



**COLORADO**  
Department of Education

## 2023-2024 READ Act Budget Submission

Logged in as: [taylor\\_n@cde.state.co.us](#) | [Log Out \(Logout\)](#)

(<http://www.cde.state.co.us>)

Maint Menu

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

# Print Application

## 1500 - BURLINGTON RE-6J

---

# 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: **\$27,404**

**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.

\$

4111

.00

Total Funds Available: **\$31,515**

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.*

☐ 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.*

Students in Kinder-1st and occasionally 2nd have benefited from the Amplify , mClass Reading Edition Interventions. We'll continue this program for the next school year. Vocab surge intervention will be purchased from 95% group to be implemented in 3rd grade DIBELS 8 assessment kits are needed to properly and efficiently progress monitor students on the assessment used to monitor their SRD status.

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.*

BES has a high EL population, many of which struggle with early stages of reading. We plan to continue the use of Imagine Learning Lang. and Lit which supports the development of skills for all groups and especially EL kids in order to develop reading skills of students with lower abilities. We're also planning to use In addition, we'll be replacing iPads which are over eight years old with chromebooks as we've constantly had issues with the iPads when using DIBELS next. Staff preferred the touchscreens on the ipads for assessment so we're replacing with touchscreen chromebooks in order to support our transition to DIBELS 8

**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.*

ELAT coaches have recommended Heggerty PA instruction at tier 1. BES has seen success with this in 2nd grade the past 1.5 years and is expanding the initiative downward. Staff received Heggerty training and materials in the spring. K-2 will implement the core curriculum, 3-4 the extension and all teachers will have access to My Heggerty. We'll have two follow-up trainings to help with implementation. We expect stronger phonemic awareness entering and leaving 2nd grade to have students better able to manipulate sounds. We continue to train and update training on staff using OG with our SRD students. We'll be using funds to support training with the ISME OG training. BES is moving to a 95% phonics in tier 1 model of instruction.

**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
732	PD Programming	Institute for Multi-Sensory Education, LLC (Intervention Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			ISME Training for Staff Member	\$1,500.00
734	PD Programming	Heggerty Phonemic Awareness Curriculum (Supplemental Program)	Instructional Program (0010-2000)	0592 Services Purchased from BOCES			One Heggerty Trainings	\$850.00
735	Other Services	Vocab Surge: Unleashing the Power of Word Parts (Level A & B) (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies			95% Vocab Surge	\$506.00
736	Other Services	mCLASS Amplify Reading Edition (Supplemental Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			Kinder-1st Intervention Program	\$1,800.00
737	Technology		Instructional Program (0010-2000)	0730 Equipment			Touchscreen chromebooks for DIBELS 8 Assessment and progress monitoring	\$9,077.00



738	Technology	Heggerty Phonemic Awareness Curriculum (Supplemental Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services		My Heggerty License for classroom teachers to assess students, get training and example lessons	\$1,335.00
739	Technology	Language and Literacy (Supplemental Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services		Imagine Learning Lang-Lit Program	\$4,696.42
740	Core Reading	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies		95% Phonics Instruction Materials	\$10,340.50
741	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0640 Book and Periodicals		DIBELS 8 Kits for Classroom Assessment	\$1,410.00
Allocation:						\$31,514.92	
Budgeted Amount:						\$31,514.92	
Funds Remaining:						\$0.00	

# Budget Summary

Budget Program Totals	
Instructional Program (0010-2000)	
Object Codes	Total
0300 Purchased Professional & Technical Services	\$9,331.42
0592 Services Purchased from BOCES	\$850.00
0600 Supplies	\$10,846.50
0730 Equipment	\$9,077.00
Budget Program Total:	\$30,104.92
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	
Object Codes	Total
0640 Book and Periodicals	\$1,410.00
Budget Program Total:	\$1,410.00

Allowable Activity Totals	
Activity	Total
Core Reading	\$10,340.50
Other Services	\$3,716.00
PD Programming	\$2,350.00
Technology	\$15,108.42

READ Budget Totals	
Allocation:	\$31,514.92
Budgeted Amount:	\$31,514.92

<b>Funds Remaining:</b>	<b>\$0.00</b>
-------------------------	---------------

---

---

---

**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>)