



COLORADO
Department of Education

2023-2024 READ Act Budget Submission

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Print Application

8001 - CHARTER SCHOOL INSTITUTE

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: **\$670,590**

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.

\$	3717.87	.00
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Total Funds Available: **\$674,308**

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.

a. Students testing below the cut score, thus determined Significantly Reading Deficient (SRD) needing quality instructional programs. b. READ Act funds will be used to purchase core reading instructional programs from the Advisory List of instructional programming in reading (CKLA, Reading Mastery Transformations, Wonders). c. Increase number of students meeting grade level proficiency in reading.

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.

a. Students on READ plans show need for additional instructional time before or after school in order to receive additional targeted interventions. b. READ Act funds will be used to purchase after-school tutoring services for students with significant reading deficiencies using mCLASS Amplify, The Writing Road to Reading, or Mindplay. c. Students receiving after school tutoring will show growth in meeting grade level proficiency in reading.

☒ 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. Students on READ plans require targeted, scientifically and evidence based interventions. b. READ funds will be used to hire reading interventionists to provide targeted interventions using mCLASS Amplify, 95 Phonics, Yoshimoto Orton Gillingham, Core 5, CKLA, Wilson, Writing Road to Reading, Blast, Mindplay, Wonders, or SIPPS programming. c. Increase in percentage of students reaching grade level proficiency and exiting READ plans.

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.

a. K-1 students in two schools data shows need for improved core instruction. b. READ Act funds will be used to purchase the electronic media materials for use with a curriculum from the Advisory List of Core Instructional programs including CKLA (Amplify) and Mindplay. c. K-1 students will show improved assessment scores.

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.

a. Teachers require additional instruction in the implementation of the science of reading through professional development. b. READ Act funds will be used to provide professional development programming to support educators in teaching reading. Professional development programming will include hiring a reading coach or reading consultant who is trained in teaching the foundational reading skills to provide job-embedded, ongoing professional development in

two schools. c. Teachers will show continuous improvement in utilizing the science of reading in their reading instruction.

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
453	Tutoring Services	mCLASS Amplify Reading Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.30	Academy of Arts & Knowledge - Provide other targeted, evidence-based intervention - interventionist will work solely with students that have a SRD and provide interventions primarily in the areas of phonemic awareness, phonics and fluency. Interventionist is trained in iREADY reading interventions and meets the K-3 training requirement. 1 employee at 0.3 FTE of salary.	\$11,581.83
454	Other Services	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			Ascent Classical Academy Douglas County - Contracted Reading Interventionist spends at least .27 of their day delivering intervention to students with a significant reading deficiency	\$21,830.21
455	Other Services	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			Ascent Classical Academy Northern Colorado - Contracted Reading Interventionist spends at least .27 of their day delivering intervention to students with a significant reading deficiency	\$9,277.84

456	Other Services	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.20	AXIS - Salaries for one staff member who provides reading intervention to students identified as SRD	\$7,701.40
457	Other Services	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	AXIS - Benefits for one staff member who provides reading intervention to students identified as SRD	\$1,449.87
458	Core Reading	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	2.00	Caprock Academy - Provide targeted, evidence-based or scientifically based intervention services to students which utilize two fulltime dedicated teachers as reading interventionists. Instruction given to READ identified individual students for reading level improvement.	\$24,013.23
459	Core Reading	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	Colorado International Language Academy - Full-time reading interventionist for grades 1-3. This person organizes the DIBELS assessment of all first through third grade students and analyzes the results. The person in this position organizes the development of appropriate groups to address specific reading deficiencies using evidence based instructional practices to support reading growth, coordinates regular progress monitoring of all students involved in reading intervention, and supports teachers to develop READ plans.	\$25,000.00

460	Core Reading	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Colorado International Language Academy - Full-time reading interventionist for grades 1-3. This person organizes the DIBELS assessment of all first through third grade students and analyzes the results. The person in this position organizes the development of appropriate groups to address specific reading deficiencies using evidence based instructional practices to support reading growth, coordinates regular progress monitoring of all students involved in reading intervention, and supports teachers to develop READ plans.	\$3,925.03
461	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	Colorado Military Academy - Reading interventionist uses CDE approved curricula to conduct reading groups for K-3 students on READ plans.	\$30,016.53
462	Core Reading	Wilson Reading System (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.67	Colorado Springs Charter Academy - Reading interventionist who is trained in scientifically and evidence-based practices in reading who works with students in small groups or one on one each week.	\$15,000.00
463	Core Reading	Wilson Reading System (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Colorado Springs Charter Academy - Reading interventionist who is trained in scientifically and evidence-based practices in reading who works with students in small groups or one on one each week.	\$4,004.61
464	Tutoring Services	The Writing Road to Reading (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.50	Community Leadership Academy - .5 FTE T.O.S.A. interventionist to provide daily interventions (evidence-based via DIBELS and BURST) for students in grades K-3 identified SRD or "monitored" SRD in accordance with individual READ Plans.	\$26,208.00

