



**2530 - ROCKY FORD R-2**

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: **\$26,920**

**Accept or Decline 2020-2021 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 school district provides an after-school service for students on READ plans. Voyager Passport is the program that is used to provide instructional support for these students throughout the program. The READ Act money is used to pay for the staff that provides the instruction. Also, the READ Act money is not enough to cover the full cost; therefore, the district uses some funding from Otero County through the Temporary Assistance for Needy Families program to pay for the rest.

Students are placed in small groups according to their grade level and ability level and receive one hour of instruction each day Monday through Thursday during the after-school program.

March 16, 2021 Revision: There were several COVID-related disruptions to the after-school service mentioned above. Because of this, not all the money budgeted for the after-school service will actually be spent. Therefore, the remaining funding is being reallocated to provide professional development for K-3 teachers focused on reading instruction. Teachers are spending a total of five Fridays on professional development led by two separate principals within the district. Upon completion of the professional development, teachers will receive a stipend of \$1,500 for their time and effort. This professional development will take place Spring of 2021 (the 2020-2021 fiscal year).

Remaining Allocation for 2020-2021 Fiscal Year: \$11,419.80  
 Carryover from 2019-2020 Fiscal Year: \$13,356.00  
 Total Amount (sum of remaining allocation and carryover): \$24,775.80

All of the \$24,775.80 will be spent on the stipends (and benefits) for the teachers participating in the professional development. 14 teachers will participate and will receive a stipend of \$1,500 each for a total of \$21,000 and then the remaining \$3,775.80 will be spent on the benefits associated with the stipends.

The Budget Detail will reflect this activity for the remaining allocation for this year, the \$11,419.80 mentioned above. However, to reiterate, the carryover will also be spent on this purpose.

## Outcomes and Goals

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

For the students involved in the Voyager Passport program, the school district expects for students to grow at least 1.5 years academically in reading as measured by Renaissance Learning's STAR Reading assessment.

March 16, 2021 Revision: It is expected that all K-3 teachers will receive additional professional development in the area of reading instruction and that they will implement their new knowledge in the classroom. Weekly classroom walkthroughs (called Data Walks) will be used to evaluate the effectiveness of the professional development by observing whether the training resulted in changes to the instructional service provided to students.

**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 most challenging barrier to overcome with the after-school program for students on READ plans is the transportation. If the district does not provide transportation, the attendance decreases significantly. In a district where approximately 70% of students qualify for free or reduced lunch, many families struggle to have a reliable means of transportation. Therefore, the district provides transportation each afternoon, after the program. Because the after-school program takes place at the same building where students attend during the day, it is not a challenge to have students stay and participate in the services. However, the district provides a shuttle service to take participating students home because they will have already missed the regular afternoon bus routes. The transportation service is paid for through the TANF funding from Otero County.

# 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
3856	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	0.05	Staff members are paid an hourly rate to provide one hour of after-school instruction to students on a READ plan using the Voyager Passport program. *March 16, 2021 - The amount budgeted was reduced from \$19,600 to \$12,600 because the after school service was disrupted several times due to COVID related challenges. Therefore, employees worked fewer hours.	\$12,600.00
3857	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	000 Other	0.00	Staff members are paid an hourly rate to provide one hour of after-school instruction to students on a READ plan using the Voyager Passport program. *March 16, 2021 - The amount budgeted was reduced from \$7246.64 to \$2,900 because the after school service was disrupted several times due to COVID related challenges. Therefore, employees worked fewer hours.	\$2,900.00

READ Act Budget Submission

4453	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	0.00	Fourteen K-3 teachers will participate in five days worth of professional development on reading instruction. They will each be paid a stipend of \$1,500 to complete the professional development (because it is above and beyond the contracted time for the year). \$21,000 total will be needed to pay for the stipends. \$9,000 is being budgeted with the 2020-2021 READ Act allocation. The remaining \$12,000 will come from the 2019-2020 READ Act carryover.	\$9,000.00
4454	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	000 Other	0.00	Fourteen K-3 teachers will participate in five days worth of professional development on reading instruction. They will each be paid a stipend of \$1,500 to complete the professional development (because it is above and beyond the contracted time for the year). \$3,775.80 total will be needed to pay for the benefits associated with the stipends. \$2,419.80 is being budgeted with the 2020-2021 READ Act allocation. The remaining \$1,356.00 will come from the 2019-2020 READ Act carryover.	\$2,419.80
Allocation:								\$26,919.80
Budgeted Amount:								\$26,919.80
Funds Remaining:								\$0.00

# Budget Summary

## Budget Program Totals

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

Object Codes	Total
0100 Salaries	\$21,600.00
0200 Employee Benefits	\$5,319.80
<b>Budget Program Total:</b>	<b>\$26,919.80</b>

## Allowable Activity Totals

Activity	Total
Other Services	\$15,500.00
PD Programming	\$11,419.80

## READ Budget Totals

Allocation:	\$26,919.80
Budgeted Amount:	\$26,919.80
<b>Funds Remaining:</b>	<b>\$0.00</b>