administrators to meet the K-3 Evidence-Based READ Act professional development requirement prior to the 2024 deadline.

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.

If a charter school fails to comply with the K-3 Evidence Based Professional Development Requirement, READ Funds are sanctioned at the district level. The expectation is that all district-operated schools and charter schools are in compliance with each and every reporting mandate of the READ Act.

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
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611	Summer School		Instructional Program (0010-2000)	0100 Salaries	000 Other	37.00	Based upon historical spending, District 49 will allocate a larger amount to Summer READ Camp expenditures. Summer READ Camp is held in three sites (one site per district-operated zone), and attendance is approximately 250-300 K-3 students district-wide. Summer READ Camp staff has met the CDE READ Act professional development requirement and is trained in evidence-based instructional practice/strategies, as well as utilizes approved intervention options from the CDE Approved Programming List. (This supplemental and intervention programs include: Heggerty, SIPPS, Magnetic Reading, and Lexia Core 5)	\$117,572.00
703	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	222 Reading Interventionist	10.00	Schools will offer before and after-school tutoring to students on an active READ Plan, utilizing CDE-approved instructional programming (SIPPS and REA Naturally Live). All tutors have completed the evidence-based CDE professional development requirement.	\$2,762.00

705	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0600 Supplies			D49 utilizes CDE approved programming for students in grades K-3 on a READ Plan for all instructional purposes. These supplies include core curriculum materials (i.e. CKLA consumables and text resources), resources for tutoring purposes, programming for K-3 Reading Intervention (CDE approved programming). All READ Fund expenditures must be submitted for approval by the Coordinator of Literacy Performance prior to the allocation of funds are provided for purchase.	\$57,847.00
706	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	222 Reading Interventionist	10.00	Schools may utilize READ Funds to hire additional part-time reading interventionists. Priority will be given to students on an active READ Plan, and interventionists will deliver small-group, skill-based interventions to students based upon DIBELS 8 Benchmarking and progress monitoring data. All interventionists have completed one of the CDE Evidence-Based Reading Professional Development courses.	\$17,016.00

707	Technology	Core 5 Reading (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			Schools utilize Core 5 Reading (Lexia) as both a Tier II and Tier III Intervention for students in grades K-3	\$58,700.00
708	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			Professional development for K - 3 teachers on evidence-based teaching of reading such as Orton-Gillingham and STRIVE Literacy.	\$75,000.00
709	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Additional K-3 DIBELS 8 Assessment kits will be purchased at each grade level for each school to ensure that schools have adequate materials for Special Education Teachers, Interventionists, Literacy Coaches, and CLDE teachers to utilize beginning in the 23-24 school year.	\$12,831.00
710	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	215 Instructional Program Consultant	1.00	The Coordinator of Literacy Performance provides consulting services for charter schools in District 49.	\$30,000.00

711	Other Services		Instructional Program (0010-2000)	0600 Supplies		District 49 utilizes instructional programming for students in grades K-3 on a READ Plan for all ELA instruction. (Tier I, Tier II, Tier III) These supplies include core curriculum materials, as well as text and other resources utilized for Tier II and Tier III instruction. In addition to the purchase of Electronic Media Materials, schools will need to replenish/refresh intervention materials (including, but not limited to SIPPS and Take Flight). All READ Fund expenditures must be submitted for approval by the Coordinator of Literacy Performance prior to the allocation of funds provided for any purchase of these materials.	\$87,274.00
1076	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0640 Book and Periodicals		Print and digital resources to support professional learning from STRIVE for teachers in grades K - 3 including digital books, resources, and instructional videos.	\$19,335.00
1121	Summer School	Magnetic Reading (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies		Instructional Programming and Supplies for Summer READ Camp.	\$12,000.00

1122	Summer School	Magnetic Reading (Supplemental Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			Professional development on Magnetic Reading to support Summer READ Camp instruction for students in K - 3 on READ plans.	\$4,400.00
1123	Other Services			0850 Other, Internal Charge/Reimbursement Accounts			Carryover	\$75,042.10
Allocation:							\$569,779.10	
Budgeted Amount:							\$569,779.10	
Funds Remaining:							\$0.00	

Budget Summary

Budget Program Totals	
Object Codes	Total
0850 Other, Internal Charge/Reimbursement Accounts	\$75,042.10
Budget Program Total:	\$75,042.10
Instructional Program (0010-2000)	
Object Codes	Total
0100 Salaries	\$117,572.00
0300 Purchased Professional & Technical Services	\$4,400.00
0600 Supplies	\$157,121.00
Budget Program Total:	\$279,093.00
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	
Object Codes	Total
0100 Salaries	\$49,778.00
0300 Purchased Professional & Technical Services	\$75,000.00
0600 Supplies	\$12,831.00
0640 Book and Periodicals	\$19,335.00
0650 Electronic Media Materials	\$58,700.00
Budget Program Total:	\$215,644.00

Allowable Activity Totals	
Activity	Total
Core Reading	\$57,847.00
Other Services	\$224,482.10
PD Programming	\$75,000.00

Summer School	\$133,972.00
Technology	\$58,700.00
Tutoring Services	\$19,778.00

READ Budget Totals

Allocation:	\$569,779.10
Budgeted Amount:	\$569,779.10
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>)