COLORADO
Department of Education

READ Funding Allocations

1180 - ROARING FORK RE-1

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: **$178,183**

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.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
We will supplement FTE's to help meet the need for a reading interventionist to provide targeted scientific-based intervention for students reading below grade level (SRD) using an approved intervention. The programs we use include the following: Orton Gillingham: Yoshimoto Orton Gillingham Phonological & Phonemic Awareness, Phonics & Word Study, Vocabulary, and Text Reading Fluency, and SIPPS. The program we choose depends on the need of the student.
2.READ Act funds will be used to provide professional development programming to support educators in teaching reading.
We will provide LETRS Professional Development for 20 teachers to provide teachers scientific and evidence-based training in teaching reading.

*Change in allocation from using funds to provide tutoring to purchase more intervention materials, these include SIPPS Intervention and Estrellita .

Outcomes and Goals

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

Goals & Outcomes:
1. Supplementing FTE's at buildings will help ensure that students needing additional services using data to target their needs will receive the instruction they need using a scope and sequence that will build upon targeted reading instruction.
2. Providing LETRS training will provide teachers to gain the knowledge and skills to address their students needs in a focused and deliberate fashion. It will also increase confidence in teachers as they take on the important task of teaching students to decode, become fluent readers and enjoy reading!

* Providing CDE approved intervention materials in both English (SIPPS) & Spanish (Estrellita) along with PD to support teachers in implementing and supporting the resource with fidelity and success. Ongoing support is critical in implementation. Providing training will provide teachers to gain the knowledge and skills to address their students needs in a focused and deliberate fashion. It will also increase confidence in teachers as they take on the important task of teaching students to decode, become fluent readers and enjoy reading!

Potential Barriers

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

Potential barriers include the uncertainty of next year as we look at different scenerios of returning to school. If distance learning continues the potential of our at-risk students not getting the instruction they need is worrisome. We are planning ahead for how that will look and what we need to do to meet our students' needs. One option is to have small groups meet to receive targeted instruction for a minimum of 45 minutes.
Another concern is budgeting for the required professional development to meet teachers needs in a very short timeframe. We are addressing this by providing LETRS and will also engage in professional development offered by CDE. There is a lot of uncertainty right now for the next school year. We are being optimistic and hope that we can meet the needs of our students and teachers.

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
3922	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			*MARCH REVISION - CHANGED TO $0.00. Four LTRS training sessions for a total of 20 teachers.	$0.00
3923	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			MARCH REVISION - CHANGED TO $0.00. LTRS supplies for a total of 20 teachers.	$0.00
3924	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	0.00	MARCH REVISION - SET TO $0.00. $220/ day for 4 days for 20 teachers for LTRS training stipends.	$0.00
3925	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	000 Other	0.00	MARCH REVISION - SET TO $0.00. $50/ day for 4 days for 20 teachers for benefits paid on LTRS training stipends.	$0.00
3931	Core Reading		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.45	Reading interventionist	$28,081.72

3932	Core Reading		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Reading interventionist benefits	$6,164.28
3933	Core Reading		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.90	Reading intervention para	$28,081.72
3934	Core Reading		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Reading intervention para benefits	$6,164.28
3935	Core Reading		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.23	Reading interventionist	$14,420.52
3936	Core Reading		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Reading interventionist benefits	$3,165.48
3937	Core Reading		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.25	Reading interventionist	$15,938.34
3938	Core Reading		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Reading interventionist benefits	$3,498.66
3939	Core Reading		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.20	Reading interventionist	$12,523.04
3940	Core Reading		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Reading interventionist benefits	$2,748.96
3941	Core Reading		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.08	Reading interventionist - charter school	$5,312.78
3942	Core Reading		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Reading interventionist benefits - charter school	$1,166.22
4358	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Purchase 2 SIPPS packages to meet the need of providing intervention support for students on a READ plan.	$7,344.00
4443	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			MARCH REVISION. Estrellita Kits. 9 K-1 Accelerated kits to meet the need of providing Spanish intervention at BES and RVS K-8 for students on a READ plan that are SRD.	$8,807.40

4444	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			MARCH REVISION.Estrellita - PD. Online PD for 13 interventionists and Spanish language development teachers.	$1,287.00
4445	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			MARCH REVISION.Sipps kits. Purchase Sipps kits to meet the need of providing intervention support for students on a READ plan. Purchase 1 Sipps plus kit and 2 fluency libraries 1-3 grade at GSES. Purchase 1 beginning kit and 2 fluency libraries 1-3 grade as SES. Purchase 2 Sipps plus kits and 1 fluency library 1-3 grade and 1 fluency library 4-6 grade at BES. Purchase 1 fluency library 1-3 grade and 1 fluency 4-6 grade at RVS. Purchase 3 beginning Sipps kits, 3 extension kits, 2 challenge kits, and 3 Sipps plus kits at CRES.	$18,443.36
4446	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			MARCH REVISION. SIPPS PD. Prof Development for 20 interventionists and language development teachers.	$10,811.71
4447	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	0.00	MARCH REVISION. $440 stipends for 8 teachers for teachers participating in LTRS PD per 2019-20 READ Act funds.	$3,520.00
4448	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	000 Other	0.00	MARCH REVISION. Benefits on stipends for 8 teachers for teachers participating in LTRS PD per 2019-20 READ Act funds.	$704.00
						Allocation:		$178,183.47
						Budgeted Amount:		$178,183.47
						Funds Remaining:		$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	$104,358.12
0200 Employee Benefits	$22,907.88
Budget Program Total:	$127,266.00

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

Object Codes	Total
0100 Salaries	$3,520.00
0200 Employee Benefits	$704.00
0300 Purchased Professional & Technical Services	$12,098.71
0600 Supplies	$34,594.76
Budget Program Total:	$50,917.47

Allowable Activity Totals

Activity	Total
Core Reading	$127,266.00
Other Services	$34,594.76
PD Programming	$16,322.71

READ Budget Totals

Allocation:	$178,183.47

Budgeted Amount:	$178,183.47
Funds Remaining:	**$0.00**