



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

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.

Canon City Schools plans to utilize the 21-22 READ funds to hire a full-time District Literacy Coach, trained in teaching foundational reading skills. This position will provide coaching, professional development, and support the sustainability of Tier II and Tier III interventions at five elementary schools. The Canon City Schools District Literacy Coach (DLC) role will include various coaching duties. The DLC will conduct ongoing school-specific literacy team work sessions to prescribe an appropriate course of intervention for each student identified with a Significant Reading Deficiency (SRD). Another duty of the DLC will be to model instruction, as well as, provide whisper coaching and real-time feedback for instructors. In addition, the DLC will collaborate with on-site building Instructional Leaders and classroom teachers to write lesson plans for interventions that include the five components of reading. The DLC will also collaborate with building leaders and instructors to guide the sustainability of district intervention programs in each building. Professional development will be a large part of the District Literacy Coach's position. In order to sustain district-wide use of approved interventions, Canon City Schools is committed to continued training for new staff including observation and whisper coaching opportunities as well as co-teaching with Summer Reading Academy instructors. Another duty of the DLC will include training staff in administering diagnostic literacy assessments addressing the five components of reading and utilizing the data to determine each child's specific reading deficiency. District-wide Instructional Leader professional learning communities (PLC) will be coordinated and facilitated by the DLC. In addition, the DLC will support instructional leaders with school-level PLCs on best instructional practices. The District Literacy Coach will also continue to grow sustainability by providing PD opportunities for current interventionists to become Instructional Leaders. Canon City Schools has adopted scientifically-based and evidence-based intervention programs which have led to a decrease of students identified as having an SRD. Therefore, it will be essential for the District Literacy Coach to maintain fidelity of interventions by ensuring instruction is delivered with sufficient intensity, frequency, urgency, and duration, by well-trained and highly effective instructors. Finally, the DLC will complete the end of session/school year reports about student progress in order to determine the effectiveness and next steps for sustainability. Mountain View Core Knowledge School is a charter school within Canon City Schools. For the 21-22 school year, Mountain View Core Knowledge School would like to partner their READ funds with another allocation to be able to hire consultative services in the area of literacy for grades K-3rd. This part-time employee will work directly with teachers to continue implementation of scientifically and evidenced-based reading interventions.

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
4502	Other Services			0100 Salaries	218 Instructional Coach	1.00	Canon City Schools plans to utilize the 21-22 READ funds to hire a full-time District Literacy Coach, trained in teaching foundational reading skills. This position will provide coaching, professional development, and support the sustainability of Tier II and Tier III interventions at five elementary schools. The portion that goes to our Charter School based upon their SRD number will similarly be spent to hire consultative literacy support for their K-3 teachers and interventionists.	\$87,846.21
Allocation:								\$87,846.21
Budgeted Amount:								\$87,846.21
Funds Remaining:								\$0.00

Budget Summary

Budget Program Totals	
Object Codes	Total
0100 Salaries	\$87,846.21
Budget Program Total:	\$87,846.21

Allowable Activity Totals	
Activity	Total
Other Services	\$87,846.21

READ Budget Totals	
Allocation:	\$87,846.21
Budgeted Amount:	\$87,846.21
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>)