



# Reading Recovery Implementation Brief

## Funding the Reading Recovery Implementation: Developing a Plan

### Key Questions

1. Do you have a long-range plan for funding that is stable and enables you to serve all eligible students?
2. What funding sources does your district have available? (Federal? State? Local? Foundation? Competitive Grant?)

### Introduction

Funding decisions regarding Reading Recovery and Descubriendo la Lectura are critical to program longevity and serving all eligible children. Reading Recovery and Descubriendo la Lectura are long-term investments in children's educational futures, and it is wise to examine costs carefully. An ongoing priority for an implementation plan must be to support Reading Recovery and Descubriendo la Lectura with a funding stream that is stable and long-term. For some sites, 100% funding through local funds would be ideal. For others, a broad-based funding plan may be preferred. Temporary funding sources are best used for one-time or short-term needs such as capitol investment to build or remodel training a facility or investment in materials (i.e., children's books). Dependence on temporary funds, of course, is to be avoided.

Recommendations for sources of funding are varied. Many schools use federal education funds. The chart below identifies examples of funding sources that have been identified in the No Child Left Behind (NCLB) Act. Most federal funding used for Reading Recovery is authorized by the NCLB Act (you may also hear this law referred to as the Elementary and Secondary Education Act, or ESEA).

Sites also may choose to develop long-term funding plans that utilize different sources along the way to reach long-term, stable funding. The sources may include federal, state, or local funding.

### A Few Terms

**“Title” and “Part”** - Federal legislation is divided into major components called Titles. In each Title there are several Parts. Federal education programs are often referred to by the Title and Part which describes them. For example, the Reading First program is sometimes referred to Title I, Part B of NCLB.

**“Formula Grant”** - Allocations of money to states or their subdivisions, in accordance with distribution formulas prescribed by law or administrative regulation, for activities of a continuing nature not confined to a specific project.

Several types of federal funds are listed in the following table. Considerations for sites in using these funds are included (Use the included websites for more in-depth information).

## Federal Funding Sources

STATUTE	TITLE	TYPE OF GRANT AND PURPOSE
NCLB/ESEA Title I, Part A	Improving Basic Programs	<p>FORMULA GRANT TO LEAs</p> <p><a href="http://www.ed.gov/programs/titleiparta/index.html">http://www.ed.gov/programs/titleiparta/index.html</a></p> <p>This program provides financial assistance through state educational agencies (SEAs) to local educational agencies (LEAs) and schools with high numbers or percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards.</p>
Title I, Part B	Reading First	<p>HYBRID FORMULA GRANT TO SEAs</p> <p><a href="http://www.ed.gov/programs/readingfirst/index.html">http://www.ed.gov/programs/readingfirst/index.html</a></p> <p>The focus of Reading First is on ensuring that all teachers are well prepared to teach reading with methods based on scientific research in high-need, high-poverty school districts.</p>
Title II, Part A	Teacher and Principal Training and Recruiting	<p>FORMULA GRANT TO LEAs</p> <p><a href="http://www.ed.gov/programs/teacherqual/index.html">http://www.ed.gov/programs/teacherqual/index.html</a></p> <p>The purpose of Title II, Part A is to help increase the academic achievement of all students by helping schools and school districts ensure that all teachers are highly qualified to teach.</p>
Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement	<p>FORMULA GRANT TO LEAs</p> <p><a href="http://www.ed.gov/programs/sfgp/index.html">http://www.ed.gov/programs/sfgp/index.html</a></p> <p>Consolidates the 13 current bilingual and immigrant education programs into a state formula program and maintains the current focus on assisting school districts in teaching English to limited-English-proficient students.</p>
Title V, Part A	Innovative Programs	<p>FORMULA GRANT TO LEAs</p> <p><a href="http://www.ed.gov/programs/innovative/index.html">http://www.ed.gov/programs/innovative/index.html</a></p> <p>Purposes of Title V include funding to enable state educational agencies and local educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research. Funds made available to local educational agencies under Section 5112 shall be used for innovative assistance programs, which may include teacher professional development and academic intervention.</p>
IDEA 2004 Title I, Part B	Assistance for Education of All Children with Disabilities	<p>Early intervening services and response to intervention. Discretionary use of up to 15% of formula grant special education funds to LEAs.</p> <p><a href="http://www.ed.gov/programs/osepgts/index.html">http://www.ed.gov/programs/osepgts/index.html</a></p>

Examples follow to illustrate how administrators have used federal sources of funding such as those listed above to craft a funding plan to meet the needs of the site. There are four scenarios in the table below, describing sites of varying sizes and configurations. Those scenarios include a large single district site, a small single district site, a small multidistrict site, and a large literacy consortium.

