



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

2180 - MONTROSE COUNTY RE-1J

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: **\$260,069**

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.

\$	36476.66	.00
----	----------	-----

Total Funds Available: **\$296,545**

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.

Montrose Schools will implement summer school starting the beginning of June 2024. We identified students by using their DIBELS scores (K-3) that would be considered having a significant reading deficiency. Teachers will be utilizing researched based literacy interventions and programs in order to meet the needs of students (DIBELS data, Orton-Gillingham, Benchmark Workshops CKLA and best practices). Students will attend four days a week for three weeks during the summer to address learning loss. This will also help with the summer slide that we see when our students go on break from June to mid-August. Giving them an added boost to instruction in reading.

☒ 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.

Montrose Schools will use part of our funds to purchase Benchmark Workshop student materials for student in K-3. We will also use part of the funding to pay for CKLA student materials for K-3. We measure student achievement based off DIBELS scores for K-3. SRD numbers have continued to increase over the past years and to address this Montrose Schools is transitioning from our primary core program of CKLA to Benchmark Workshop. Ordering both materials will support our teachers through this transition. Using CKLA, we found that the instruction was more whole grouped based, and we want to move to a more small-group based learning and differentiation. Giving better support to the needs of our students.

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.

Montrose Schools identify student that are SRD by using the DIBELS assessment. If students fall in the well below category, they are given the status of SRD and a READ plan is written for that student. If students are labeled SRD, they are given another intervention done by the Reading Interventionist at that school. The Reading Interventionist have been trained in Orton-Gillingham for best practices in teaching reading to struggling readers. By giving targeted instruction to the needs of the individual student we will decrease the number of SRD students in our district and create stronger readers.

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.

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.

Montrose schools is planning on using funds to partially fund two reading interventionists and to partially fund an Elementary Coordinator. Montrose Schools will be using small portion of the funds to support two literacy interventionists and coaches with professional development in orders to best meet the needs of our struggling K-3 students. This would include supplies for interventionist (OG), trainings that support the science of reading, and/or professional development that supports closing the gap with our most neediest of students.

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
44	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	222 Reading Interventionist	1.50	.5 FTE salary for a Reading Interventionist and 1.0 FTE salary for a Reading Interventionist	\$71,700.00
45	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	222 Reading Interventionist	0.00	.5 FTE salary for a Reading Interventionist and 1.0 FTE salary for a Reading Interventionist	\$22,845.00
46	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	212 Curriculum Specialist	0.50	.5 FTE for one Curriculum Specialist	\$33,490.00
47	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	212 Curriculum Specialist	0.00	.5 FTE for one Curriculum Specialist	\$12,100.00
48	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	0.00	6/20/24 - Revised to actual. Stipend for 27 teachers @ 1770 per teacher for K-3 SRD summer school. This is for the entire length of summer school along with the training.	\$36,396.00

49	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	000 Other	0.00	6/20/24 - Revised to actual. Stipend for 27 teachers @ 1770 per teacher for K-3 SRD summer school. This is for the entire length of summer school along with the training.	\$7,940.60
50	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	0.00	6/20/24 - Revised to actual. Salary for K-3 SRD summer school for 2 para's @ 23.25 per hour not to exceed 50 hours	\$1,325.25
51	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	000 Other	0.00	6/20/24 - Revised to actual Salary for K-3 SRD summer school for 2 para's @ 23.25 per hour not to exceed 50 hours	\$302.73
52	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	0.00	6/20/24 - Revised to actual. Salary for secretary for K-3 SRD summer school @ 27.25 per hour not to exceed 65 hours. This position coordinates with parents for pick up.drop off, health concerns, attendance, and all other communication needed between parents and the school.	\$1,771.25
53	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	000 Other	0.00	6/20/24 - Revised to actual. Salary for secretary for K-3 SRD summer school @ 27.25 per hour not to exceed 65 hours. This position coordinates with parents for pick up.drop off, health concerns, attendance, and all other communication needed between parents and the school.	\$404.73
54	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	0.00	Stipend for one summer school administrative coordinator (\$5000) and one onsite coordinator (\$3400)	\$8,400.00
55	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	000 Other	0.00	Stipend for one summer school administrative coordinator (\$5000) and one onsite coordinator (\$3400)	\$1,950.00

56	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0519 Other Purchased Student Transportation		In order to provide K-3 SRD summer school to our most needy of families, transportation is necessary. Many of our families are working full time and are not able to transport their child. This transportation is vitally important in ensuring students participate in summer school.	\$14,700.00
57	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies		K-3 SRD summer school supplies, this would included CDE approved intervention supplies (OG supplies such as phonics cards, blending boards, etc). Phonics readers for students, writing notebooks for student responses and other supplies as needed.	\$4,700.00
58	Core Reading	Benchmark Workshop (2021) (Core Program)	Instructional Program (0010-2000)	0600 Supplies		6/24/24 - Revised to actual. We are transitioning from CKLA to Benchmark. This is a request to purchase some of the Benchmark consumable supplies required for schools who are using Benchmark as their core curriculum. Purchase of Benchmark K-3 consumable supplies.	\$33,843.00
373	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0640 Book and Periodicals		6/20/24 - Revised to actual. We are transitioning from CKLA to Benchmark. This is a request to purchase some of the CKLA consumable supplies required for schools who are using CKLA as their core curriculum. Purchase of CKLA K-3 consumable supplies.	\$3,827.56
374	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies		6/20/24 - Revised to actual. This is a request to purchase supplies for Building Resource Teachers (coaches) and literacy interventionists to support their learning so that they can better help struggling students in literacy. Supplies would be Orton Gillingham items, books that would support the science of reading and other CDE approved intervention supplies.	\$1,897.00

1126	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	0.00	These funds will be carried over to support the year long tutoring of SRD students.	\$38,952.10
Allocation:								\$296,545.22
Budgeted Amount:								\$296,545.22
Funds Remaining:								\$-0.00

Budget Summary

Budget Program Totals	
Instructional Program (0010-2000)	
Object Codes	Total
0600 Supplies	\$33,843.00
0640 Book and Periodicals	\$3,827.56
Budget Program Total:	\$37,670.56
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	
Object Codes	Total
0100 Salaries	\$192,034.60
0200 Employee Benefits	\$45,543.06
0519 Other Purchased Student Transportation	\$14,700.00
0600 Supplies	\$6,597.00
Budget Program Total:	\$258,874.66

Allowable Activity Totals	
Activity	Total
Core Reading	\$37,670.56
Other Services	\$142,032.00
Summer School	\$77,890.56
Tutoring Services	\$38,952.10

READ Budget Totals	
Allocation:	\$296,545.22
Budgeted Amount:	\$296,545.22

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>)