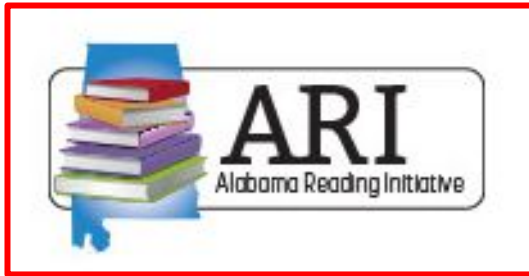


# Funding Fundamentals

## The Alabama Literacy Act



Dr. Elisabeth Davis, Asst. State Superintendent, Office of Student Learning [edavis@alsde.edu](mailto:edavis@alsde.edu)  
Bonnie Short, Alabama Reading Initiative Coordinator [bonnie.short@alsde.edu](mailto:bonnie.short@alsde.edu)



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# Today's Agenda

- Key Terminology
- General Overview of Alabama Literacy Act (ALA)
- SEA & LEA Funding Sources & Budgets
- ARP ESSER SEA & LEA Funding Allocations
- Additional Funding Opportunities
- ALSDE Communication & Details for ALA Funding
  - Funding Codes & Processes
  - ALSDE Memoranda,
  - Specified ALA Implementation Requirements
- Knowledge Application
- Questions



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# Educator Jargon: Alabama Literacy Act Acronyms and Titles

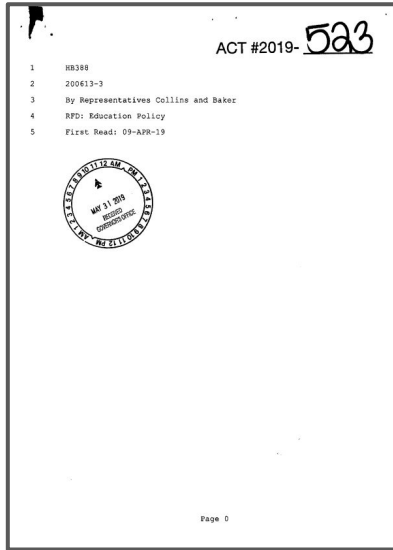
1. ARI - Alabama Reading Initiative
2. ALA - Alabama Literacy Act
3. LTF - Literacy Task Force
4. LETRS - Language Essentials for Teachers of Reading & Spelling
5. CALT - Certified Academic Language Therapist
6. LRS - Local Reading Specialist
7. RLLS - Regional Literacy Leadership Specialist
8. FS, LS1, & LS2 Schools - Full Support, Limited Support 1 & Limited Support 2



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# What is the Alabama Literacy Act (ALA)?

## ACT 2019-523



- Enacted to help improve reading in Alabama public schools to ensure students are reading on grade level by the end of the 3rd grade
- Defines LEA responsibilities for students not reading on grade level:
  - 1) Identifying the reading deficiency(ies),
  - 2) Providing additional reading instruction and support,
  - 3) Communicating with parents, and
  - 4) Providing a plan for at-home reading practice.



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# Funding Implications for ALA Requirements

- Beginning with 2021-2022 school year, any student who does not demonstrate “sufficient” reading skills at the end of 3rd grade, parents will be notified that their child **may not be promoted to 4th grade.**
- The **LEA must provide comprehensive support, resources,** and options for students to demonstrate reading proficiency including ACAP Summative, **summer reading programs (70 hours minimum of reading required)**, a supplemental reading assessment (ACAP Supplemental), and/or student test-based portfolios.



