



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: **\$12,819**

#### 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.**

Professional Development- The staff at Moffat will participate in the DIBELS test administration training and mentor training (online or face to face, depending on restrictions). They will also be trained in DIBELS DEEP diagnostic testing to ensure that the data collected from these assessments are valid and reliable.

Crestone Charter School will pay for a literacy interventionist/coach to serve students who are learning in person and remotely.

Resources- Because we have core/supplemental programming from the approved list at both Moffat and Crestone Charter, we would like to increase our resources (decodable text) to match the skills that the core programming is teaching ensuring that foundational skills are being met. The core program, that we use, Center for Collaborative Classroom-Being a Reader, is on the approved list. This program; however, does not have an adequate supply of decodable text resources. We will be purchasing decodable readers to supplement the program. We will use the vetted list published by The Reading League to choose decodable resource vendors. Some possible vendors are Orton-Gillingham, High Noon, and Flyleaf. These resources will be carefully monitored by district leadership and a literacy coach to ensure that they are being implemented appropriately and with fidelity.

Moffat and Crestone Charter plan on purchasing Heggerty Phonemic Awareness for K-2 teachers to ensure that PA is addressed through systematic and explicit instruction.

## Outcomes and Goals

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

We would like to increase the number of readers who are scoring at or above benchmark on interim assessments as identified by CDE. We would also like to decrease the number of students who require READ plans. We would like to change to mindset from intervention to prevention-by increasing teacher knowledge and adding resources, we will prevent reading difficulties.

Potential Barriers

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

One potential barrier is that we are asking teachers to add more to their already busy schedules. We will provide time and support for teachers to complete the PD trainings.

# 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
4099	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.08	Crestone Charter School is using funds to pay for a reading interventionist salary	\$3,601.00
4100	Core Reading		Instructional Program (0010-2000)	0600 Supplies			Moffat K-3 - Core Programming, Center for Collaborative Classroom - Being a Reader, books and decodable text readers from vetted list that match the skills the core programming is teaching	\$772.28
4101	Core Reading		Instructional Program (0010-2000)	0640 Book and Periodicals			Moffat K-3 -Books and materials related to the SOR. Decodable text sets that support instruction for all learners K-3.	\$7,559.67
4418	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Benefits for Reading Interventionist	\$886.00
Allocation:								\$12,818.95
Budgeted Amount:								\$12,818.95
Funds Remaining:								\$0.00

# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$3,601.00
0200 Employee Benefits	\$886.00
0600 Supplies	\$772.28
0640 Book and Periodicals	\$7,559.67
<b>Budget Program Total:</b>	<b>\$12,818.95</b>

## Allowable Activity Totals

Activity	Total
Core Reading	\$8,331.95
Other Services	\$4,487.00

## READ Budget Totals

Allocation:	\$12,818.95
Budgeted Amount:	\$12,818.95
<b>Funds Remaining:</b>	<b>\$0.00</b>