



**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

## 1570 - ESTES PARK R-3

---

# 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: **\$21,643**

**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.

\$

6212.55

.00

Total Funds Available: **\$27,856**

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.*

a. Our data shows that we have a wide range of student strengths and needs in foundational reading. 35% of our 1st graders and 36% of our 2nd graders ended the year still well below benchmark in foundational reading skills. We know early intervention is the best way to help students meet literacy growth and achievement goals. Students need explicit, systematic, targeted instruction and additional practice to master skills. b. Hire a reading interventionist paraprofessional to provide one on one and small group instruction and skills practice. This para will be trained in our Heggerty Phonemic Awareness Instruction, use of Lexia Core 5 supplemental lessons, and SIPPS tier 2 instruction. The reading intervention para will push into classrooms to provide instruction and pull small groups in the reading specialist rooms. The reading interventionist para will work directly with our reading specialist to provide data driven instruction aligned to student needs. c. Our expected outcome is to decrease our students well below benchmark by at least 5% in both 2nd and 3rd grade next year.

**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.*

Based on our READ Act Data, we have students with a wide range of foundational reading strengths and needs. Students need targeted, differentiated instruction and a technology tool to support this goal and accountability. We have utilized Lexia Core 5 as an instructional tool to support intentional differentiated instruction and accountability to students during independent learning stations. Classes who have used Lexia Core 5 at the targeted time goals have had higher growth and achievement on DIBELS in the past 3 years. We expect all classes to use Lexia Core 5 this year to meet these benchmarks. We also plan to use Lexia for continued tutoring and at home learning to support further practice on foundational reading skills to achieve continued growth and achievement.

**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.*

**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
872	Technology	Core 5 Reading (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			Lexia Core 5 to use as a READ act approved intervention and supplemental instructional support tool in classrooms.	\$13,800.00
1127	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			Professional Training in READ Act Approved intervention program	\$3,000.00
1128	Core Reading	Collaborative Literacy (2016) (Core Program)	Instructional Program (0010-2000)	0640 Book and Periodicals			Collaborative Classroom SIPPS Fluency Readers	\$764.64
1129	PD Programming	SIPPS (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			Training in SIPPS intervention from SIPPS	\$1,875.00
1130	Core Reading	SIPPS (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0640 Book and Periodicals			SIPPS Intervention Extension Kit to use in intervention instruction	\$783.00
1131	Core Reading	mCLASS Amplify Reading Edition (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			DIBELS Assessment Materials	\$1,117.29
1236							Carryover to FY2425	\$3,201.00



1237							Unspent funds FY2324	\$3,314.97
Allocation:							\$27,855.90	
Budgeted Amount:							\$27,855.90	
Funds Remaining:							\$0.00	

--	--

# Budget Summary

Budget Program Totals	
Object Codes	Total
	\$6,515.97
Budget Program Total:	\$6,515.97
Instructional Program (0010-2000)	
Object Codes	Total
0600 Supplies	\$1,117.29
0640 Book and Periodicals	\$764.64
Budget Program Total:	\$1,881.93
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	
Object Codes	Total
0300 Purchased Professional & Technical Services	\$4,875.00
0640 Book and Periodicals	\$783.00
0650 Electronic Media Materials	\$13,800.00
Budget Program Total:	\$19,458.00

Allowable Activity Totals	
Activity	Total
	\$6,515.97
Core Reading	\$2,664.93
PD Programming	\$4,875.00
Technology	\$13,800.00

## READ Budget Totals

Allocation:	\$27,855.90
Budgeted Amount:	\$27,855.90
<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>)