2023-2024 READ Act Budget Submission

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Print Application

1550 - POUDRE 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: **$631,365**

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: **$664,569**

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.

Our analysis of READ Act-relevant data has revealed a substantial number of students on READ Plans and below-grade-level reading performance. We've also identified the summer period as a time of potential learning loss, which affects reading proficiency. To address this issue, we propose using READ Act funds to operate a summer school literacy program focusing on enhancing students' foundational reading skills. This program will offer a targeted, intensive course of study to students who are on READ Plans. Our summer school program will use a combination of explicit phonics instruction, guided reading, and interactive activities to engage students and boost their reading skills. Our expected outcome is to lessen the summer learning loss, increase reading proficiency levels among our students, and decrease the number of students on READ Plans. By extending learning opportunities into the summer, we aim to accelerate reading growth. We anticipate that the additional learning time will result in students returning in the fall closer to grade-level reading skills, reducing the need for catch-up instruction at the start of the new school year.

☑ 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

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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.

Through the analysis of READ Act-relevant data, it has become evident that there is a need for comprehensive and evidence-based reading instruction. The data reveals that a significant number of students are struggling with reading proficiency and are not meeting grade-level expectations. This hinders their overall academic progress and future success. To address this issue, the schools have chosen to invest in a core reading instructional program that is included on the Advisory List of instructional programming in reading. This program aligns with the recommended guidelines and best practices for effective reading instruction. It provides a comprehensive and research-based approach to teaching essential reading skills such as phonics, fluency, vocabulary, and comprehension. By implementing this core reading instructional program, the schools anticipate significant improvements in student reading outcomes. The program's systematic and explicit approach to instruction will help students develop a strong foundation in reading, leading to improved reading fluency, comprehension, and overall literacy skills. The expected outcomes include increased reading proficiency, grade-level achievement, and enhanced academic success across all subject areas. In summary, the planned use of READ Act funds to purchase a core reading instructional program from the Advisory List aims to address identified problems, provide evidence-based instruction, and improve student reading outcomes. By utilizing a comprehensive program that aligns with best practices, schools aim to equip students

with the necessary reading skills to succeed academically and unlock their full potential.

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.

Based on our recent analysis of READ Act-related data, we have recognized a need to bolster foundational reading skills amongst our students, particularly those struggling with phonics and reading fluency. Our observations have indicated an increase in students on READ Plans and a marked difficulty in grasping foundational literacy skills. To address this issue, we propose using READ Act funds to hire trained tutors who specialize in supporting foundational reading skills. This expenditure will allow us to offer more personalized, one-on-one or small-group instruction to our struggling readers, supplementing classroom instruction. Our tutors will utilize research-based methods and interventions, such as the Orton-Gillingham approach, to provide targeted instruction tailored to each student's needs. Our primary goals for this initiative are to improve reading proficiency levels among our students, decrease the number of students on READ Plans, and enhance the overall reading performance in our early grades. The expected outcomes include improved reading fluency and comprehension, as well as greater confidence and enjoyment in reading. Ultimately, the objective is to ensure that every student achieves grade-level reading proficiency by the end of third grade, consistent with the aims of the Colorado READ Act.

☑ 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.

Based on READ Act-relevant data, it has been identified that certain students require additional targeted intervention to improve their reading skills. These students may be struggling with reading proficiency or facing specific challenges in their literacy development. The planned allowable activity involves utilizing READ Act funds to provide targeted, evidence-based or scientifically based intervention services. These services will be approved by the department, ensuring their effectiveness and alignment with best practices. The specific program(s) chosen will be designed to address the identified needs of students and provide them with the necessary support to improve their reading outcomes. By implementing these targeted intervention services, the schools aim to improve student reading outcomes. The expected outcomes include increased reading proficiency, enhanced reading skills, improved fluency, comprehension, and overall literacy abilities. The goal is to ensure that students receiving these intervention services make significant progress in their reading abilities and achieve grade-level expectations. In summary, the planned use of READ Act funds for targeted, evidence-based or scientifically based intervention services

is aimed at addressing identified problems, providing effective support to students, and ultimately improving their reading outcomes. By implementing approved programs and interventions, the schools aim to ensure that students receive the necessary targeted instruction to overcome reading challenges and succeed academically.

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.

