



**COLORADO**  
Department of Education

## 2023-2024 READ Act Budget Submission

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# Print Application

## 2700 - PUEBLO COUNTY 70

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# 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: **\$240,187**

**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.

\$	31128.74	.00
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Total Funds Available: **\$271,316**

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 funds will be used to purchase additional Superkids core reading material for K-2 and CKLA for 3rd grade. These core curriculums are already in use in School District 70. We will use additional READ funds to purchase the iReady supplemental reading program. Forty-nine percent of District 70 students are one or more grade levels below expectations, according to the winter iReady diagnostic report. iReady diagnostic assessments are used to identify areas of weakness and provide teachers with specific recommendations for intervention. iReady also includes the My Path personalized learning platform that targets intervention toward the striving reader's struggles with phonemic awareness, phonics, vocabulary, and comprehension skills. It is designed to provide ongoing, systematic support for reading development that is sustained over time. It is proved to be especially beneficial for students who require intensive instruction. To guarantee students receive the most benefit from the iReady intervention, all students identified with an SRD will meet the recommended minutes of iReady instruction. Our expected outcome is that students one grade level below will achieve grade level expectations by the Spring test of 2024. Students who are below two or more grade levels will climb one level to reach iReady Stretch Growth, defined as greater than one year's growth in one year.

**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.*

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.*

School District 70 has three and one-half professional development days built into the 23-24 and 24-25 school calendars. Additionally, during the last two school years, we have had difficulty securing substitute teachers to allow for in-person professional development. These obstacles have limited our ability to ensure teachers receive the most relevant and up-to-date literacy training. To address this issue, School District 70 will add new asynchronous literacy professional development courses to its current catalog of approved PD. Courses will be provided by Educational Impact. Courses are pre-recorded and delivered on demand. They include video clips of authors and researchers presenting the foundation for the classroom demonstrations. Educational Impact's courses are filmed in real classrooms to show teachers modeling and discussing research-based instructional practices. Course assignments and learning activities are created by a team of teachers and digital content experts from Educational Impact's Instructional Design Team, specializing in literacy and online professional development. Course video clips also include narration to lift essential elements of the given strategy and panel discussions to clarify the demonstrations. Courses were selected based on teacher feedback from a professional learning interest form, a district-wide professional development needs assessment, and classroom walk-throughs completed by the District Literacy Leadership team. The selected courses will be presented to new teachers, cohorts of current teachers, specialists, and interventionists. With the addition of these new courses to our existing course catalog, teachers will receive up-to-date training on incorporating decoding skills, intervention strategies, and developing effective tier-one instruction to meet the needs of all learners. School Leaders and administrators will ensure the application of professional learning by conducting classroom walk-throughs and making notes in the RANDA evaluation.

**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.*

As part of our CLSD grant, District 70 conducted a comprehensive needs assessment in 2022. The needs assessment results indicated that we have a number of critical needs to address in our literacy learning systems. One was job-embedded coaching for teachers. In District 70, the literacy coach will directly support teachers during literacy instruction by modeling and demonstrating instructional practices rooted in the science of reading. They will support the implementation of the district-adopted curriculums, instructional routines, and strategies in kindergarten through third-grade classrooms. They will help refine teachers' instructional practices through a feedback loop that includes modeling, observation, and debriefs. The literacy coach will follow up with formative data analysis and provide further teacher professional learning opportunities. They will also function as a resource for instructional materials that align with the goals of the READ Act and student needs. A second responsibility for the District 70 literacy coach will be to work with principals and school leaders to prioritize instructional coaching for new teachers and staff unfamiliar with implementing literacy instruction rooted in the science of reading. They will collaborate with school leadership in data analysis, progress monitoring, and applying evidence-based reading strategies to increase teacher efficacy, improve literacy instruction, and enhance student outcomes. For curriculum-specific professional development, District 70 will work with the vendors of our two core curriculums, CKLA and SuperKids, to schedule professional development days for teachers and school leaders.