465	Tutoring Services	The Writing Road to Reading (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Community Leadership Academy - .5 FTE T.O.S.A. interventionist to provide daily interventions (evidence-based via DIBELS and BURST) for students in grades K-3 identified SRD or "monitored" SRD in accordance with individual READ Plans.	\$9,266.09
469	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0650 Electronic Media Materials			Coperni 3 - Purchase Amplify CKLA for K-1	\$5,411.87
470	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0600 Supplies			Crown Pointe Academy - CKLA has two strands of materials in the program that work in tandem - the skills strand and the knowledge strand. The skills strand is designed to focus on decoding skills and phonemic awareness, which the knowledge strand builds students' background knowledge. For students with a SRD, teachers can work with modified curriculum within the skills strand to help build those critical literacy skills. Additionally, the CKLA curriculum is an Amplify product, which is also connected to the DIBELS assessment.	\$19,101.43
472	Core Reading	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	Global Village Academy North - Continued support of students on READ plans by trained interventionists using scientifically and evidence-based strategies.	\$54,029.77
474	Other Services	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.25	Golden View Classical Academy - Reading Interventionist spends .25 of their day delivering intervention to students with a significant reading deficiency	\$5,457.55
475	Other Services	Blast (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	2.00	High Point Academy - Two Reading Interventionists that provides targeted Intervention services. Blast, Countdown, HDWord	\$35,000.00
476	Other Services	Blast (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	High Point Academy - Two Reading Interventionists that provides targeted Intervention services. Blast, Countdown, HDWord	\$9,206.18

482	Tutoring Services	Wonders (2020) (Core Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			Kwiayat Community Academy - Contracting with Specialized Reading Tutoring Services \$45/hour for 36 weeks for an approximately 12 hours per week to work directly with K-3 students on READ Plan increase foundational reading skills using approved intervention strategies	\$19,571.72
483	Other Services	CKLA (2017) (Core Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	1.00	Montessori del Mundo - .6 of the Literacy Coach Salary	\$28,925.03
485	Other Services	Yoshimoto Orton Gillingham (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	Monument View Montessori - reading intervention teacher will deliver interventions to small groups of students identified with a significant reading deficiency during a regularly scheduled reading intervention block	\$3,000.00
486	Other Services	Yoshimoto Orton Gillingham (Supplemental Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Monument View Montessori - reading intervention teacher will deliver interventions to small groups of students identified with a significant reading deficiency during a regularly scheduled reading intervention block	\$820.29
487	Other Services	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.60	Mountain Song Community School - Reading Interventionist takes groups of 2-3 student aside at a time, based on scores from DIBELS, and provides Tier 2 interventions to students who are identified with a significant reading deficiency. The time of each pull out is recorded formally in school operational documents.	\$28,000.00
488	Other Services	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Mountain Song Community School - Reading Interventionist takes groups of 2-3 student aside at a time, based on scores from DIBELS, and provides Tier 2 interventions to students who are identified with a significant reading deficiency. The time of each pull out is recorded formally in school operational documents.	\$5,563.95

489	Other Services	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	Mountain Song Community School - Reading teacher takes groups of 2-3 students at a time, based on assessment data showing deficiencies in reading and provides interventions.	\$28,000.00
490	Other Services	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Mountain Song Community School - Reading teacher takes groups of 2-3 students at a time, based on assessment data showing deficiencies in reading and provides interventions.	\$5,563.95
491	Core Reading	Wonders (2020) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	2.00	Pinnacle Charter School - Provide targeted, scientifically or evidence-based intervention services to Kindergarten-3rd grade students by funding Kindergarten Interventionist. Pinnacle also uses Raz-Plus for our intervention program, 95% Group in our K-5 intervention program, and K-3 Structured Literacy embeds Orton Gillingham but it's a CDE created scope and sequence.	\$74,987.67
492	Core Reading	Wonders (2020) (Core Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Pinnacle Charter School - Provide targeted, scientifically or evidence-based intervention services to Kindergarten-3rd grade students by funding Kindergarten Interventionist. Pinnacle also uses Raz-Plus for our intervention program, 95% Group in our K-5 intervention program, and K-3 Structured Literacy embeds Orton Gillingham but it's a CDE created scope and sequence.	\$20,519.50
493	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.50	Ricardo Flores Magon Academy - 4 staff spending .125 of their time delivering a targeted, evidenced based literacy intervention to students identified with a significant reading deficiency in small groups for 60 minutes/day, where staff deliver leveled phonemic awareness, phonics, reading comprehension, and fluency interventions using Heggerty	\$21,000.00

