2022-2023 READ Act Budget Submission

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COLORADO
Department of Education

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Print Application

1110 - DISTRICT 49

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: **$453,977**

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.

$	77698.88	.00

Total Funds Available: **$531,676**

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.

> The district does not disseminate funds to charter schools that are not in compliance with the K-3 READ Act Evidence-Based Professional Development Requirement.

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.

Prior to the allocation of READ Funds to buildings for the 2022-23 school year, school leaders will receive a READ Fund Spending Allocation Plan to complete which includes: anticipated purchase date, category for the purchase (intervention, tutoring, professional development, etc), detailed description of the purchase, confirmation that the purchase is on the CDE Advisory Lists of Approved Professional Development and Programming (the link for approved programming is embedded within each spending plan), amount of the purchase, notes/details related to the purchase, Approval Column (to be completed by the Coordinator of Literacy Performance - Stacey Franklin), and total actual Cost (including S/H for resources and the cost of benefits - see below- for hired interventionists and licensed personnel providing tutoring, etc.) related to the purchase. In order for READ Fund expenditures to be approved, READ Fund Allocation Spending Plans must be shared with the Coordinator of Literacy Performance to ensure funds are being used in accordance to the READ Act. Following the purchase of approved resources, the invoice for purchase is scanned and uploaded into the Spending Plan in the appropriate column within 30 days. Following approval, READ funds are allocated to the appropriate budget lines by the Accounting and Grants Fiscal Compliance Manager (Kendra Scott). Should schools need to alter their plan, a change request will resubmitted to the Coordinator of Literacy Performance for approval of the spending plan. Only CDE Approved Programming will be approved, and will be reflected and aligned with UIP action steps. READ Act expenditures support the instruction and reading intervention of K-3 students identified with a significant reading deficiency. District 49 utilizes READ Funds for READ Camp opportunities for only those K-3 students on a READ Plan. READ Camp instruction is an extension of the intervention instruction that occurs within schools over the course of the school year. D49 hosts Summer READ Camp during the month of June at three sites across the district. Previously, COVID did not allow for Fall and Spring camps to occur in during the 2019-2020 and the 2020-2021 school year. Thus, READ funds earmarked for READ Camp expenditures were allocated to schools to provide additional tutoring throughout the course of the school year. That allocation will continue during the 2022-2023 school year. SIPPS and Heggerty Phonemic Awareness Curriculum are the primary interventions used for the sake of instruction at READ Camps. READ Funds are used to purchase SIPPS kits (Beginning, Extension, and Challenge) for each READ Camp K-3 classroom, as well as consumable SIPPS material and additional SIPPS decodable readers. All READ Camp staff are required to be enrolled in, and making adequate progress in, one of the CDEApproved Professional Development Programs in order to be considered qualified and to be hired as READ Camp Staff. Intervention is by far the greatest area in D49 for which funds are used and also the area with the most variability. Schools in the PowerZone or Sand Creek Zone have implemented CKLA as the core curriculum with fidelity. Those district-operated schools may elect to utilize READ Funds for the purchase of consumable materials to utilize within K-3 Intervention groups for

those students on a READ Plan. Schools that utilize other CDE approved CORE curriculums, such as Collaborative Literacy, have also utilized READ funds for instructional resources within K-2 classrooms. Relying on the use of data, school leaders will identify which CDE Approved Supplemental and Intervention Curriculums will be utilized. READ Funds will be utilized for the purchase of only those programs that are CDE Approved Programming, including (but not limited to): Achieve 300 - Smarty Ants (second- grade); Amplify - mClass Amplify Reading (grades K-1); Collaborative Classroom; Being a Reader (K-2); Learning A-Z - RAZ Plus (gr. 1-3); Center for Collaborative Classroom - SIPPS (K-3); Lexia-Core 5 Reading (Approved components: Phonological & Phonemic Awareness (early & basic levels), Vocabulary, Phonics & Word Study (advanced level), Vocabulary, Listening Comprehension and Text Reading Fluency). Additional Intervention materials approved during the course of the 21-22 school year include 95% Group (Teaching Blending, Phonics Screeners for Intervention, Phonics Chip Kit, Phonics Lesson Library, Multi-syllable Routine Cards) and Spire (Phonological & Phonemic Awareness, Phonics & Word Study, Text Reading & Fluency, and Vocabulary). District-coordinated schools, as well as Charter Schools within District 49, utilize READ Funds to provide before and after-school tutoring (both in-person and virtually) to students in grades K-3 on a READ Plan. All tutoring programs utilize only CDE approved programming materials. Tutoring programs have provided continuity of instruction for K-3 students on a READ Plan with the use of CDE approved programming. All tutors are enrolled in and making adequate progress in a CDE Approved Professional Development program in evidence-based reading training. The expectation is that all teachers that provide reading instruction to students in grades K-3 complete one of the CDE approved course options prior to August 1, 2022 and submit the appropriate documentation for the READ Act designation.