**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
86	Core Reading	The Superkids Reading Program (2017) (Core Program)	Instructional Program (0010-2000)	0640 Book and Periodicals			Core consumable and non-consumable materials for Kindergarten through second grade students. 8/8/2023 Updated budget due to carryover.	\$5,045.97
87	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0640 Book and Periodicals			Core consumable and non-consumable materials for approximately third grade students. 8/8/2023 Updated budget due to carryover. 5/20/2024 - Adjust costs to actual.	\$46,503.12
88	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0650 Electronic Media Materials			CKLA G3 Student Digital Interactive Licenses for 3rd-grade students. 5/20/24 - Transfer to Line #93.00	\$0.00
89	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	1.00	Salary for one literacy coach to provide job embedded, ongoing, focused, and data driven professional development, coaching, and mentoring to K-3 classroom teachers and specialists on the adopted core reading materials as well as the district's approved foundational reading program. 5/20/24 - Reduce salary to actual	\$77,393.04

90	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	218 Instructional Coach	0.00	Benefits for one literacy coach to provide job embedded, ongoing, focused, and data driven professional development, coaching, and mentoring to K-3 classroom teachers and specialists on the adopted core reading materials as well as the district's approved foundational reading program. 5/20/24 - Adjust benefits to actual costs	\$25,315.64
91	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			Curriculum-specific professional development for teachers and school leaders 5/20/2024 - Adjust costs to actual.	\$800.00
92	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			Educational Impact courses added to the professional learning catalog for kindergarten through 3rd grade teachers and school leaders. 5/20/24 - Transfer to Line #87 to purchase additional books.	\$0.00
93	Technology	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0650 Electronic Media Materials			I-ready intervention program for Kindergarten through third-grade students 5/20/24 - Adjust to Actual amount spent	\$87,508.75
115	Core Reading	Corrective Reading (Intervention Program)	Instructional Program (0010-2000)	0640 Book and Periodicals			Intervention decoding and comprehension materials for students. 5/20/2024 - Adjust costs to actual.	\$9,917.65
340	Core Reading	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			Manipulative kits for Grade K-3 students. 5/20/24 - Move amount to line #341 to purchase additional books.	\$0.00
341	Core Reading	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0640 Book and Periodicals			Student workbooks for Grade K-3 students. 5/240/24 - Amount transferred from Line #340 to purchase additional books	\$913.00

344	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			Providing professional development programming to support educators in their knowledge of scientifically and evidence based reading practices. We will utilize 95 percent group Virtual product workshops to provide training for our incoming educational support staff to help them deliver effective reading intervention services in small groups. 5/20/24 - Adjust to Actual	\$240.00
347	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Stipends for staff to provide tutoring for students. Tutoring services focused on increasing students' foundational reading skill: 71 hours @ \$35.00 per hour for 3 tutors. Tutors will utilize 95 Percent group Phonics Lesson Library a CDE approved intervention during the tutoring session. MClass Early & Foundational Literacy Assessment will be used to identify at risk students in need of extra support in reading, as well as monitor the progress of students. For at risk students, progress monitoring will be conducted bi-weekly to monitor progress and/or adjust intervention.	\$1,345.79
352	Tutoring Services		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Benefits for stipends @ 23% for staff providing tutoring services focused on increasing students' foundational reading skill: Tutors will utilize 95 Percent group Phonics Lesson Library a CDE approved intervention during the tutoring session. MClass Early & Foundational Literacy Assessment will be used to identify at risk students in need of extra support in reading, as well as monitor the progress of students. For at risk students, progress monitoring will be conducted bi-weekly to monitor progress and/or adjust intervention.	\$306.93

1044							2023/2024 Projected Carryover for 2024/2025	\$16,026.13
Allocation:							\$271,316.02	
Budgeted Amount:							\$271,316.02	
Funds Remaining:							\$0.00	

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# Budget Summary

Budget Program Totals	
Object Codes	Total
	\$16,026.13
Budget Program Total:	\$16,026.13
Instructional Program (0010-2000)	
Object Codes	Total
0100 Salaries	\$1,345.79
0200 Employee Benefits	\$306.93
0600 Supplies	\$0.00
0640 Book and Periodicals	\$62,379.74
0650 Electronic Media Materials	\$87,508.75
Budget Program Total:	\$151,541.21
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	
Object Codes	Total
0100 Salaries	\$77,393.04
0200 Employee Benefits	\$25,315.64
0300 Purchased Professional & Technical Services	\$1,040.00
0650 Electronic Media Materials	\$0.00
Budget Program Total:	\$103,748.68

Allowable Activity Totals	
Activity	Total
	\$16,026.13
Core Reading	\$62,379.74

PD Programming	\$103,748.68
Technology	\$87,508.75
Tutoring Services	\$1,652.72

#### READ Budget Totals

Allocation:	\$271,316.02
Budgeted Amount:	\$271,316.02
<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>)