494	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Ricardo Flores Magon Academy - 4 staff spending .125 of their time delivering a targeted, evidenced based literacy intervention to students identified with a significant reading deficiency in small groups for 60 minutes/day, where staff deliver leveled phonemic awareness, phonics, reading comprehension, and fluency interventions using Heggerty	\$5,196.25
495	Other Services	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.45	Ross Montessori School - Provide targeted evidence-based intervention services approved by CDE. Yoshimoto Orton Gillingham: Phonological & Phonemic Awareness, Phonics & Word Study, Vocabulary, and Text Reading Fluency to provide direct intervention for struggling readers.	\$12,006.62
496	Core Reading	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.14	Salida Montessori - Will provide evidence-based interventions to identified students and do progress monitoring of students.	\$7,094.82
497	Core Reading	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.27	Steamboat Montessori - Pay for a portion of the literacy interventionist salary. Interventionist spends their full FTE working with small groups of students who are below proficient according to DIBELS scores and provides interventions to students using Orton Gillingham materials. READ Act funds support the time providing interventions to students identified with a significant reading deficiency. The Small Group sessions are identified on the master schedule.	\$7,094.82

498	Core Reading	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.43	Stone Creek Charter School - Instructional Para will provide approved, targeted evidence-based interventions, including SIPPS for students performing below grade level based on fall benchmark assessment in DIBELS and NWEA. The Instructional Para will work with small groups of students to target specific skills to improve reading achievement. The Instructional Para will work with the classroom teachers to align intervention strategies and universal instruction. This activity will students in need of reading intervention with evidence-based reading instruction resulting in individual student growth as measured by our new interim assessment NWEA from fall to spring.	\$20,192.94
499	Core Reading	Yoshimoto Orton Gillingham (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.25	The Academy of Charter Schools - Annual READ Act testing process across K-3 students, using PALS assessment; In response to test results, writing READ plans per CDE guidelines; communicating with families of students with a READ plan; provide opportunity for families to review plans in person; delivering relevant interventions to students on READ plans; progress monitoring of READ plan interventions; support MTSS services in literacy as and when needed; make recommendations for future interventions and training.	\$28,379.27
500	Core Reading	Reading Horizons Discovery (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	Thomas MacLaren Charter School - Reading interventionist to provide targeted, scientifically based or evidence based intervention services to students with significant reading deficiencies.	\$19,647.19
1004	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	1.00	Coperni 3 - Portion of 1 FTE Science of Reading Teacher salary	\$8,777.77

1005	Other Services	Wonders (2020) (Core Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services		Kwiyagat Community Academy - Purchased subscription to STAR elementary suite assessment progress monitoring and learning platform	\$3,350.00
1051						Carryover amount into FY25	\$9,134.64
Allocation:						\$674,307.87	
Budgeted Amount:						\$674,307.87	
Funds Remaining:						\$0.00	

Budget Summary

Budget Program Totals	
Object Codes	Total
	\$9,134.64
Budget Program Total:	\$9,134.64
Instructional Program (0010-2000)	
Object Codes	Total
0100 Salaries	\$492,189.41
0200 Employee Benefits	\$65,515.72
0300 Purchased Professional & Technical Services	\$54,029.77
0600 Supplies	\$19,101.43
0650 Electronic Media Materials	\$5,411.87
Budget Program Total:	\$636,248.20
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	
Object Codes	Total
0100 Salaries	\$28,925.03
Budget Program Total:	\$28,925.03

Allowable Activity Totals	
Activity	Total
	\$9,134.64
Core Reading	\$367,196.45
Other Services	\$231,349.14
Tutoring Services	\$66,627.64

READ Budget Totals

Allocation:	\$674,307.87
Budgeted Amount:	\$674,307.87
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>)