



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

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.

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.

K-3 Instructional paraprofessionals to assist with reading instruction--Due to the high number of students on READ Plans in our district, we plan to have 14 K-3 instructional paras, across all 7 elementary schools, assist with reading interventions to ensure our students become proficient readers and are able to exit their READ Plans. We are also ensuring our Paras will be trained on the Science of Reading. SIPPS PD--Our paras, and all 2nd and 3rd grade teachers will continue their training in SIPPS to support the implementation of our tier 3 literacy intervention instructional blocks. SIPPS Intervention Kits--SIPPS is an approved CDE Tier 3 intervention. We need additional kits to meet the high needs of our students on READ Plans. Superkids K-2 Coaching/PD--Our K-2 teachers will receive one on one coaching/PD support through Zaner-Bloser. This will ensure that our teachers are implementing this CDE approved curriculum with fidelity. Small Group Instruction K-3 (3 days) facilitated by a CDE approved professional development provider around the science of reading and dyslexia. Based on our observation data collected during the 2019-2020 school year, we are in need of providing additional professional development around small group instruction. Esperanza 2 day PD for new teachers--This PD will provide our new teachers along with a refresher/review for existing teachers with the knowledge they need to provide interventions to students in our bilingual classrooms identified with an SRD. Esperanza Intervention Kits up to 5@ \$470 each plus shipping We have expanded our bilingual classrooms and will be purchasing additional kits to provide appropriate interventions for our students on READ Plans in our bilingual classrooms. Superkids K-2 Consumables to support core instruction as our K-2 students need consumables in order to learn and express their learning. Professional development provided from a CDE approved vendor to support our teachers who need to fulfill the 45 hour evidence-based training requirement

LEP Teacher Training Requirements

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

- Yes
- No

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
5318	Core Reading	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	17.00	salaries for 17 K-3, Instructional paraprofessionals to assist with reading instruction at 7 elementary schools 21-22 Allocated 308292.13 Actual: 221,723	\$214,511.55
5319	Core Reading	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Benefits for 17 K-3 Instructional paraprofessionals to assist with reading instruction at 7 elementary schools 21-22 Allocated: 92487 Actual 84,075.42	\$84,026.58
5320	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies			SIPPS Intervention Kits. 21 3E kits @ \$600 each and 21 3E Plus kits at \$1100 each 21-22 Allocated 35,700 repurposed for ECRI	\$0.00
5321	Core Reading	The Superkids Reading Program (2017) (Core Program)	Instructional Program (0010-2000)	0600 Supplies			Superkids K-2 Consumables. Plus Shipping 21-22 Allocated 54885 repurposed for ECRI	\$0.00
5322	Summer School		Instructional Program (0010-2000)	0100 Salaries	000 Other	12.00	Stipend pay for up to 12 teachers to instruct summer school program to K-3 students with significant reading deficiencies. June 2022 Allocated 33000 Actual 29476	\$29,476.55
5323	Summer School		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Stipend pay for up to 12 teachers to instruct summer school program to K-3 students with significant reading deficiencies.	\$6,532.19
5324	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	000 Other	31.00	Stipend pay for up to 21 teachers conducting after school tutoring program to K-3 students with significant reading deficiencies, up to 20 weeks, 4 hours per week 21-22 allocated48200.00 Tutoring did not occur	\$0.00
5325	Tutoring Services		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Stipend pay for up to 21 teachers conducting after school tutoring program to K-3 students with significant reading deficiencies, up to 20 weeks, 4 hours per week Allocated 10800.00 No tutoring occurred	\$0.00
5326	Core Reading		Instructional Program (0010-2000)	0600 Supplies			Esperanza Intervention Kits (up to 5@ \$480 each plus shipping) 21-22 Allocation 3864 repurposed	\$0.00
5327	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			SIPPS training - center for collaborative classroom (Data platform) 21-22 allocation2215 repurposed	\$0.00

5328	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services		Esparanza 2 day PD for new bilingual teachers and paraprofessionals to ensure effective implementation of Tier III intervention. 21-22 allocated: 3000 repurposed	\$0.00
5329	Other Services		Instructional Program (0010-2000)	0600 Supplies		Supplemental programming using Heggerty Phonemic Awareness curriculum. Bridge the Gap Intervention. To strengthen the instruction for all students, 50 books, \$60/ea grades 2 & 3. 8/5 update: Bridge the Gap is associated with "Literacy Resources - Heggerty Phonemic Awareness Curriculum" as listed on the 2020 Advisory List of Instructional Programs under the Supplemental Programming Section http://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020 https://heggerty.org/product/bridge-the-gap/ 21-22 allocated 3000.00 repurposed	\$0.00
5567	Core Reading	ECRI (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies		Adoption of ECRI Materials -- Lesson plan books, small group readers for all elementary and SPED teachers for all 7 school.	\$83,870.13
5569	Core Reading	Wonders (2017) (Core Program)	Instructional Program (0010-2000)	0600 Supplies		Purchase of Extra Wonders Materials for K-2 at Central Elementary and SPED Teachers	\$59,509.15
5570	Core Reading	ECRI (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies		ECRI materials needed to be printed	\$1,295.98
5601	Other Services					Remaining funds not allocated in 21-22 budget.	\$86,678.16
Allocation:							\$565,900.29
Budgeted Amount:							\$565,900.29
Funds Remaining:							\$0.00

Budget Summary

Budget Program Totals

Object Codes	Total
	\$86,678.16
Budget Program Total:	\$86,678.16

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$243,988.10
0200 Employee Benefits	\$90,558.77
0600 Supplies	\$144,675.26
Budget Program Total:	\$479,222.13

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

Object Codes	Total
0300 Purchased Professional & Technical Services	\$0.00
0600 Supplies	\$0.00
Budget Program Total:	\$0.00

Allowable Activity Totals

Activity	Total
Core Reading	\$443,213.39
Other Services	\$86,678.16
PD Programming	\$0.00
Summer School	\$36,008.74
Tutoring Services	\$0.00

READ Budget Totals

Allocation:	\$565,900.29
Budgeted Amount:	\$565,900.29
Funds Remaining:	\$0.00