



0870 - DELTA COUNTY 50(J)

Prior Year Funding Allocation

READ Funding allocated from the 2019-2020 School Year

Please use your FY2019-20 allocation amount to project your budget amounts for FY2020-21.

Allocation: **\$160,237**

Accept or Decline 2020-2012 READ Funding

We **accept** FY2020-21 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

- 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

- READ Act funds will be used to purchase a supplemental instructional program that is included on the Advisory List of instructional programming in reading

READ Act funds will be used to purchase tutoring services focused on increasing students' foundational reading skills

- 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

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

READ funds will be used to hire a reading interventionist to provide services which are approved by the department

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

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

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.

The schools within our district will be using READ allocated funds to provide intervention services to students with Significant Reading Deficiencies as defined by the READ act and determined using Acadience Reading Assessments (formerly known as DIBELS). The intervention programs used will differ between building locations, however all intervention programs are from the CDE Approved Interventions program list. Service delivery will also depend on the funded position. Some interventionists will be part-time and some will be full-time. Interventions services will range from 30-45 minutes per day and from 4 to 5 days per week.

Garnet Mesa Elementary School - Reading interventionist using Really Great Reading-Blast with small groups of students, 5 days a week, 30 minute sessions.

Lincoln Elementary School - Reading interventionist using SIPPS with small groups of students, 5 days a week, 45 minute sessions.

Cedaredge Elementary School - Reading interventionist using SIPPS with small groups of students, 5 days a week, 35-45 minute sessions.

Hotchkiss K-8 School - Reading interventionist using Really Great Reading-Blast with small groups of students, 5 days a week, 30 minute sessions.

Paonia Elementary School - Reading interventionist using SIPPS with small groups of students, 5 days a week, 30 minute sessions.

North Fork School of Integrated Studies - Reading interventionist using SIPPS with small groups of students, 4 days a week, 30 minute sessions.

North Fork Montessori @ Crawford - Reading interventionist using OG-Yoshimoto with small groups of students, 4 days a week, 30 minute sessions.

Vision Charter Academy - Reading interventionist using Mindplay Virtual Reading Coach with small groups of students, 4 days a week, 30 minute sessions.

Outcomes and Goals

What are your LEP's expected outcomes and goals in the upcoming budget year from implementing your selected allowable activity(ies)?

The expected outcomes and goals for our intervention services are that our SRD student numbers will decrease from BOY to EOY testing and that we'll see longitudinal decreases in the number of SRD students from year to year.

Potential Barriers

What are potential barriers in reaching your expected outcomes and goals? How do you plan to address and/or overcome these barriers?

The largest barrier we currently see for the 2020-2021 school year will be the impact of COVID-19 social distancing measures on the structure of the school day. At this time we are not able to predict what the CDE and Governor guidelines will be on in-person vs. distance learning instruction.

In-Person Instruction: We will need to ensure that our intervention services are individualized to the needs of each reader. This will become more important for the 2020-2021 school year as we ensure that we are addressing anticipated increased learning gaps due to the suspension of in-person instruction during 2019-2020. School staff will conduct BOY assessments to identify students' current reading levels and identify instructional targets for each student.

Social Distancing Restrictions: If we are only able to provide instruction to small-groups of students, we will most likely be facing reduced instructional time for all students. For students with Significant Reading Deficiencies we will aim to ensure comparable intervention services as if the students were in school full time. This model may look like a hybrid delivery where instruction may alternate between in-person and virtual intervention lessons. If this is the case, each school will need to prioritize device distribution to our SRD students.

Distance Learning: This model of instruction will prevent students from working in-person with their interventionists. Each school will need to prioritize device distribution and student schedules to ensure that SRD students have access to synchronous intervention lessons throughout the year.

Budget Details

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
3732	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.41	Reading interventionist for Cedaredge Elementary school providing SIPPS/OG instruction for 35-45 minute sessions 5 days per week.	\$16,118.00
3733	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Reading interventionist for Cedaredge Elementary school providing SIPPS/OG instruction for 35-45 minute sessions 5 days per week.	\$5,558.00
3734	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.64	Reading interventionist for Garnet Mesa Elementary school providing Really Great Reading-Blast for 30 minute sessions 5 days per week.	\$32,232.00
3736	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Reading interventionist for Garnet Mesa Elementary school providing Really Great Reading-Blast for 30 minute sessions 5 days per week.	\$10,333.00
3737	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.10	Reading interventionist for Hotchkiss K-8 school providing Really Great Reading-Blast for 30 minute sessions 5 days per week.	\$5,494.00

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3738	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Reading interventionist for Hotchkiss K-8 school providing Really Great Reading-Blast for 30 minute sessions 5 days per week.	\$2,018.00
3739	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.60	Reading interventionist for Lincoln Elementary School providing SIPPS for 45 minute sessions 5 days per week.	\$26,362.00
3740	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Reading interventionist for Lincoln Elementary School providing SIPPS for 45 minute sessions 5 days per week.	\$8,692.00
3741	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.16	Reading interventionist for Paonia Elementary School providing SIPPS for 30 minute sessions 5 days per week.	\$7,624.00
3742	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Reading interventionist for Paonia Elementary School providing SIPPS for 30 minute sessions 5 days per week.	\$3,017.00
3743	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.56	Reading interventionist for North Fork Montessori at Crawford providing OG-Yoshimoto for 30 minute sessions 4 days per week.	\$7,800.00
3744	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Reading interventionist for North Fork Montessori at Crawford providing OG-Yoshimoto for 30 minute sessions 4 days per week.	\$1,747.00
3745	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Reading interventionist for North Fork School of Integrated Studies providing SIPPS for 30 minute sessions 4 days per week.	\$9,500.00
3746	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Reading interventionist for North Fork School of Integrated Studies providing SIPPS for 30 minute sessions 4 days per week.	\$2,094.00
3748	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Reading interventionist for Vision Charter Academy providing Mindplay Virtual Reading Coach for 30 minute sessions 4 days per week.	\$15,800.00

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3952	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Workman's Comp.	\$2,242.93
3953	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Reading interventionist for Vision Charter Academy providing Mindplay Virtual Reading Coach for 30 minute sessions 4 days per week.	\$3,605.00
Allocation:								\$160,236.93
Budgeted Amount:								\$160,236.93
Funds Remaining:								\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$120,930.00
0200 Employee Benefits	\$39,306.93
Budget Program Total:	\$160,236.93

Allowable Activity Totals

Activity	Total
Other Services	\$160,236.93

READ Budget Totals

Allocation:	\$160,236.93
Budgeted Amount:	\$160,236.93
Funds Remaining:	\$0.00