Through the analysis of READ Act-relevant data, it has been identified that technology can play a significant role in enhancing reading instruction and student engagement. However, there may be challenges in accessing and effectively utilizing appropriate technology resources. To address this issue, the schools will utilize READ Act funds to provide technology, including software, that is included on the Advisory List of instructional programming in reading. These programs have been vetted and recognized as effective resources for supporting reading instruction. Additionally, the schools may provide professional development to teachers to ensure the effective use of the technology and software in their instruction. By providing technology and supporting technologies aligned with effective instructional programming in reading, the schools expect improved student reading outcomes. The use of appropriate software and technology resources can enhance student engagement, provide personalized learning experiences, and offer interactive tools to develop reading skills. The expected outcomes include increased reading proficiency, improved fluency, comprehension, vocabulary development, and overall literacy growth. In summary, the planned use of READ Act funds to provide technology, including software, and supporting technologies aligns with the goal of improving student reading outcomes. By incorporating research-backed resources and providing professional development, schools aim to enhance reading

instruction, student engagement, and ultimately, foster improved reading skills and academic success.

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.

Analysis of READ Act-relevant data has identified a need for enhanced instructional support and training for educators in teaching foundational reading skills. Data shows that some students are not achieving grade-level reading proficiency, indicating a gap in instructional strategies. To address this issue, READ Act funds will be used to provide professional development programming. This may include hiring a reading coach who is trained in teaching foundational reading skills to provide job-embedded, ongoing professional development. The reading coach will work closely with educators, providing guidance, support, and targeted training to enhance their knowledge and instructional practices in teaching foundational reading skills. The planned professional development programming aims to improve student reading outcomes by equipping educators with effective instructional strategies and techniques. The expected outcomes include increased educator knowledge and expertise in teaching foundational reading skills, improved instructional practices, and enhanced student engagement and progress in reading. By providing job-embedded professional development, educators will have the opportunity to receive ongoing support and training tailored to their specific needs. This will empower them to implement evidence-based instructional approaches and foster a positive impact on student reading outcomes. In summary, the planned use of READ Act funds to provide professional development programming, including hiring a reading coach, will address identified problems and enhance educator capacity in teaching foundational reading skills. The expected outcomes include improved instructional practices and increased student reading proficiency, leading to enhanced overall reading outcomes and academic success.

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.

> Director of Curriculum will send annual notice to Charter Schools opting out of READ Act funding. For the 2023-2024 school year, Ridgeview Classical School, Fort Collins Montessori and Liberty Common School have refused funding.

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
173	PD Programming	EL Education Foundational Skills Block, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.19	Bacon- fund a portion of interventionist's salary to support students on READ Plans	$17,445.00
174	PD Programming	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.12	Bamford - fund a portion of the interventionist's salary to support students on READ plans.	$10,661.00
178	PD Programming	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.57	Bauder - fund a portion of the kindergarten reading interventionist	$52,050.23
180	PD Programming	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.24	Beattie - fund a portion of the Literacy interventionist	$22,290.00
182	PD Programming	EL Education Foundational Skills Block, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.26	Bennett - fund a portion of the reading interventionist's salary	$24,015.45

183	PD Programming	Institute for Multi-Sensory Education, LLC (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.08	Bethke - fund a portion of the reading interventionist to work with students on READ plans.	$7,002.12
184	Technology	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies			Bethke - Lexia Core 5 licenses	$1,980.00
185	Technology	Raz-Plus (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			Bethke - Learning A-Z	$396.00
186	PD Programming	Heggerty Phonemic Awareness Curriculum (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.20	CLPE - fund a portion of the READ Act interventionist to provide intervention for students on READ plans	$17,929.00
187	PD Programming	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.07	Dunn - fund a portion of the interventionist to work with students on READ plans	$6,299.00
188	PD Programming	Maravillas (2020) (Spanish Program) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.07	Harris - fund a portion of their reading interventionist	$17,000.00
189	Other Services	Institute for Multi-Sensory Education, LLC (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			Harris - IMSE materials	$175.00
190	PD Programming	Institute for Multi-Sensory Education, LLC (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			Harris - comprehensive Orton Gillingham Plus virtual PD for interventionist	$1,500.00
263	Technology	Raz-Plus (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			Harris - learning A-Z licenses	$3,131.00
264	Tutoring Services	Institute for Multi-Sensory Education, LLC (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.51	Irish - 3 three hour tutors to provide targeted instruction toward READ plan goals embedded in the school day	$46,692.35
265	Tutoring Services	Institute for Multi-Sensory Education, LLC (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.09	Irish -fund a summer tutoring program to work with students on READ plans	$8,548.65

