COLORADO Department of Education

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

2023-2024 READ Act Budget Submission

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Print Application

1828 - VALLEY 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: **$56,420**

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.

$	0	.00

Total Funds Available: **$56,420**

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.

> Re-1 Valley School District has used READ Act funds since 2012 for a K-3 Summer School Literacy Program focused on growth/achievement of all SRD students. 1. Summer School: Our three-week Summer School includes: -140 students -data-driven instruction -flexible grouping based on growth/achievement 2. Core Reading: The instructional program used for summer school is Into Reading which is the material the District uses to support the Reading Writing Framework Student Evidence Outcomes for grades K-3 which are all student product based. However, we do purchase additional materials such as LETRS, BLAST and AMPLIFY to maximize growth/achievement of all students. All materials are on the Advisory List of Programming. 3. Other Services: Re-1 Valley uses READ funds to partially fund K-3 literacy coaches and instructional coaches to assure student growth/achievement in all classrooms.

☑ 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.

Re-1 Valley School District will use READ Act funds to include services provided by a reading interventionist and School Literacy Program focused on the growth/achievement of all SRD students. Programs to support Reading Interventionists Really Great Reading 1. HD Word 2. BLAST 3. BOOST 4. COUNTDOWN Really Great Reading consists of teacher/student digital licenses and teacher/student workbooks to maximize the growth/achievement of all students. All materials are on the Advisory List of allowable Supplemental Programming. Programs will reduce the percentage of identified students with an SRD in RE-1 Valley K-3 students, by

creating systematic change and building foundational reading mastery for students with an SRD.

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.

Re-1 Valley School District will use READ Act funds to include services provided by a reading interventionist and School Literacy Program focused on the growth/achievement of all SRD students. Programs to support Reading Interventionists Really Great Reading 1. HD Word 2. BLAST 3. BOOST 4. COUNTDOWN Really Great Reading consists of teacher/student digital licenses and teacher/student workbooks to maximize the growth/achievement of all students. All materials are on the Advisory List of allowable Supplemental Programming. The students utilize the digital platform called digital playground to independently access evidenced-based literacy support. Programs will reduce the percentage of identified students with an SRD in RE-1 Valley K-3 students, by creating systematic change and building foundational reading mastery for students with an SRD.

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
756	Summer School	Into Reading (2020) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.20	Stipends paid for Summer School educators. The instructional program is Into Reading which is the material the District uses to support the Reading, Writing, Communicating Framework Student Evidence Outcomes for grades K-3 which are all student product based.	$40,000.00
759	Summer School	Into Reading (2020) (Core Program)	Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	PERA and Medicare Benefits	$11,473.79
800	Other Services	HD Word, First Edition (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0640 Book and Periodicals			Support materials on the Advisory list of programming such as workbooks.	$806.40
1013	Technology	Blast (Supplemental Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			Technology licenses- Teacher/Student Digital Licenses to include BLAST and BOOST	$1,389.88

1015	Technology	HDWord (Supplemental Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			Teacher/Student Digital Licenses	$1,393.00
1016	Technology	Countdown (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			Support materials on the Advisory List of Programming Teacher/Student online licensing.	$908.76
1017	Other Services	Countdown (Supplemental Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0640 Book and Periodicals			Student Kit-Countdown	$448.00
						Allocation:	$56,419.83	
						Budgeted Amount:	$56,419.83	
						Funds Remaining:	$0.00	

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	$40,000.00
0200 Employee Benefits	$11,473.79
Budget Program Total:	**$51,473.79**

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

Object Codes	Total
0640 Book and Periodicals	$1,254.40
0650 Electronic Media Materials	$3,691.64
Budget Program Total:	**$4,946.04**

Allowable Activity Totals

Activity	Total
Other Services	$1,254.40
Summer School	$51,473.79
Technology	$3,691.64

READ Budget Totals

Allocation:	$56,419.83
Budgeted Amount:	$56,419.83
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)