

Use of Per Pupil Intervention Funds

Colorado Reading to Ensure Academic Development (READ) Act



BACKGROUND

The purpose of this document is to provide Colorado school district leaders with information on allowable uses of per-pupil intervention moneys distributed as part of the Colorado Reading to Ensure Academic Development (READ) Act.

In 2012, the Early Literacy Fund was created as part of the Colorado READ Act to support both state and local implementation efforts. Each year, approximately \$38 million is appropriated to the fund. Of the total appropriation, nearly \$33 million is distributed directly to Local Education Providers (LEPs) to support intervention services for K-3 students identified as having a significant reading deficiency.

A significant reading deficiency is determined based on the individual student's level of risk for reading development. All K-3 students are administered one of the State Board of Education approved interim reading assessments at the beginning and end of the year per statute and State Board of Education Rules. Student data is reported in the READ Collection via CDE's Data Pipeline each spring. Students scoring below the cut point for risk on one of the approved interim reading assessments are designated as having a significant reading deficiency.

Each summer following the close of the READ Collection, the per-pupil intervention moneys are calculated based on the data submitted and distributed to LEPs according to the statutorily authorized formula. These funds are to be used in support of intervention services provided to students identified under the READ Act as having a significant reading deficiency. The intervention services provided to these students are to be documented in each student's individual READ plan and reported to the Department annually through the READ collection.

Additionally, statute requires LEPs to provide to the Department for informational purposes an explanation of the manner in which it will use the moneys in the coming budget year. Services provided under the category of "other targeted, scientifically based or evidence-based intervention" must be reviewed by the Department to ensure alignment to statute prior to moneys being distributed.

USE OF PER-PUPIL INTERVENTION FUNDS

The allowable uses for the per pupil intervention moneys for students with significant reading deficiencies has been updated as a result of the passage of SB19-199. This law was passed in an effort to improve the reading competency of Colorado's K-3 students. The passage of this law brought about some modifications to the allowable uses of per pupil funds for students with an SRD. While many are similar to what they have been in previous years some have changed.

Authorized Uses for Per-Pupil Intervention Moneys

Per statute, a Local Education Provider may use per-pupil intervention moneys only as follows:

- To operate a summer school literacy program as described in section 22-7-1212;
- To purchase tutoring services in reading for students with significant reading deficiencies;
- To purchase from a board of cooperative services the services of a literacy specialists to provide educator professional development; and
- To provide other targeted, scientifically based or evidence based intervention services to students with significant reading deficiencies, which services are approved by the department.



EXAMPLES OF ALLOWABLE AND NON-ALLOWABLE USES

Allowable Use Examples	Non-Allowable Use Examples (Included but not limited to..).
Operating a summer school literacy program.	Summer literacy program support that is not exclusively focused on SRD students and does not support evidence and scientifically based reading.
Purchasing tutoring services focused on increasing students' foundational reading skills, including contracted services for tutoring to support evidence based reading instruction.	Tutoring services do not focus on exclusively supporting SRD students and/or do not provide tutoring with the explicit purpose of supporting evidence and scientifically based reading.
Purchasing core instructional programming included on the CDE advisory list.	Purchasing core instructional programming not included on the CDE Advisory list.
Providing other targeted, scientifically or evidence-based intervention services which are approved by the CDE.	Providing intervention services which are not approved by CDE.
Purchasing technology from the CDE advisory list to assist in monitoring student progress toward reading competency.	Purchasing technology not directly related to monitoring student progress toward reading competency.
Purchasing from a board of cooperative services the services of a reading specialist or reading interventionist who is trained in the science of reading	Purchasing from a board of cooperative services the services of a specialist or interventionist who has not been trained in evidence based reading.
Providing professional development programming to support educators in their knowledge of scientifically and evidence based reading practices. This includes the hiring of a reading coach who is trained in scientifically and evidence based reading practices.	Providing professional development programming to support educators that does not include knowledge of scientifically and evidence based reading practices. Hiring of a reading coach who is not trained in scientifically and evidence based reading practices.

STATUTORY DEFINITIONS

“Evidence based” means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students’ reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension.

“Per-pupil intervention moneys” means the moneys calculated and distributed to local education providers pursuant to section 22-7-1210 (5).

“Reading to ensure academic development plan” or **“READ plan”** means an intervention plan created pursuant to section 22-7-1206 to remediate a student’s significant reading deficiency.

“Scientifically based” means that the instruction or item described is based on research that applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties.

“Significant reading deficiency” means that a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the state board pursuant to section 22-7-1209 for the student’s grade level.

WHERE CAN I LEARN MORE?

- The Colorado READ Act
- [View all CDE fact sheets](#)