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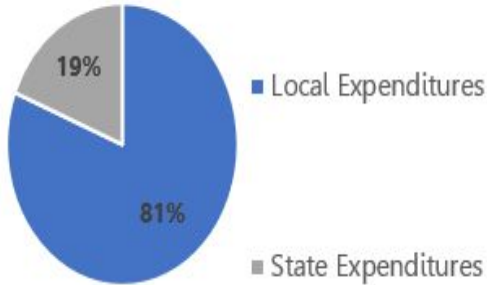
# FY21 Alabama Reading Initiative (ARI) Budget & Funding

## Report of the ARI FY21 Expenditures

During the 2020-2021 school year, state funding provided regional ARI support staff to all the ARI funded Local Reading Specialists. Regional specialists provide supports to approximately 772 kindergarten through third grade schools across the state. The vast majority of the ARI's budget is transferred directly to the local education agencies (LEA).

FY21 detailed expenditures are provided below.

### The ARI FY21 Budget \$78,239,601



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# LEA & SEA Funding for ALA Implementation

- Summer Reading Camps: \$17,943,748
- Intervention Funds: \$5,511,206
- LETRS Professional Development: \$9,835,735
- Dyslexia Learning Lab Pilot Sites: \$271,000
- Early Years Assessments: \$1,375,000 (reading)
- Local Reading Specialists: \$40,685,844

LEA Allocations - 81%	State Allocations - 19%
<p>Allocations were sent directly to each school district for the purpose of providing coaching to support kindergarten through third grade teachers in implementing literacy instruction, intervention, and assessments:</p> <ul style="list-style-type: none"> <li>• Local Reading Specialists (LRSs) in Grades kindergarten through third grade               <ul style="list-style-type: none"> <li>◦ LEAs having one school with grades kindergarten through third grade received \$80,000.</li> <li>◦ LEAs with multiple schools containing any combination of grades kindergarten through third grade received \$52,881 per school to partially fund one Local Reading Specialist per campus. A total of \$40,685,884 was allocated for LRSs.</li> </ul> </li> <li>• Regional Literacy Specialists</li> <li>• Dyslexia Learning Labs in each of the 11 Regional Inservice Centers</li> <li>• Language Essentials for Teachers of Reading and Spelling (LETRS)</li> <li>• Alabama Summer Reading Achievement and Summer Reading Camp Allocations</li> <li>• State grants to support <i>Alabama Literacy Act</i> implementation</li> </ul>	<p>The remaining ARI state allocation supported the following:</p> <ul style="list-style-type: none"> <li>• ARI State Staff</li> <li>• Multisensory Structured Language Education (MSLE) training with the Shelton School</li> <li>• Neuhaus Education Center Professional Learning in the Science of Reading</li> <li>• Professional learning (state and national training), instructional materials, and resources for state, regional, LEA, and school staff (including intervention grants)</li> <li>• <i>Dyslexia: An Overview</i> Train-the-Trainer professional learning for the ARI State and Regional Specialists</li> <li>• Multi-Year External Evaluations               <ul style="list-style-type: none"> <li>◦ PARCA: Evaluation of the Alabama Reading Initiative and Science of Reading Implementation</li> <li>◦ UAB-Alabama Literacy Act Evaluation</li> <li>◦ UA-Teacher Knowledge Measure of Foundational Reading Constructs</li> <li>◦ Barksdale Institute -Institutions of Higher Education and the Implementation of the Science of Reading</li> </ul> </li> </ul>



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# Detailed LEA Allocations for ALA Implementation

<b>LEA Local Reading Specialist (LRS)</b>	\$52, 881 per LRS OR \$80,000
<b>Early Years Assessments (Grades K - 3) for Reading (and math)</b>	\$12 per student (K-3) from ADM
<b>CALT Stipend</b>	\$6,000 (\$5,000 stipend + \$1,000 benefits)
<b>Summer Reading Camps</b>	Based on ALA & Total ETF or Supplemental Allocations
<b>State Grants for ALA Implementation Requirements (Intervention, Before/After School Tutoring, Science of Reading Core Programs, Professional Development, etc.)</b>	Initial grant application provided FY21 with awards dependent upon grant request



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# ARP ESSER SEA Reserve Allocations

In **addition to the 90%** portion of state ARP ESSER funds required to be **awarded to LEAs**, SEAs also had to reserve portions of their 10% allocation for the following:

