COLORADO
Department of Education

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.

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### Questions and Assurances

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

☐ Yes     ☑ No

☐ 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

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

☐ 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

**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

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

**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

# 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.

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### 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. If applicable, please include list of programming being used.**

> 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: Adams 12 plans to allocate money for the salaries of 12.5 reading interventionists to continue to take the LETRS course, units 5-8 (from the approved list of professional development programming) and subsequently apply their knowledge to provide scientific and research based reading intervention to students in kindergarten-third grade identified as having a Significant Reading Difficulty . Interventionists will participate in the LETRS training for Units 5-8 (Units 1-4 were approved for and completed during the 2020-2021 school year) and meet bi-monthly to discuss their learning and closely monitor student progress. Adams12 will continue to collaborate with the Voyager/Sopris West facilitators to determine the best design and structure to support the learning and application across both in person and remote learning environments. Adams 12 plans to pay the salary and benefits of one instructional specialist/reading coach and one dyslexia specialist/reading coach who will provide job-embedded professional development to educators in the implementation of the elements of evidence and scientifically based reading instruction (aligned to the required READ Act training). They are currently trained in Orton-Gillingham-Yoshimoto and have experience with several approved core and intervention programs (Fundations, Really Great Reading, Wonders). One coach will complete LETRS training and the other will continue to work on their dyslexia therapist certification. Both specialists will offer focused support to educators in understanding reading difficulties, like dyslexia, through beginning of the year required training and subsequent, on-going professional development and building-level support. They will partner with other staff across Learning Services to increase assessment literacy for K-3 educators and more closely align planning and instruction to specific student needs in reading. Adams 12 will also pay for PALS (from the approved assessment list) consumables for kindergarten. This is listed as "Other Services". Charter school allocations will be used to support the purchase of CDE-approved core, supplemental or intervention reading resources, listed as follows:
> Westgate: Superkids (grades K-2) and Wonders (grade 3); Really Great Reading (K-3)
> Prospect Ridge: CKLA Stargate: Orton-Gillingham-Yoshimoto

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### LEP Teacher Training Requirements

**Does your district request an extension to the teacher training requirement deadline due to COVID-19?**

# Budget Details

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### 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 |
|---|---|---|---|---|---|---|---|---|
| 5073 | PD Programming | | Instructional Program (0010-2000) | 0100 Salaries | 222 Reading Interventionist | 12.00 | Reading Interventionists, avg salary of $46,074/person | $946,188.43 |
| 5074 | PD Programming | | Instructional Program (0010-2000) | 0200 Employee Benefits | 222 Reading Interventionist | 0.00 | Reading Interventionists, avg benefis of $15,128/person | $274,405.00 |
| 5076 | PD Programming | | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0100 Salaries | 212 Curriculum Specialist | 2.00 | Dyslexia Coordinators, avg salary of $82,541/person | $167,087.00 |
| 5078 | PD Programming | | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0200 Employee Benefits | 212 Curriculum Specialist | 0.00 | Dyslexia Coordinators, avg benefits of $26,122/person | $50,241.00 |
| 5079 | Other Services | | Instructional Program (0010-2000) | 0850 Other, Internal Charge/Reimbursement Accounts | | | Printing for PALS forms | $900.00 |
| 5081 | PD Programming | | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0300 Purchased Professional & Technical Services | | | Professional Development - LETRS training for all reading interventionists | $9,000.00 |

| 5083 | PD Programming | Yoshimoto Orton Gillingham (Intervention Program) | Instructional Program (0010-2000) | 0300 Purchased Professional & Technical Services | | | Charter Allocation - Stargate | $5,956.00 |
|---|---|---|---|---|---|---|---|---|
| 5084 | Core Reading | The Superkids Reading Program (2017) (Core Program) | Instructional Program (0010-2000) | 0600 Supplies | | | Charter Allocation - Westgate | $17,867.00 |
| 5086 | Core Reading | CKLA (2017) (Core Program) | Instructional Program (0010-2000) | 0600 Supplies | | | Charter Allocation - Prospect Ridge | $12,408.00 |
| | | | | | | Allocation: | $1,484,052.43 | |
| | | | | | | Budgeted Amount: | $1,484,052.43 | |
| | | | | | | Funds Remaining: | $-0.00 | |

# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

| Object Codes | Total |
|---|---|
| 0100 Salaries | $946,188.43 |
| 0200 Employee Benefits | $274,405.00 |
| 0300 Purchased Professional & Technical Services | $5,956.00 |
| 0600 Supplies | $30,275.00 |
| 0850 Other, Internal Charge/Reimbursement Accounts | $900.00 |
| **Budget Program Total:** | **$1,257,724.43** |

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

| Object Codes | Total |
|---|---|
| 0100 Salaries | $167,087.00 |
| 0200 Employee Benefits | $50,241.00 |
| 0300 Purchased Professional & Technical Services | $9,000.00 |
| **Budget Program Total:** | **$226,328.00** |

## Allowable Activity Totals

| Activity | Total |
|---|---|
| Core Reading | $30,275.00 |
| Other Services | $900.00 |
| PD Programming | $1,452,877.43 |

## READ Budget Totals

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|---|---|
| Allocation: | $1,484,052.43 |
| Budgeted Amount: | $1,484,052.43 |
| **Funds Remaining:** | **$-0.00** |

**Technical Assistance:** Submit questions or requests for technical assistance to hutton_w@cde.state.co.us (mailto:hutton_w@cde.state.co.us)

View more information and resources on the READ Act website. (http://www.cde.state.co.us/coloradoliteracy/read-budget-submissions)