



# Maximizing Existing Resources to Support Reading

As districts work to implement the Alaska Reads Act and think holistically about their reading programs, it may be useful to consider federal funding sources that might be tapped into to support these initiatives. As many districts access the following sources of funding, the following resources may help in considering options.

## Covid-19 CARES, CRSSA, ARP

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### Flexibility of Funds from COVID

- Can be used for ongoing, current, and planned district initiatives
- Can be used for current staff members
- CRRSA funds must be spent by September 2023
- ARP funds must be spent by September 2024
- Supplement, not supplant does not apply
- General grant expenditure guidelines apply including reasonable and necessary

### Funding Uses

- District Initiatives
- Curriculum including assessment and implementation of the Reads Act
- District staff, working with students during the school day, after school and during summer school, supporting these programs and planning for these programs
- Mental health support for students
- Learning Loss due to COVID mitigation or redress

## ESEA Federal Programs

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### Funding Uses – Supplement, not Supplant

ESEA funds have a [Supplement, not Supplant \(SNS\)](#) provision – Supplanting is presumed if either of the following are true:

- A district uses federal funds to provide services that are required under other federal, state, or local laws
- A district uses federal funds to provide services that the district provided with non-federal funds in the prior year.

For Title I-A, compliance with SNS is measured by whether the district has a written methodology.



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## Funding Uses – Considerations

**Title I-A** funds could only be used for Title I-A schools.

**Title I-C, Title I-D, and Title III-A** can only support certain populations of students. Title I-C funds can only be used for identified migratory children. Title I-D can only be used for neglected and delinquent children. Title III-A can only be used for identified English learners and has 3 required spending areas.

**Title II-A** funds cannot directly impact students. This funding can only be used for the educator professional development portion of reading improvement.

**Title IV-A** can be used for any school, but Title IV-A does have spending requirements based on the amount of funding a district receives. If a district receives \$30k or more they need to spend a minimum of 20% on well rounded education, 20% on safe and healthy students, and a portion on technology.

**Title IV-B 21st Century Community Learning Centers (CCLC)** funding can only be used at schools that receive a competitive grant and operate a 21st CCLC program.

## Funding Uses – Examples

**Title I-A:** building classroom libraries of decodable texts and phonics-based books, virtual reading intervention programs, instructional coaches to support the RTI process, establish early literacy program, professional development in assessment literacy, literacy nights

**Title I-C:** handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children, support literacy activities that increase family engagement

**Title II-A:** professional development in RTI/MTSS model, coaching and training in small group instructional practices in intervention

**Title III-A:** parent training and aides or paraprofessional support for reading interventions for identified English learners

**Title IV-A:** professional development in purchased diagnostics or interventions, reading intervention small group materials

**Title IV-B (21<sup>st</sup> CCLC):** individual reading intervention services during summer school, evidence-based reading support to students that is in alignment with and an extension of the school day curriculum



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## School Improvement Funds

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### Funding Uses

- **School Improvement 1003(a)** funds support designated schools that have completed a comprehensive needs assessment with community input.
- Interventions can include but are not limited to:
  - Literacy-based professional development
  - Extra staffing (paraprofessionals, interventionists, coaches, etc.)
  - Literacy-based materials, tutoring, interventions, and supplementary materials for evidence-based curriculum

Note: Supplement, not Supplant applies to School Improvement Funds. See supplanting guidelines above.

## Comprehensive State Literacy Grant

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### Funding Uses - Examples

- **Supplemental** early education, elementary, and secondary programs with literacy materials and reading interventions **outside of the core program**
- Literacy/evidence based professional development and RTI/MTSS training. Coaching for reading teachers and paraprofessionals on evidence-based reading strategies
- Hiring literacy coaches, reading specialists/interventionists, and paraprofessionals to support literacy efforts
- Building classroom libraries of decodable texts and phonics-based books and buying additional decodable books a child can read/access at home
- Family literacy nights, parent intervention supplies and parent training on reading, and **small** incentives for parents to attend literacy events
- Virtual reading intervention programs, reading intervention small-group materials, coaching and training in small group instructional practices in reading interventions

Note: Supplement, not Supplant applies to the Comprehensive State Literacy Grant. See supplanting guidelines above.



# Maximizing Existing Resources to Support Reading

## Special Education Program Funding

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### Funding Uses - Considerations

Special Education funding for the federal government comes in two sources:

- Federal 619 Special Education funding (identified for 3- to 5-year-olds with disabilities)
- Federal VI-B Special Education funding (identified for 5- to 22-year-olds with disabilities)

This funding has a *supplement, not supplant* rule in addition to being dedicated for use with students with or suspected of having a disability. This includes requirements to:

- Support requirements of the Federal Individuals with Disabilities Act (IDEA)
- Ensuring students with disabilities receive FAPE in the least restrictive environment
- Provide for guidance and supervision regarding special education compliance requirements
- Develop and support programs for school districts in recruiting, training, and retaining Special Education Staff

### Funding Uses – Examples

- Early Education – Support for Child Find activities to identify students with disabilities may be funded with Special Education 619 (3- to 5-year-old programs) funds. This may support early ed programs for students with disabilities. Additionally, VIB Special Education funds (3 to 22) may be used.
- District Reading Program – Within the scope of students with disabilities, State and Federal Special Education funds may be used for program support and screeners for potential disabilities identification.
- Interventions – Areas including phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension may be supported with Special Education 619/VIB (3 to 5 and 3- to 22-year-olds) funds.
- Staffing – Within the scope of students with disabilities, Paraprofessionals or interventionists may support to supplement existing services with Special Education 619/VIB (3- to 5- and 3- to 22-year-old) funds.
- Classroom Materials – Supplemental materials supporting students with disabilities may be purchased using Special Education 619/VIB (3 to 5 and 3- to 22-year-olds) funds.
- Small Group Training/Materials – Special Education 619/VIB (3 to 5 and 3- to 22-year-olds) funds may be used to supplement the training for small group instruction and supporting materials for students identified with disabilities.
- Summer Programs and Parent Training – Summer Programs (NOT a special education based Extended School Year (ESY) program) are eligible for supplemental student instruction and parent training for students identified as having a disability supporting Special Education 619/VIB (3- to 5- and 3- to 22-year-olds) as a funding source.