



COLORADO
Department of Education

2022-2023 READ Act Budget Submission

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Print Application

1010 - COLORADO SPRINGS 11

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: **\$906,907**

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.

\$	250254	.00
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Total Funds Available: **\$1,157,161**

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

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

Yes No

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.

READ Act funds are received and distributed through D11 accounting. If a charter does not qualify for READ funding- it will not be dispersed and returned to CDE if needed.

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.

Approximately half will be dispersed directly to 37 elementary schools to support intervention programs. Schools will be funded based on the number of students testing well below benchmark BOY 2020-21. The vast majority will be placed in salary and benefits lines to fund interventionists, however, schools may choose to use a portion of their funds to purchase an intervention or supplemental program (typically- SIPPS, 95% Group materials, Heggerty, Amplify Reading, Take Flight, or other CDE approved program) that may be needed to support students and intervention programs. Any purchases made, will align to the approved programs/materials list posted on the CDE website. (Staff new to K-3 reading 2022-23 will be completing the Evidence Based Teacher Training Requirement throughout the school year using LETRS 3rd Edition or other CDE approved program.) Schools will design an intervention block that meets the needs of all K-3 students by providing targeted intervention and extension based on evidence of specific student need. Students identified with a significant reading deficiency (SRD) are ensured small group (3-5 students) instruction by a highly effective educator utilizing a CDE approved intervention program or strategy. D11 schools will choose one or more of the following programs when providing intervention support to students: SIPPS, 95% Group materials, Foundations, Wonderworks, Take Flight, or Orton-Gillingham protocols. Program(s) will be chosen based on the needs at each school. Schools may also purchase general supplies to support intervention services. Approximately half will be reserved for use at the district level to provide instructional coaching at each elementary, approved core, supplemental, and intervention programs for buildings as well as professional development for staff to support effective implementation of approved programs and the Science of Reading. Purchases/expenditures include: Salaries and benefits for 4 instructional coaches: estimated 300,000 Upgraded core reading materials purchase (Wonders 2020): estimated \$200,000 Professional Development to support effective program implementation for supplemental and intervention materials (SIPPS, 95% Group, Take Flight, Heggerty, Wonderworks): estimated: \$75,000 License purchase for LETRS 3rd Edition Professional Development: estimated \$15,000 General materials to support implementation of Take Flight intervention for students identified with indicators of dyslexia= kits, student materials, boards, storage \$100,000 Rollover target of approximately \$136,000 to be used to provide summer professional development or support start up funding for buildings 23-24 so that tutoring programs can begin before READ Funding is available

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
4952	Core Reading	Wonders (2020) (Core Programs)	Instructional Program (0010-2000)	0640 Book and Periodicals			"D11's core reading materials are being upgraded from Reading Wonders 2014 to Wonders 2020. Rollover funding and a portion of 2021-22 allocation will be used to complete the upgrade. Estimated need is approximately \$200,000	\$200,000.00
4953	Other Services	SIPPS (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	222 Reading Interventionist	40.00	Schools will hire certified and non certified temporary interventionists to provide targeted intervention support for students identified as having an SRD. Interventionists will utilize 95% Group materials and SIPPS to provide intervention	\$300,000.00
4954	Other Services	SIPPS (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	222 Reading Interventionist	0.00	Benefits for certified and non certified temporary intervention staff calculated at .23%	\$69,000.00

4955	Other Services	Wonders (2020) (Core Programs)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	5.00	D11 will hire 5 literacy coaches to ensure that each elementary school has a full time instructional coach that will support K-3 literacy staff by providing professional development and targeted coaching and support in the five areas of literacy and best instructional practices related to the Science of Reading.	\$265,000.00
4956	Other Services	Wonders (2020) (Core Programs)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	218 Instructional Coach	0.00	Benefits for 5 instructional coaches	\$69,000.00
4957	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0640 Book and Periodicals			Schools may use a portion of their funding to purchase additional intervention materials from the approved menu of: SIPPS, 95% Group, and Heggerty Phonemic Awareness Items purchased: Heggerty PA Curriculum 95% Group PA Lesson Libraries, Phonics Lesson Libraries, Phonics Chip Kits, Multisyllable Routine Cards, Vocabulary Surge, Comprehension SIPPS Extension, Challenge, and Beginning Levels	\$10,000.00
4958	PD Programming	SIPPS (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			D11 will support product training for SIPPS, Heggerty Phonemic Awareness, 95% Group materials, and Amplify Reading Trainings offered; Heggerty Initial, STRIVE Focus Folder system, STRIVE Small Group Center Activities, 95% Group and SIPPS Product Training.	\$75,000.00

4959	PD Programming	SIPPS (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials		To ensure high quality implementation of the Science of Teaching reading, D11 will utilize approximately \$32,000 of funding to provide LETRS (3rd Edition- Units 1-8) training as a pathway for new to K-3 teachers of reading and leaders. Funding will support new LETRS licenses and renewal for those working in their second year.	\$15,000.00
5609	Other Services	Take Flight (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies		General supplies to be used for intervention services. White boards, supply storage, carts for itinerant interventionists, student materials- manipulatives, white boards, headphones, magnetic letters	\$19,160.85
5676	Other Services	Wonders (2020) (Core Programs)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies		Funds estimated to rollover to 23-24 school year due to costs 22-23 being lower than expected	\$135,000.00
						Allocation:	\$1,157,160.85
						Budgeted Amount:	\$1,157,160.85
						Funds Remaining:	\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0640 Book and Periodicals	\$210,000.00
Budget Program Total:	\$210,000.00

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

Object Codes	Total
0100 Salaries	\$565,000.00
0200 Employee Benefits	\$138,000.00
0300 Purchased Professional & Technical Services	\$75,000.00
0600 Supplies	\$154,160.85
0650 Electronic Media Materials	\$15,000.00
Budget Program Total:	\$947,160.85

Allowable Activity Totals

Activity	Total
Core Reading	\$200,000.00
Other Services	\$867,160.85
PD Programming	\$90,000.00

READ Budget Totals

Allocation:	\$1,157,160.85
Budgeted Amount:	\$1,157,160.85

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>)