# Guidance on READ Budget Submissions



#### Introduction

The updates to the READ Act in SB19-199 emphasize the importance of using scientifically and evidence-based instructional practices through changes to improvement planning, external program evaluation, accountability for fund usage, and teacher training.

SB19-199 also includes a district budget reporting requirement. To fulfill this statutory requirement, the department has created a budget submission tool that asks Local Education Providers (LEPs) to identify which of the seven statutory intervention categories they intend to use in the coming budget year to support students identified as having significant reading deficiencies (SRDs). Annually, prior to receiving a distribution of READ funds, all LEPs are required to have an approved budget of their planned use of READ per-pupil intervention funds for the upcoming school year.

### **Budget Submission Access**

LEPs will access the READ budget submission through the <u>READ Budget</u> <u>Submission website</u>. To get permission to log into the READ budget submission platform you will need to contact your Local Access Manager (LAM) and have them assign you to the "READACTBUDGET" group in the Identity Management (IdM) system.

### **Budget Review Process and Timeline**

District budgets will be reviewed from April - June to ensure they contain all required components. After districts receive their READ allocation, they are required to update budgets to reflect actual costs and updates to line items that reflect final READ allocations. The budget revision process typically starts in January and ends in March.

# **Components of Budget**

The online budget submission is organized in the order below:

#### **READ Funding Allocations & Carryover**

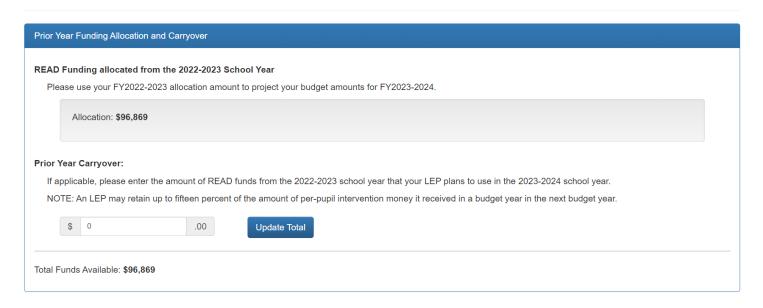
 See an overview of your prior year READ allocation amount and enter carryover amount if applicable.

### Allowable Uses of READ Per-Pupil intervention Funds

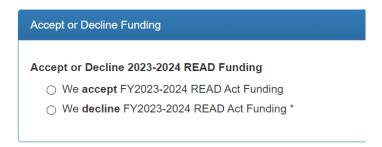
C.R.S 22-7-1210.5

- Operate a summer school literacy program
- Purchase core reading instructional programs that are included on the READ Act advisory list of instructional programming
- Purchase and/or provide approved targeted, evidencebased or scientifically based intervention services to students which may include services provided by a reading interventionist
- Provide technology, including software that is on the advisory list of instructional programming; may include professional development for use of technology
- Purchase from a BOCES the services of a reading specialist or reading interventionist
- Purchase tutoring services focused in increasing students' foundational reading skills
- Provide professional development programming to support K-3 educators in teaching reading





#### **Accept or Decline READ Funds**



#### **Contact Information**

o Add information for your LEPs READ Budget Submission Contact.

#### **Budget Explanation**

- Select the ways in which you plan to use READ funds in the upcoming budget year.
- Budget Narrative
  - For each explanation you select "yes", you will get a narrative box for that specific allowable activity. Provide a description that explains and justifies your planned READ expenditures. This will replace the overall narrative box.



# **LEP Budget Explanation**

**Instructions:** Select the ways in which you plan to use READ Act funds in the upcoming budget year. For each question, if Yes is selected, a narrative box will populate which must be completed. In order to submit your budget, all assurances must be reviewed and agreed upon, all boxes must be checked and all narratives must be complete.

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.

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it outcomes. The narrative should address:	will improve student reading
a. identified problem(s) based on READ Act-relevant data;     b. details of the planned allowable activity(ies) including name program(s);	
c. expected outcomes and/or goals	
Narrative should not exceed 250 words.	
	***
☑ The summer school literacy program services only students enrolled in K-3 who have an SRD or students b	elow grade level if space is available
	ng in reading that:
<ul> <li>The summer school literacy program will use scientifically based or evidence based instructional programmi</li> <li>Has been proven to accelerate student reading progress and;</li> </ul>	