1. 5% - Evidence-based interventions specifically for learning loss, such as “summer enrichment, extended day, comprehensive after school programs, or extended year programs”
2. 1% - Evidence-based summer enrichment programs
3. 1% - Evidence-based comprehensive after school programs

<https://www.alabamaachievers.org/wp-content/uploads/2021/08/American-Rescue-Plan-Elementary-and-Secondary-School-Emergency-Relief-ARP-ESSER.pdf>



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# ARP ESSER SEA Reserve Allocations

**5%: Evidence-based interventions** specifically for learning loss, such as “**summer enrichment**, extended day, comprehensive after school programs, or extended year programs”

**1%: Evidence-based summer enrichment programs**

**1%: Evidence-based comprehensive after school programs**

<https://www.alabamaachievers.org/wp-content/uploads/2021/08/American-Rescue-Plan-Elementary-and-Secondary-School-Emergency-Relief-ARP-ESSER.pdf>



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## ARP ESSER State Reserve Allocation to Address Loss of Instructional Time

The ALSDE is providing a State Reserve allocation to LEAs to address the loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

For the ARP ESSER State Reserve Allocation, the following interventions are allowable:

1. Summer Learning & Summer Enrichment Programs
2. Comprehensive After-School Programs
3. Other – See Intervention box C for more details.

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	67,994.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	67,994.00
<input checked="" type="checkbox"/> Intervention C (Other) Small Group Instruction - Additional Para	325,703.00
<b>Total Cost:</b>	<b>461,691.00</b>

# ARP ESSER LEA Allocations

## LEA Reservation to Address Loss of Instructional Time

LEAs must reserve at least 20 percent of funds to address loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

For this reservation of funds, the following interventions are allowable:

1. Summer Learning & Summer Enrichment Programs
2. Extended Day Programs
3. Comprehensive After-School Programs
4. Extended School Year Programs
5. Other – See Intervention box E for more details.

Budget Amount & Details for Interventions	Amount
<input type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	0.00
<input type="checkbox"/> Intervention B (Extended Day Programs)	0.00
<input type="checkbox"/> Intervention C (Comprehensive After-School Programs)	0.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input type="checkbox"/> Intervention E (Other)	

<https://www.alabamaachievers.org/wp-content/uploads/2021/08/American-Rescue-Plan-Elementary-and-Secondary-School-Emergency-Relief-ARP-ESSER.pdf>



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# Additional ALA Funding Opportunities


- State ARI Grants - Last year grants were offered for districts to purchase additional intervention materials to support their implementation of the intervention with possible future opportunities
- 21st Century Grants
- Title I, II, & IV
- ESSER I and II
- State Textbook Funds
- Community Partnerships
- Other Grants (Example: Dollar General Literacy Grant)



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# Memorandum for Local Reading Specialist Allocations

 STATE OF ALABAMA  
DEPARTMENT OF EDUCATION

  
Eric G. Mackey, S.D.  
State Superintendent of Education

August 18, 2021

**MEMORANDUM**

**TO:** City and County Superintendents of Education

**FROM:** Eric G. Mackey, S.D.  
State Superintendent of Education

**RE:** Fiscal Year (FY) 2022 Alabama Reading Initiative (ARI) Local Reading Specialist(s) Allocations, Job Description, and Program Memorandum of Agreement

The Alabama State Department of Education (ALSDE) and the Alabama Reading Initiative (ARI) are committed to providing systematic support for ARI local reading specialists, school administrators, classroom teachers, and district leaders as outlined in the *Alabama Literacy Act 2019-523*. All state and regional ARI staff will work collaboratively to assist K-3 educators as they instruct, intervene, and support all students in achieving grade-level reading status by the end of third grade. As previously mentioned in the *FY21-2079 memorandum* dated May 26, 2021, local education agency (LEA) FY 2022 allocation is as follows:

