



COLORADO
Department of Education

2023-2024 READ Act Budget Submission

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Print Application

1420 - JEFFERSON COUNTY R-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: **\$1,739,880**

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.

\$

243475

.00

Total Funds Available: **\$1,983,355**

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.

Jeffco READS is a 4-week, intensive program that focuses on increasing foundational literacy skills for K-3 students. This summer we are only offering this program in eight sites and have a total enrollment 555 students. Students are eligible if they are entering 1st, 2nd, and 3rd grades and are on a READ Plan that was initiated by February 1, 2024. Jeffco READS students receive explicit instruction in foundational literacy skills, both in whole group and small group times. Their small group time with the teacher is using IMSE Orton Gillingham. They also have time daily to practice the skills they are learning using HMH resources as well as Lexia Core5. All teachers are licensed Jeffco staff who have completed their 45 hours of science of reading training as well as the IMSE OG Comprehensive Course. Class sizes are kept to approximately 10 students and have paraprofessional support. Teachers follow lesson plans based on structured literacy using CDE approved resources: Lexia, Heggerty, as well as OG lessons.

- ☒ 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.

Jeffco has invested in core reading resources which are on CDE's approved Advisory List for all of our elementary schools. Most schools have adopted HMH Into Reading, while a few each are using Wonders, CKLA, Open Court, and EL. This year, one school purchased additional CKLA trade books for core instruction. Two schools purchased additional HMH core resource materials like decodables, sound wall materials, and other materials used during core. Two of our EL schools purchased additional literacy skill block modules and decodables and another purchased more core texts. Several of our HMH schools used READ funds this year to make copies of additional Start Right readers and decodables from the HMH resource which they used for core instruction.

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.

This year, ten Jeffco schools will use their READ funds to support the hiring of a Literacy Interventionist in their building. These Interventionists are OG trained and use 95% Group to work with K - 3 students who have been identified as needing more literacy support than can be provided by the classroom teacher. Groups may not exceed five students and instruction is a design intervention tailored to each child's needs. In addition, a large portion of our READ funds purchase supplemental programs to provide intervention instruction using evidence based resources which are on the Advisory List as approved supplemental and intervention resources. These include Heggerty, 95% Group, Really Great Reading, Foundations, IMSE OG, Esperanza. We have made a substantial commitment to getting more teachers OG trained this year. In addition to vouchers provided to our schools, many schools are continuing to get new K-3 teachers and reading specialists this training using their READ funds.

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.

We have one school that, in addition to using DIBELS 8 for interim assessments, purchase i-Ready and two schools that purchased iStation. i-Ready tools, grounded in best-practice instructional design, provide rigorous and motivating reading instruction that engages students of all levels and backgrounds, motivates students to persist in skill building, provides scaffolded support that meets the needs of all students, and creates personal learning pathways for each student in i-Ready Personalized instruction. iStation is an internet-based comprehensive reading intervention program that ensures that students reach their full reading potential. It is developed using scientifically-based research designed to systematically teach: Phonological & Phonemic Awareness. Phonics. Fluency. In previous years, many schools have used their READ funds to purchase Lexia Core 5. This year, our district is providing licenses for all Kindergarten

and first grade students, as well as all second and third grade students determined to have an SRD. 24 schools purchased additional licenses for 2nd and 3rd graders not a READ Plan. Lexia® Core5® Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn.

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.

One Jeffco school hired a reading coach who will support teachers with planning evidence based, explicit, and systematic instruction in foundational skills of reading. These coaches will also lead PLC meetings to review data and discuss instructional next steps for students on READ Plans or at risk of being on one. They will be OG trained and support how to align OG best practices while using a core resource.

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
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836	Other Services	Into Reading (2020) (Core Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	212 Curriculum Specialist	4.50	These salaries are for district personnel to support the READ Act in schools and other compliance needs. A 1.0 position is for a READ Act Director who oversees all READ Act requirements, compliance reporting for teacher and admin training, data analysis and next steps to improve reading proficiency, oversees READ coordinators at each building, and oversees the Jeffco READS summer school program for students on a READ Plan. A .5 position goes toward a central assessment specialist who supports schools and leaders with DIBELS 8 administration and training and data analysis. Two 1.0 READ Act central support teachers (Teacher on Special Assignment or TOSA) are used to support schools with data analysis and best practices of reading instruction, support with program adoption and training, support with READ plan creation and continuation of best practices and other training support with READ plan best practices. Another 1.0 is for an administrative assistant, READ Act Data and Reporting Specialist, who supports data collection and state reporting. We support schools using multiple core, supplemental, and intervention materials, all on the approved CDE advisory list	\$427,136.00
838	Other Services	Into Reading (2020) (Core Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	000 Other	0.00	Benefits for the 4.5 FTE district READ Act support positions	\$128,768.00

839	Other Services	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	63.00	Paraprofessionals hired by individual schools who are highly trained to administer approved interventions and support in small groups for K-3 students on or at risk of a READ Plan. These are not FTE. Many are hired for only one or two hours a day. Resources used are Lexia Core5, 95% Group, Really Great Reading, IMSE Orton Gillingham and Heggerty.	\$497,063.00
840	Other Services	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Benefits for school based paraprofessionals	\$151,605.14
843	Other Services	Institute for Multi-Sensory Education, LLC (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	27.00	Additional pay provided to teachers at individual schools to tutor K-3 students on or at risk of a READ plan outside of contract hours. Teachers use approved intervention and supplemental programs including 95% Group, Really Great Reading, Orton Gillingham and Heggerty.	\$8,014.00
844	Other Services	Institute for Multi-Sensory Education, LLC (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Additional Pay benefits	\$2,445.00
846	Core Reading	Into Reading (2020) (Core Program)	Instructional Program (0010-2000)	0600 Supplies			Core Reading Program purchases by individual schools including the following approved programs: HMH Into Reading, Arriba la Lectura, Amplify CKLA, and EL Education.	\$16,416.00
847	Other Services	Heggerty Phonemic Awareness Curriculum (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			Supplemental and Intervention Reading Program materials and supplies purchased by individual schools based on need, including the following programs: IMSE OG, Heggerty, mClass Amplify BOOST, Really Great Reading, and Foundations	\$251,021.00

[illegible]

Budget Summary

Budget Program Totals

Object Codes	Total
	\$260,000.00
Budget Program Total:	\$260,000.00

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$588,168.00
0200 Employee Benefits	\$179,393.14
0600 Supplies	\$267,437.00
Budget Program Total:	\$1,034,998.14

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

Object Codes	Total
0100 Salaries	\$427,136.00
0200 Employee Benefits	\$128,768.00
0300 Purchased Professional & Technical Services	\$130,728.00
0580 Travel, Registration, and Entrance	\$1,400.00
0600 Supplies	\$325.00
Budget Program Total:	\$688,357.00

Allowable Activity Totals

Activity	Total
Core Reading	\$16,416.00
Other Services	\$1,836,211.14
PD Programming	\$130,728.00

READ Budget Totals

Allocation:	\$1,983,355.14
Budgeted Amount:	\$1,983,355.14
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>)