Yes O N	0
	ovide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading The narrative should address:
	tified problem(s) based on READ Act-relevant data;
	ills of the planned allowable activity(ies) including name program(s);
c. expe	ected outcomes and/or goals
Narrati	ve should not exceed 250 words.
READ Act	funds will be used to purchase a supplemental instructional program that is included on the Advisory List of instructional programming in
reading	
O Voc	No
Ores	NO
AD Act fund	Is will be used to purchase tutoring services focused on increasing students' foundational reading skills
AD ACT IUIIC	s will be used to purchase tutoring services rocused on increasing statems roundational reading shills
Yes O	No
9	
	rovide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading
If YES, p	s. The narrative should address:
outcome	intified problem(s) based on READ Act-relevant data;
outcome a. ide b. del	tails of the planned allowable activity(ies) including name program(s);
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a. ide b. dei c. exp	tails of the planned allowable activity(ies) including name program(s);

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

Yes ○ No



No ES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading comes. The narrative should address:	
a. identified problem(s) based on READ Act-relevant data;     b. details of the planned allowable activity(ies) including name program(s);     c. expected outcomes and/or goals	
Narrative should not exceed 250 words.	
	2
t funds will be used to provide other targeted, evidence-based or scientifically based intervention services to students who are received nal services, which services are approved by the department	/ing
ES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading comes. The narrative should address:	
a. identified problem(s) based on READ Act-relevant data; b. details of the planned allowable activity(ies) including name program(s); c. expected outcomes and/or goals	
Narrative should not exceed 250 words.	
	Varrative should not exceed 250 words.  If funds will be used to provide other targeted, evidence-based or scientifically based intervention services to students who are receivant services, which services are approved by the department  No  No  S, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading comes. The narrative should address:  a. identified problem(s) based on READ Act-relevant data;  b. details of the planned allowable activity(ies) including name program(s);  c. expected outcomes and/or goals

Narrative should not exceed 250 words.



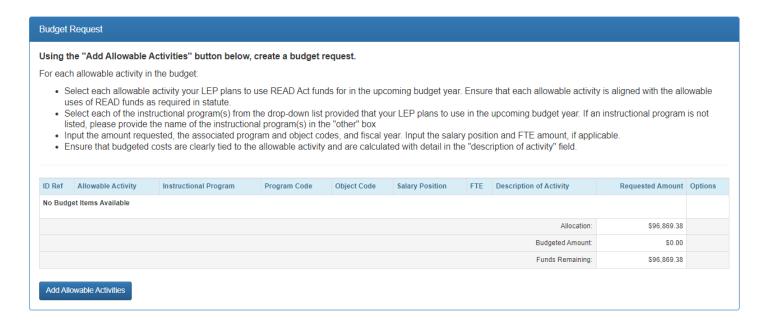
163	○ No
	O NO
	S, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading omes. The narrative should address:
b	. identified problem(s) based on READ Act-relevant data; . details of the planned allowable activity(ies) including name program(s); . expected outcomes and/or goals
Ν	arrative should not exceed 250 words.
grammi	ng may include hiring a reading coach who is trained in teaching the foundational reading skills to provide job-embedded, ongoing
grammi	al development



Yes ○ No					
e there district authorized	charter schools in your distric	t who will refuse REAL	Act funds in the 202	3-2024 school year?	
es the district have a syste	m that ensures district autho	rized charter schools o	lo not receive READ A	ct Funds?	
Yes ○ No					
If YES, please provide	narrative explanation with th	ne following details:			
	ce to ensure district authorized o		ceive READ Act funds.		
The names of each	h charter school declining READ	Act Funds.			

#### **Budget Details**

Enter your planned READ budget expenditures: allowable activity, Instructional Program,
 Program Code, Object code, Salary Position, FTE, Description of Activity, Requested Amount.

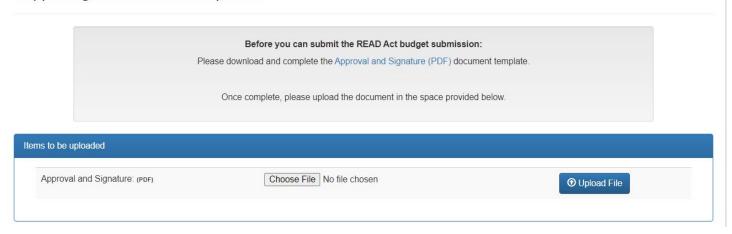


#### **Budget Summary**

o View a breakdown of your budgeted expenditures by category.



# Supporting Documentation Uploads



# Summary and Submit

Thank you for completing the READ  $\mbox{\sc Act}$  Budget Submission.

Submissions that do not meet all requirements may require you to submit revisions that would bring the submission to an approvable level.

Are you ready to submit your READ Act Budget?

\* \* \* Click here to review or print your application prior to submission. \* \* \*

Submit READ Budget

# READ Act Budget Submission

Thank You

Thank you for submitting your READ Act Budget.

Submissions are currently under review.

If you have any questions regarding your submission, please email readactdata@cde.state.co.us.