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
5112	Summer School		Instructional Program (0010-2000)	0100 Salaries	000 Other	37.00	Based upon historical spending, and the rising costs of salaries and benefits, District 49 will allocate a larger amount to Summer READ Camp expenditures. Summer READ Camp is held in three sites (one site per district-operated zone), and attendance is approximately 250-300 students district-wide. Summer READ Camp staff has all met the CDE READ Act professional development requirement and is trained in evidence-based instructional practice/strategies, as well as utilize approved intervention options from the CDE Approved Programming List. (Primarily Heggerty, SIPPS, and Lexia Core 5).	$210,000.00

5113	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	222 Reading Interventionist	7.00	Schools will offer before and after-school tutoring to students on an active READ Plan, utilizing CDE-approved instructional programming (SIPPS and READ Naturally Live). Tutors have completed the evidence-based CDE professional development requirement.	$3,406.20
5114	Core Reading	CKLA (2017) (Core Programs)	Instructional Program (0010-2000)	0600 Supplies			District 49 utlizes CDE approved programming for students in grades K-3 on a READ Plan for all instructional purposes. These supplies include core curriculum materials (i.e. CKLA consumables and text resources), resources for tutoring purposes (see 'Implementing Allowable Activies' in the budget narrative), programming for K-3 Reading Intervention (CDE approved programming). All READ Fund expenditures must be submitted for approval by the Coordinator of Literacy Performance (Stacey Franklin) prior to the allocation of funds are provided for purchase.	$12,089.45
5116	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	222 Reading Interventionist	4.00	Schools may utilize READ Funds to hire additional parti-time reading interventionists. Priority will be given to students on an active READ Plan, and interventionists will deliver small-group, skill-based interventions to students based upon Acadience Benchmarking and progress monitoring data. All interventionists have completed one of the CDE evidence-based reading professional development course options.	$57,379.52
5571	Technology	Core 5 Reading (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			Schools utilize Core 5 Reading (Lexia) as both a Tier II Intervention and a Tier III Intervention for students in grades K-3.	$52,870.00

5572	PD Programming	Yoshimoto Orton Gillingham (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			Stetson Elementary provided professional development for their Literacy Coach through the Institute for Multi-Sensory Education (Orton Gillingham).	$1,500.00
5574	Core Reading	CKLA (2017) (Core Programs)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			District 49 utilizes CDE approved programming for students in grades K-3 on a READ Plan for all instructional purposes. These supplies include core curriculum materials (i.e. CKLA consumables and text resources), resources for tutoring purposes (see 'Implementing Allowable Activities' in the budget narrative), programming for K-3 Reading Intervention (CDE approved programming). All READ Fund expenditures must be submitted for approval by the Coordinator of Literacy Performance (Stacey Franklin) prior to the allocation of funds are provided for purchase.	$91,518.59
5575	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			To supplement what schools received under ELAT, District 49 purchased DIBELS 8 Assessment kits for K-3 classrooms.	$6,612.90
5576	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	215 Instructional Program Consultant	1.00	The Coordinator of Literacy Performance provides consulting services for Charter Schools in District 49.	$30,000.00
5592	Other Services						READ Fund Carryover	$66,299.27
					Allocation:		$531,675.93	
					Budgeted Amount:		$531,675.93	
					Funds Remaining:		$0.00	

Budget Summary

Budget Program Totals

Object Codes	Total
	$66,299.27
Budget Program Total:	**$66,299.27**

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	$210,000.00
0600 Supplies	$12,089.45
Budget Program Total:	**$222,089.45**

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

Object Codes	Total
0100 Salaries	$90,785.72
0300 Purchased Professional & Technical Services	$1,500.00
0600 Supplies	$98,131.49
0650 Electronic Media Materials	$52,870.00
Budget Program Total:	**$243,287.21**

Allowable Activity Totals

Activity	Total
Core Reading	$103,608.04
Other Services	$102,912.17
PD Programming	$1,500.00
Summer School	$210,000.00
Technology	$52,870.00

Tutoring Services	$60,785.72

READ Budget Totals

Allocation:	$531,675.93
Budgeted Amount:	$531,675.93
Funds Remaining:	**$0.00**