**ALLOCATION:** Each LEA is to ensure that each school with any configuration of kindergarten, first grade, second grade, or third grade has a local reading specialist. For example: if system A has a kindergarten school and a first through third grade school (two schools total), that system would receive \$105,762 for two local reading specialists. Allocations for local reading specialists will be sent quarterly for schools that can verify a local reading specialist committed to the *ARI Local Reading Specialist Job Description: Schools without a verified local reading specialist will not receive their quarterly allocation.*

Allocation Breakdown	Amount
Allocation per Local Reading Specialist (LRS)	\$52,881.00
If a system only has one K-3 school, they will receive a minimum allocation of \$80,000.	

The work of the local reading specialist is key to the success of the *Alabama Literacy Act*. Allocated funds must be directed toward funding local reading specialists in K-3 schools. In order to receive the greatest benefits of the resources and support for grade-level reading, we encourage you to involve your LEA and local school leadership teams in determining placement of the most highly effective local reading specialist(s) who meet the qualifications outlined in the *Alabama Literacy Act*.

GERARD PRYORS BUILDING • P.O. BOX 162081 • MONTGOMERY, ALABAMA 36116-2108 • TELEPHONE (334)694-4900 • FAX (334)694-4996 • WEB SITE: www.alabamadoe.gov

- **Funding Source - 1230**
- **FY21-2105** Memorandum sent August 18, 2021
- \$80,000 allocation for systems with **only one k-3 school**
- \$52,881 allocation for all other schools including virtual schools (See **FY21-2124** memorandum specifically for virtual school allocations)
- LEAs **MUST use** these allocations for local reading specialist(s) salaries in EVERY school with a K-3 configuration.



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# LEA Conditions for Local Reading Specialist Allocations

- Allocations for local reading specialists will be sent **quarterly** for schools that can **verify** a local reading specialist committed to the ARI Local Reading Specialist Job Description.
- Schools **without a verified local reading specialist** will not receive their quarterly allocation.
- Each LEA is to ensure that **each school with any configuration of kindergarten, first grade, second grade, or third grade** has designated a local reading specialist.

*For example: If system A has a kindergarten school and a first grade through third-grade school (two schools total), that system would receive \$105,762 for two local reading specialists.*



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# Role of the Local Reading Specialists

***“An ARI local reading specialist **shall be assigned** to provide intensive, targeted professional development for elementary school teachers at one school.”***

ARI Local Reading Specialists **may not perform administrative functions** such as serving as an evaluator, substitute teacher, assessment coordinator, school administrators, full-time interventionist, or instructional coach above third grade.

The state superintendent of education will certify that each local reading specialist has the qualifications to serve in this capacity **based on verification by the local superintendent.**



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# Duties & Responsibilities of the Local Reading Specialists

- Collaboration with the principal to support reading instructional elements
- Professional learning and transfer to practice
- Modeling, coaching and mentoring
- Leading data analysis and monitoring reading progress
- Prioritizing time for greatest impact on student reading achievement



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# K - Third Grade Early Years Assessments (EYA)

- **Funding Source - 1262**
- **FY21-2061 Memorandum** outlines the Early Years Assessment information and is directly related to the *Alabama Literacy Act*, Act 2019-523, now codified as Section 16-6G-1, et. seq. (Ala. Code 1975).
- Funds are allocated from the ETF Appropriations Bill (Act 2020-169) for both reading and math Early Years Assessments.
- Districts must chose from the **approved list of vendors**.
- Vendors are **vetted yearly** by the Literacy Task Force.
- Allocation is \$6 per pupil (ADM) (Grades K-3) for reading and math for a total of **\$12 per pupil**.
- Any remaining funds can be used to purchase any related expenditures for administering these assessments, including PD, data meeting supplies, etc.



