



**COLORADO**  
Department of Education

## 2022-2023 READ Act Budget Submission

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# Print Application

## 0030 - ADAMS COUNTY 14

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# READ Funding Allocations

## Prior Year Funding Allocation and Carryover

### READ Funding allocated from the 2021-2022 School Year

Please use your FY2021-2022 allocation amount to project your budget amounts for FY2022-2023.

Allocation: **\$369,675**

### Prior Year Carryover:

If applicable, please enter the amount of READ funds from the 2021-2022 school year that your LEP plans to use in the 2022-2023 school year.

NOTE: An LEP may retain up to fifteen percent of the amount of per-pupil intervention money it received in a budget year in the next budget year.

\$	149309	.00
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Total Funds Available: **\$518,984**

## Accept or Decline Funding

### Accept or Decline 2022-2023 READ Funding

- We **accept** FY2022-2023 READ Act Funding
- We **decline** FY2022-2023 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**

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

**Are there district authorized charter schools in your district who have refused READ Act funds in the 2021-2022 school year?**

Yes  No

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**Are there district authorized charter schools in your district who will refuse READ Act funds in the 2022-2023 school year?**

Yes     No

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**Does the district have a system that ensures district authorized charter schools do not receive READ Act Funds?**

Yes     No

**If YES, please provide a narrative explanation with the following details:**

- The system in place to ensure district authorized charter schools do not receive READ Act funds.
- The names of each charter school reusing READ Act Funds.

# 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.**

Adams 14 District's READ Act funding will be used to further our work at the K-3 level and continue to refine our practices from the 2021-2022 school year. The funds from the READ Act grant will support our tier I instruction at the primary level and strategically expand on our interventions for those students in grades 1-3 at the tier II level. In addition, they will provide training support to teachers in both of the aforementioned areas. The core programming, interventions and support that teachers will use with students are specifically called out in this grant. The plan begins with the implementation of teachers at the summer school level. These teachers are implementing a viable and research-based curriculum for reading and math that will include pre- and post-assessments to measure student understanding during the 2022 summer programming. The My View literacy that these summer school teachers will be using strongly aligns with our McGraw-Hill core curriculum and also aligns with the Science of Reading and its tenets. The purchase and fidelity to the core literacy curriculum is essential for the upcoming academic year. Three of our dual language schools in the district will move to Wonders curriculum after having used Superkids curriculum at the K-2 grade levels and in Wonders in grades 3-5. The alignment of all classrooms in our dual language schools implementing Wonders and Maravillas at the K-5 level will support alignment for teacher planning and instruction. It will also enable schools to horizontally and vertically collaborate with their teaching peers, as well as help identify the learning essentials at each grade level from kindergarten through fifth. In addition, using these companion programs will allow for the comparison, bridging and metalinguistic instruction in English and Spanish. Training for any of our teachers who are new to the curriculum is included in the attached cost breakdown. Providing adequate interventions that are approved by the Colorado Department of Education is also critical. We will offer the support of Esperanza for Spanish intervention along with SIPPS and Lexia Core 5 programming at the English intervention level. In addition, Enhanced Core Reading Instruction may be used as an intervention for English instruction at the K-2 levels. Instructional strategies and repetition are needed foundationally to move students into the more complex aspects of reading such as comprehension, summarizing, responding to text and comparing literature. The targeted approach of hiring two district interventionists for use in grades 1-3 will allow Adams 14 to allocate support where it is needed. Interventionists will be assigned to work at targeted schools and grade levels in order to increase student growth and achievement. These resources can be utilized in a flexible and fluid way that will allow specific schools to benefit from additional services. Tutoring services are another method of student support at the primary level. We will strategically identify second and third grade students through data analysis and provide support across all seven of our elementary schools so that we can adequately address areas of need and support students in their specific areas of reading deficiency through targeted instruction. Providing substitutes and coverage for teachers to receive Amplify training and support is

important as we move forward with our Early Literacy Grant work in the district. In order for teachers to more deeply understand Acadience and IDEL as assessments and informative measures, our teachers will need an overview and training from the Amplify training team. This supports our work through the ELAT and ELG grants, but also builds our teachers' knowledge of analyzing data, grouping students according to data results and observation as well as preparing for instruction.