## Funding Scenario Examples

**Key**

- CC: Continuing contact
- TC: Training class
- TCT: Training tuition
- RR: Reading Recovery
- DLL: Descubriendo la Lectura
- SU: Supervisory union

### Example 1

Site	Site Description	Funding Source/Budgeted Items
<ul style="list-style-type: none"> <li>• Single district student enrollment 60,000</li> <li>• 14 Title I campuses</li> <li>• 35 elementary schools total</li> </ul>	<ul style="list-style-type: none"> <li>• 26 campuses served</li> <li>• 6 campuses are RR/DLL; 20 are RR only</li> <li>• 80 RR teachers</li> <li>• 12 DLL teachers</li> </ul>	<p><b>State Compensatory Education funds:</b></p> <ul style="list-style-type: none"> <li>• Teacher leader salaries (3 FTEs) benefits, travel costs, professional development, office supplies, etc.</li> <li>• RR and DLL teacher salaries</li> <li>• Start-up supplies for teachers (each a .5 FTE)</li> <li>• Training costs</li> <li>• Clerical support to teacher leaders (1 clerical FTE)</li> <li>• Stipend for assessment training in summer</li> </ul> <p><b>Local Campus Funds:</b></p> <ul style="list-style-type: none"> <li>• Regional RR conference participation</li> <li>• Replacement supplies/books</li> <li>• The other half of the DLL and RR teachers' salaries</li> </ul> <p><b>Teacher Costs</b> (sometimes paid by PTO/PTA)</p> <ul style="list-style-type: none"> <li>• College tuition for training course</li> </ul>

## Example 2

Site	Site Description	Funding Source/Budgeted Items
<ul style="list-style-type: none"> <li>• Single district student enrollment 20,000</li> <li>• 15 Elementary campuses</li> <li>• 10 Title I campuses 5 non–Title I campuses</li> </ul>	<ul style="list-style-type: none"> <li>• 15 campuses served (RR only)</li> <li>• 50 RR teachers</li> </ul>	<p><b>Local Funds:</b></p> <ul style="list-style-type: none"> <li>• Funding for 2 RR teachers (.5 FTEs)</li> <li>• Funding for teacher leader</li> <li>• Costs for travel, supplies, books, clerical support</li> </ul> <p><b>Title I Funds:</b></p> <ul style="list-style-type: none"> <li>• Salaries for 2 additional RR teachers (.5 FTEs) at each Title I campus</li> <li>• Supplies, materials for Title 1–funded teachers</li> </ul> <p><b>Title II Funds</b></p> <ul style="list-style-type: none"> <li>• Training costs for initial training of teachers and continuing contact</li> <li>• Professional development costs for teacher leader</li> <li>• Costs for conference participation for teacher leader, teachers, and principals</li> </ul>

### Example 3

Site	Site Description	Funding Source/Budgeted Items
<ul style="list-style-type: none"> <li>• Multidistrict site serving 5 rural school districts</li> <li>• Managing agency</li> <li>• Regional service center</li> </ul>	<ul style="list-style-type: none"> <li>• District 1 1 campus</li> <li>• District 2 5 campuses</li> <li>• District 3 3 campuses</li> <li>• District 4 2 campuses</li> <li>• District 5 1 campus</li> </ul>	<p>District 1</p> <ul style="list-style-type: none"> <li>• Title V funds pay for 1 RR teacher (.5 FTE) and prorated costs for participation in consortium</li> </ul> <p>District 2</p> <ul style="list-style-type: none"> <li>• Title I funds pay for 5 RR teachers (.5 FTEs) and prorated costs for participation in consortium</li> </ul> <p>District 3</p> <ul style="list-style-type: none"> <li>• Title I pays for 3 FTEs (1 FTE at each campus) and prorated costs for participation in consortium</li> <li>• Local funds pay for 3 FTEs (2 FTEs at each campus)</li> </ul> <p>District 4</p> <ul style="list-style-type: none"> <li>• Title III pays for 2 FTEs for DLL and prorated costs for participation in consortium</li> </ul> <p>District 5</p> <ul style="list-style-type: none"> <li>• Local funds pay for 2 FTEs and prorated costs for participation in consortium</li> </ul> <p>Service Center Costs:</p> <ul style="list-style-type: none"> <li>• Contract with each district pays for teacher leader salary and costs, travel, books and supplies, clerical support</li> </ul>

## Example 4

Site	Site Description	Funding Source/Budgeted Items
<ul style="list-style-type: none"> <li>• Literacy Consortium serving 13 supervisory unions</li> </ul>	<ul style="list-style-type: none"> <li>• 13 supervisory unions covering 43 towns</li> <li>• 40 campuses</li> <li>• 2 teacher leaders, 1 administrative assistant hired by regional service center to serve SUs.</li> </ul> <p>Host school (school where TL teaches students) provides funds for 20% of TL's annual salary. Grant funds other implementation needs.</p>	<p>(Examples—not all SUs are listed)</p> <p>SU 1 (2 schools)</p> <ul style="list-style-type: none"> <li>• Local, state, and other funds: CC@7, TC@1, TCT@1</li> </ul> <p>SU 2 (1 school)</p> <ul style="list-style-type: none"> <li>• Title I funds CC@2</li> </ul> <p>SU 3 (4 schools)</p> <ul style="list-style-type: none"> <li>• Local – CC@3</li> <li>• Title I – CC@2</li> </ul> <p>SU 4 (6 schools)</p> <ul style="list-style-type: none"> <li>• Local – TC@1</li> <li>• Title I – CC@3, TCT@2</li> </ul> <p>SU 5 (3 schools)</p> <ul style="list-style-type: none"> <li>• State – CC@1</li> <li>• Title I – CC@2, TC@2, TCT@2</li> </ul> <p style="padding-left: 20px;">prorated costs for participation in consortium</p> <p>SU 6 (3 schools)</p> <ul style="list-style-type: none"> <li>• Local – CC@1</li> <li>• Title I – CC@2</li> </ul> <p>SU 7 (10 schools)</p> <ul style="list-style-type: none"> <li>• Local – CC@4</li> <li>• Title – CC@7, TC@2, TCT@2</li> </ul>

Contact the Reading Recovery Council of North America at [www.readingrecovery.org](http://www.readingrecovery.org) for additional information.