COLORADO
Department of Education

READ Funding Allocations

0490 - BUENA VISTA R-31

Prior Year Funding Allocation

READ Funding allocated from the 2019-2020 School Year

Please use your FY2019-20 allocation amount to project your budget amounts for FY2020-21.

Allocation: **$45,507**

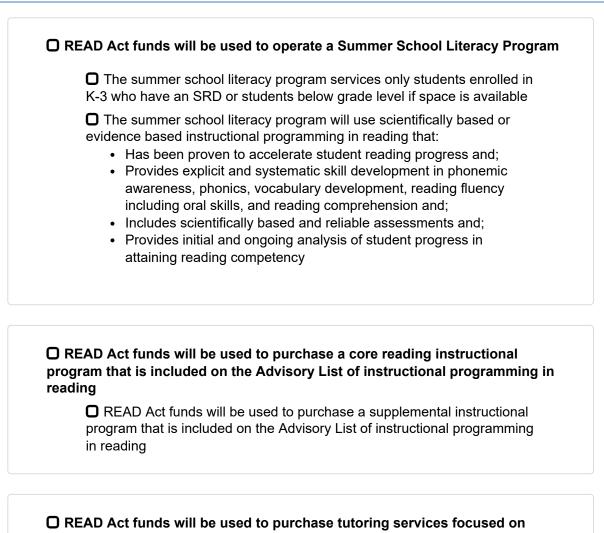**Accept or Decline 2020-2012 READ Funding**

☑ We **accept** FY2020-21 READ Act Funding

LEP Budget Explanation

Instructions: Select the ways in which you plan to use READ Act funds in the upcoming budget year. In order to submit your budget, all assurances must be reviewed and agreed upon, and all boxes must be checked.

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.

Questions and Assurances

☐ **READ Act funds will be used to operate a Summer School Literacy Program**

☐ 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**

☐ READ Act funds will be used to purchase a supplemental instructional program that is included on the Advisory List of instructional programming in reading

☐ **READ Act funds will be used to purchase tutoring services focused on increasing students' foundational reading skills**

☐ 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**

☑ **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**

> ☑ READ funds will be used to hire a reading interventionist to provide services which are approved by the department

☐ **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**

☐ **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**

LEP Budget Narrative

Instructions: Provide a brief description (no more than 700 words) that addresses each of the questions below. These questions must be completed for any LEP receiving READ Act funds before funds are released.

Implementing Allowable Activities

Explain how your LEP plans to implement each selected allowable activity. Please ensure that each allowable activity listed aligns with the allowable use(s) of funds as required by statute and matches the allowable use(s) listed in your LEP budget explanation.

> 1.0 full time teacher will use small group, approved, targeted, evidence-based intervention services to students formally identified with an SRD. These interventions will occur at least four times weekly, and regular progress monitoring will be conducted in order to inform instruction. The intervention teacher will collaborate with regular classroom teachers in order to share data, align instruction, and provide intervention specific strategies.

Outcomes and Goals

What are your LEP's expected outcomes and goals in the upcoming budget year from implementing your selected allowable activity(ies)?

> Through these small-group literacy intervention sessions, students will be given extra time and more individualized attention in order to target specific skills in which they need additional instruction, support, and practice. The literacy intervention teacher is trained in approved, evidence-based literacy intervention strategies and can work together with regular classroom teachers in order to reinforce skills already being taught and share literacy instruction and research knowledge/strategies. The expected outcome/goal for this activity is appropriate and measurable literacy growth for these struggling students.

Potential Barriers

What are potential barriers in reaching your expected outcomes and goals? How do you plan to address and/or overcome these barriers?

> The primary potential barrier in reaching these goals will be group size. Just as in many Colorado elementary schools, the number of students identified with an SRD has been a challenge. Allowing time for regular planning and collaboration between interventionists and classroom teachers should strengthen instruction on both

fronts. Strategies can be adjusted in a timely manner, making overcoming this
barrier more likely.

Budget Details

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
3575	Core Reading		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	1.0 full time certified teacher will use pull out small group targeted instruction for students who need supplemental reading interventions. The interventions will occur daily. This will be used to close reading gaps identified by the certified teacher.	$40,000.00
3576	Core Reading		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	1.0 full time certified teacher will use pull out small group instruction for student's k-3rd grade who need supplemental reading intervention	$5,507.29
							Allocation:	$45,507.29
							Budgeted Amount:	$45,507.29
							Funds Remaining:	$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	$40,000.00
0200 Employee Benefits	$5,507.29
Budget Program Total:	**$45,507.29**

Allowable Activity Totals

Activity	Total
Core Reading	$45,507.29

READ Budget Totals

Allocation:	$45,507.29
Budgeted Amount:	$45,507.29
Funds Remaining:	**$0.00**