266	PD Programming	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.12	Johnson - fund a portion of their reading interventionist	$11,145.00
267	PD Programming	Heggerty Phonemic Awareness Curriculum (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.21	Kruse - fund a portion of the interventionist to address Literacy needs for K-3 students	$19,545.27
268	PD Programming	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.34	Laurel - fund part of 2 licensed teachers to provide targeted instruction to students with READ plans in grades K-3	$30,684.66
269	PD Programming	Heggerty Phonemic Awareness Curriculum (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.16	Linton - fund a portion of their interventionist	$16,993.44
270	PD Programming	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	218 Instructional Coach	0.17	Lopez - fund a portion of the instructional coach/interventionists. This staff member provides training in evidence based reading strategies to the whole staff and to individuals. Our coach also guides staff in using data to determine universal instruction and intervention. READ Act budget is used to offset part of the cost of this position.	$15,506.00
271	PD Programming	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.15	McGraw - fund a portion of a Literacy teacher providing targeted intervention for students on READ plans	$14,053.00
272	Technology	Core 5 Reading (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			Mountain Schools - Lexia licenses	$3,156.13
273	Tutoring Services	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.12	Mountain Schools - fund a portion of their classified reading interventionist to work with students on READ plans.	$4,596.87
274	PD Programming	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.35	O'Dea - fund a portion of the Literacy interventionist's salary	$31,718.99

275	PD Programming	95 Phonics Core Program, First Edition (Supplemental Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	222 Reading Interventionist	0.28	Olander - fund a portion of the Literacy interventionist's salary	$25,682.00
276	PD Programming	iReady (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.07	PGA- fund a portion of the Literacy interventionist's salary to support students on READ plans	$6,784.00
277	Technology	iReady (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			Polaris - purchase iReady from Curriculum and Associates	$5,330.00
278	Tutoring Services	Heggerty Phonemic Awareness Curriculum (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.54	Putnam - 4 hour tutor position to instruct foundational reading skills	$20,352.00
279	PD Programming	Core 5 Reading (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.20	Rice - fund a portion of the reading interventionist	$17,929.00
281	Tutoring Services	EL Education Foundational Skills Block, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.26	Riffenburgh - tutor directed towards students on READ plans working on Literacy goals	$20,837.00
282	PD Programming	Heggerty Phonemic Awareness Curriculum (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.28	Shepardson - fund a portion of the interventionist to support targeted Literacy interventions	$28,573.14
283	Tutoring Services	Institute for Multi-Sensory Education, LLC (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.23	Tavelli- Literacy tutor to support students on READ plans	$20,672.98
284	Tutoring Services	Yoshimoto Orton Gillingham (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.19	Timnath - fund tutor to support students on READ plans	$16,960.00
285	Tutoring Services	mCLASS Amplify Reading Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.12	Traut - fund part of their classified tutors salary	$11,145.00
286	Tutoring Services	Core 5 Reading (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.38	Werner - tutoring focused on increasing student's foundational reading skills	$14,537.00

288	PD Programming	Heggerty Phonemic Awareness Curriculum (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.30	Mountain Sage Community School - fund a part of an interventionist to support targeted Literacy interventions	$27,037.92
289	PD Programming	Institute for Multi-Sensory Education, LLC (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.34	Eyestone - fund a portion of the Literacy interventionist	$37,052.26
1032	PD Programming	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.02	Zach - CDE approved PD for new Literacy adoption for K-3 teachers working with students on READ plans	$2,100.75
1033	Tutoring Services	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.07	Zach - fund summer tutors to work with students on READ plans	$2,655.25
1034	Technology	EL Education (2017) (Core Program)	Instructional Program (0010-2000)	0600 Supplies			Tavelli - STAR Early Literacy diagnostic assessment as listed on CDE website	$648.02
1036	PD Programming	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0600 Supplies			Zach - printed materials for interventionists approved by CDE	$90.00
1038	PD Programming	mCLASS Amplify Reading Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.44	District funding - CDE approved professional development for new Literacy Adoption (K-3 teachers working with students on READ plans)	$20,218.54
1039	PD Programming	EL Education (2017) (Core Program)	Instructional Program (0010-2000)	0600 Supplies			District funding - EL Education printed materials approved by CDE	$1,449.53
					Allocation:		$664,568.55	
					Budgeted Amount:		$664,568.55	
					Funds Remaining:		$-0.00	

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	$621,030.87
0600 Supplies	$16,355.68
Budget Program Total:	**$637,386.55**

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

Object Codes	Total
0100 Salaries	$25,682.00
0300 Purchased Professional & Technical Services	$1,500.00
Budget Program Total:	**$27,182.00**

Allowable Activity Totals

Activity	Total
Other Services	$175.00
PD Programming	$482,755.30
Technology	$14,641.15
Tutoring Services	$166,997.10

READ Budget Totals

Allocation:	$664,568.55
Budgeted Amount:	$664,568.55
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)