



**COLORADO**  
Department of Education

## 2022-2023 READ Act Budget Submission

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# Print Application

## 3020 - WOODLAND PARK RE-2

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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: **\$53,409**

### 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.

\$	0	.00
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Total Funds Available: **\$53,409**

## 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.**

The District utilizes READ Act funding in a variety of ways to support students' foundational reading skills. Each Woodland Park School District non-charter elementary school utilizes Into Reading for core instruction and supplements with Lexia Core 5 and ASCEND Smarter Intervention. The charter school also utilizes approved programming to support foundational reading instruction. Some READ Act funding supports the purchase of materials and training for these programs. The majority of the funding across all schools provides opportunities for tutoring and/or targeted, evidence-based or scientifically based intervention services to students. These services focus on 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. Service delivery models include extra duty pay for highly qualified staff and/or salaries for part-time interventionists to provide small group targeted interventions based on data during non-contracted and/or after-school times. Due to continued staffing shortages, the District remains flexible with this staffing based on the availability of qualified teachers. Finally, all required staff, including those at the new charter school, completed READ Act training and/or certification as required by CDE.

# 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
5093	Core Reading	Delivering SMARTER Intervention (Intervention Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			ASCEND Smarter Intervention licenses for 13 teachers, including interventionists and targeted classroom teachers, along with initial training fees	\$10,750.00
5598	Tutoring Services	Delivering SMARTER Intervention (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Tutoring and small group intervention with highly qualified staff; Paid as an extra duty for after-school interventions or extended contract for reading interventionists; Distributed across 3 traditional and 1 charter school based on students identified with SRD	\$6,273.90
5599	Tutoring Services	Delivering SMARTER Intervention (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	1.00	Tutoring and small group intervention with highly qualified staff; Paid as an extra duty for after-school interventions or extended contract for reading interventionists; Distributed across 3 traditional and 1 charter school based on students identified with SRD	\$28,440.95
5645							Carry Over	\$7,944.21
Allocation:								\$53,409.06
Budgeted Amount:								\$53,409.06
Funds Remaining:								\$-0.00

# Budget Summary

## Budget Program Totals

Object Codes	Total
	\$7,944.21
<b>Budget Program Total:</b>	<b>\$7,944.21</b>

## Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$28,440.95
0200 Employee Benefits	\$6,273.90
0300 Purchased Professional & Technical Services	\$10,750.00
<b>Budget Program Total:</b>	<b>\$45,464.85</b>

## Allowable Activity Totals

Activity	Total
	\$7,944.21
Core Reading	\$10,750.00
Tutoring Services	\$34,714.85

## READ Budget Totals

Allocation:	\$53,409.06
Budgeted Amount:	\$53,409.06
<b>Funds Remaining:</b>	<b>\$0.00</b>