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# Early Years Assessment

## DISBURSEMENT DATES – NO CARRY OVER

Year 2—FY 2021 (2021-2022 School Year)	Year 3—FY 2022 (2022-2023 School Year)
First payment - May 2021	First payment - January 2022
Second payment - July 2021	Second payment - July 2022



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# LETRS Professional Development One-Time Stipend

- State's Elementary and Secondary School Emergency Relief II (ESSER II) Reserve for FY22, **Memorandum FY22-2011**
- \$1000 in stipend funds for the teacher + \$200 in benefit costs
- Each educator can earn the stipend only once
- Excess funds are to be spent on instructional resources for that teacher
- Funding allocation not like NBCT or CALT stipends; rather, LEAs are **reimbursed using same process for other ESSER II funding allocations**
- Use LEA Code **4303-ESSER II, LETRS** when requesting the funds

*Additional stipend opportunities are forthcoming.*



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# CALT Stipend

- **Fund Code 1133**
- FY22 budget allocation outlined in the *Alabama Act 2021-342*, **Memorandum FY21-2098**
- Not specified as a one-time stipend but future allocations are dependant on future ETF line items
- \$5000 in stipend funds for the teacher + \$1000 in benefit costs
- Funding provided for LEAs for stipend distribution (like NBCT stipends)

*Additional stipend opportunities may be yearly.*



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# Summer Reading Camps

- Funding Sources
  - FY21 (Supplemental Appropriation) & included in FY22 state allocation
  - Additional allocations from **ARP ESSER require funds to be used for summer enrichment**
- **ALA Requirement** - “Any school designated in the **lowest 5% of schools** from the 2018-2019 ACAP Reading Scores for third grade are considered a “Full Support School” and are “fully funded” as each student will be invited to attend this opportunity.
- All other schools allocations are calculated on those students who indicate a consistent deficiency in reading.



# Summer Reading Camp Budgeting Considerations

- Total number of students required and invited to attend
- Transportation
- 70+ hours of instruction and intervention in the science of reading, including resources and professional development
- Adequate number of personnel with proper qualifications which may include administrator, teachers, tutors, CNP, bus drivers, school nurse, office secretary, etc. (salaries and benefits)
- Indirect costs (salary of supervisor, local reading specialists, food service, nurses, custodians)
- May be combined with existing programs as long as required reading instruction time is embedded.
- Braiding funds may be allowable with other multiple funding sources



# “Borrowing” LEA Employees to Serve as Regional Support

- **Funding Source -1228**
- ALSDE sends the amount to cover full salary and benefits from the LEA.
- No expenses should be paid by the LEA to support the RLS or RLLS.
- Materials and supplies are also covered within the structure of the ARI.
- Agreement with LEA includes:
  - LEA serves as fiscal agent;
  - 12 month appointment from July 1 through June 30 and renewed annually;
  - May be modified or terminated at the discretion of the ALSDE with or without cause;
  - ALSDE reimburses the LEA for the salary and benefits during their time of service;
  - Employee receives sick, personal, and other leave for which 12-month employees are eligible (such as vacation) in accordance with the LEA’s policy;
  - Full right of reversion OR surrendered all employment status (dependant on contract status and SFA); and
  - Duties are the responsibility of the ALSDE.



# Applying Your Knowledge

- When can a local reading specialist be shared between 2 schools?
- If I have a K-2 and a 3 - 5 school, what school is the LRS assigned to per the ALA?
- If one of our K-3 schools doesn't have an LRS, can I use that allocation for another staff position in the same school (administrator, aide, etc.)?
- What funding requirements should LEAs plan for to effectively implement the ALA?





- If the ALSDE wants to “borrow” a principal to serve as an RLLS, what rights does the principal have if/when returned to the LEA?
  - What about a Tenured Central Office Administrator/Leader?
- Can the ALSDE withhold LEA allocations for local reading specialists?
  - If yes, what would be a reason for that funding to be withheld?
- What specific funding sources can/should be used for the required summer reading camps as defined in the ALA?



# QUESTIONS??



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