# 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
4829	Summer School	myView Literacy Common Core 2020 (Core Programs)	Instructional Program (0010-2000)	0100 Salaries	000 Other	12.00	12 Certified teachers for summer school reading interventions to support students and prevent learning loss over the summer during a 5-week half day program.	\$37,848.03
4830	Summer School	myView Literacy Common Core 2020 (Core Programs)	Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	This is budgeted for 12 certified teachers for summer programming	\$11,341.75
4831	Other Services	Esperanza (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Budget for Esperanza kits for schools who are implementing Spanish interventions through dual language programming. This allows for 4 kits and shipping costs.	\$0.00
4834	Core Reading	ECRI (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	2.00	This is an allocation for two budgeted certified interventionist positions that will rotate to serve the district. These are district English Language Arts positions that will serve elementary schools in grades K-3.	\$216,418.75



4835	PD Programming	ECRI (Intervention Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services		This cost allocation (literacy Consultant) is for our new K-3 teachers to be trained on the six-step phonics process and continue support and training for our current teacher work. It includes two full days of training for new staff and one day to support implementation at 2,500.00 per day.	\$7,500.00
4837	PD Programming	ECRI (Intervention Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services		Cost for Literacy Consultant to support our literacy instruction. School support days that will target schools that require additional support and will provide feedback for implementation and differentiation of literacy instruction and student grouping.	\$1,400.00
4838	Core Reading	Core 5 Reading (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials		The purchase of Lexia Core 5 for all elementary schools will ensure that they all have access to this intervention and its materials. It will allow for renewal of licensure at each of the 7 district elementary schools so they can adequately administer the program as an intervention with its programming as well as supplemental programming when appropriate for students.	\$26,479.54

4839	Core Reading	ECRI (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies			Purchase of two ECRI curriculum books for each of the 7 elementary schools to ensure that we have additional instructional materials for any additional elementary teachers and other support teachers who may need the materials. There is an additional master copy for the district to be maintained at the central administration building for a total of 15 copies plus shipping and handling.	\$0.00
4840	Core Reading	ECRI (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	24.00	Cost allocation for training for new and existing staff to more effectively utilize Amplify data and results to inform their instruction. This cost is for any required substitute pay for teachers that may need more in-dept training or a staff team that may need this training. Teacher rate of stipend pay = 30.00. We have allocated for 24 teachers to get the hour-hour and half training.	\$0.00
4841	Core Reading	ECRI (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Benefits for teachers participating in training and getting additional pay for it at the 27.90 per hour rate. 24 teachers at 22.5% for benefits.	\$0.00
4843	Tutoring Services	ECRI (Supplemental Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	222 Reading Interventionist	15.00	Purchase of Reading Corp tutors for High Impact Tutoring services to support our 7 elementary schools in grades 2 and 3. There will be 2 tutors per school and possibly 3 at one of our schools for a total of 15 tutors. The cost per tutor for the entire year is 3,000.00. 15 times 3,000.00 = 45,000.00.	\$45,000.00

4844	Core Reading	Wonders (2020) (Core Programs)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			This is an allocated cost for training on Wonders and Maravillas for any of our new teachers to the district. The cost is approximately 3,000 per training and we would want a training for both programs for any teachers in grades K-3 utilizing core reading curriculum. We would want 3 separate trainings in K-2 Superkids, K-2 Wonders, and K-2 Maravillas.	\$0.00
4910	Core Reading	ECRI (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			These cards are used to support our ECRI phonics instruction as well as assist teachers with small group instructional implementation for all teaches in grades K-2. Sound walls can be utilized by teachers to support early phonics instruction and support students with proper articulation of phonemes, blends, digraphs, etc. There are 16 consonant phonemes, 15 vowel phonemes and 3 vowel-r teams.	\$0.00
5141	Other Services	mCLASS Amplify Reading Edition (Supplemental Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	10.00	Cost allocation for training for new and existing staff to more effectively utilize Amplify data and results to inform their instruction. This cost is for any required substitute pay for teachers that may need more in-dept training or a staff team that may need this training. We have budgeted for 10 Substitute days so teachers can attend the training	\$0.00
5142	Other Services	ECRI (Supplemental Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	222 Reading Interventionist	0.00	Benefits for the 2 Reading Interventionists	\$68,278.32

5230	Core Reading	Wonders (2020) (Core Programs)	Instructional Program (0010-2000)	0600 Supplies		Purchase of additional core curriculum for K-3 classrooms at dual language schools.	\$24,578.46
5674	Other Services	ECRI (Intervention Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services		Carry over	\$50,138.65
5675	Other Services	ECRI (Intervention Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services		Unfit Funds	\$30,000.00
						Allocation:	\$518,983.50
						Budgeted Amount:	\$518,983.50
						Funds Remaining:	\$-0.00

# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$254,266.78
0200 Employee Benefits	\$11,341.75
0300 Purchased Professional & Technical Services	\$89,038.65
0600 Supplies	\$24,578.46
<b>Budget Program Total:</b>	<b>\$379,225.64</b>

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

Object Codes	Total
0100 Salaries	\$45,000.00
0200 Employee Benefits	\$68,278.32
0600 Supplies	\$0.00
0650 Electronic Media Materials	\$26,479.54
<b>Budget Program Total:</b>	<b>\$139,757.86</b>

## Allowable Activity Totals

Activity	Total
Core Reading	\$267,476.75
Other Services	\$148,416.97
PD Programming	\$8,900.00
Summer School	\$49,189.78
Tutoring Services	\$45,000.00

## READ Budget Totals

Allocation:	\$518,983.50
Budgeted Amount:	\$518,983.50
<b>Funds Remaining:</b>	<b>\$-0.00</b>

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

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