



COLORADO
Department of Education

2023-2024 READ Act Budget Submission

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([/apps/readactbudget2324/MaintMain](#)) | Users
([/apps/readactbudget2324/MaintUsers](#))

Print Application

1180 - ROARING FORK RE-1

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: **\$227,291**

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.

\$

41016

.00

Total Funds Available: **\$268,307**

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.

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.

READ Act funds will be used to purchase tutoring services focused on increasing students' foundational reading skills. 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. We will provide tutoring after school for students needing additional support targeting K-3 students that are reading below grade level (SRD), using an approved intervention program. The programs we use include the following: Orton Gillingham, Yoshimoto Orton Gillingham, Phonological & Phonemic Awareness, Phonics & Word Study, Vocabulary, and Text Reading Fluency, and SIPPS. The program we choose depends on the needs of the student. We will use data from DIBELS 8 & Lectura that includes information from a screener at BOY, MOY and EOY, diagnostic information, and progress monitoring. Our

goal is to move students one band and show above typical growth for students receiving services.

☒ 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.

READ Act funds will be used to hire reading interventionists at each building to provide targeted, evidence and scientifically based intervention services to K-3 students who are receiving additional intervention instructional services that are reading below grade level (SRD) using an approved intervention program; these services are approved by READ funds. Interventionists will use data from DIBELS 8 and Lectura to determine the targeted instruction to ensure students are receiving consistent and regular instruction in addition to their Tier 1 instruction. The programs we use include the following: Orton

Gillingham: Yoshimoto, Phonological & Phonemic Awareness, Phonics & Word Study, Vocabulary, and Text Reading Fluency, SIPPS and Esperanza. The program we choose depends on the needs of the student to provide equitable access across the district. Our goal is to move students one band and show above typical growth for students receiving services.

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 used to provide Read Naturally - READ Live (web-based) English & Spanish for 1st-3rd grade students, a total of 1,462 students. Our data indicates that students need additional practice especially in fluency. We also want to leverage the time students are working independently and increase accountability while teachers are working with students in a small group. We will provide this platform to provide additional practice for phonics, word study and text reading fluency while students are at their independent work stations. This program will help accelerate achievement and develop confident learners. Utilizing the proven Read Naturally Strategy on a web-based platform, Read Naturally Live combines an intrinsically motivating system with the best evidence-based practices to deliver results fast. The Read Naturally Strategy... -Builds fluency. -Increases accuracy. -Promotes comprehension. -Supports vocabulary. -Reinforces sight words. -Builds automaticity in decoding. -Motivates students to read. -Increases self-esteem and self-confidence. -Supports English language learners. -Differentiates instruction. -Provides feedback to students and teachers. -Increases the amount of time spent reading. -Implements easily with a high degree of fidelity. Our goal is that we see improvement and positive results in our DIBELS 8 and Lectura data, our goal is to move students one band and show above typical growth for students receiving services.

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.

READ Act funds will be used to provide professional development programming to support educators in teaching reading and providing intervention services. Teachers need to have a strong foundation for supporting students in teaching them to read, utilizing the Simple View of Reading; decoding and language comprehension strategies. We will provide professional development for both SIPPS and OG Yoshimoto intervention for our English students needing reading intervention and Esperanza Intervention for students that are reading below grade level. The SIPPS, OG Yoshimoto, and Esperanza are on the CDE READ Act Professional Development approved list. I will also purchase materials (teacher's guides and supplies) needed to engage students in the learning. The expected outcomes and goals include building teachers' knowledge and understanding of foundations of teaching reading and seeing the results in student achievement and success in the classroom.

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
586	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.33	Reading Interventionist - GSES	\$34,385.00
587	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Reading Interventionist Benefits	\$7,857.00
588	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.39	Reading Interventionist - CRES	\$33,637.00
589	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Reading Interventionist Benefits	\$7,686.00
590	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.34	Reading Interventionist - RS	\$20,556.00
591	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Reading Interventionist Benefits	\$4,697.00
592	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.30	Reading Interventionist - SES	\$11,213.00
593	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Reading Interventionist Benefits	\$2,562.00
594	Other Services	Esperanza (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.26	Reading Interventionist - BES	\$34,385.00

[illegible]

Budget Summary

Budget Program Totals	
Instructional Program (0010-2000)	
Object Codes	Total
0100 Salaries	\$152,490.00
0200 Employee Benefits	\$34,844.00
0300 Purchased Professional & Technical Services	\$10,628.50
Budget Program Total:	\$197,962.50
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	
Object Codes	Total
0640 Book and Periodicals	\$70,344.82
Budget Program Total:	\$70,344.82

Allowable Activity Totals	
Activity	Total
Core Reading	\$70,344.82
Other Services	\$187,334.00
PD Programming	\$10,628.50

READ Budget Totals	
Allocation:	\$268,307.32
Budgeted Amount:	\$268,307.32
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>)