



READ Funding Allocations

1600 - HOEHNE REORGANIZED 3

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: **\$5,128**

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.

Hoehne Plans to utilize the Title I Interventionist to teach the 95 Percent curriculum (Approved on the CDE List for Intervention Programs) in small groups based on students' needs for 30 minutes daily during school and for after-school tutoring twice a week for one hour each in duration.

Outcomes and Goals

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

Our Title I Interventionist has been taking the LETRS reading professional development this past year and will continue to do so. With the 95 Percent curriculum and the training, we would like to decrease the number of significant reading deficient students by 10% and the number of students at risk by 20% this year.

Potential Barriers

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

Hoehne believes the lack of face-to-face small group may occur due to COVID. This has the potential to significantly reduce the growth of our at-risk students. We plan to provide small group zoom meetings to utilize the 95 Percent curriculum and try to encourage the students to read while at home. We will also be sending home on-level readers for the students to practice their skills with their parents.

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
3666	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Purchase 95% Group Phonological Awareness Lessons Deluxe Package for small group interventions	\$390.00
3667	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Purchase 95% Group Basic Phonics Lesson Library with Decodable passages for small group interventions and parent involvement	\$1,850.00
3668	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0640 Book and Periodicals			95% Group Purchase of Teaching Blending Book for small-group intervention by Title I interventionist	\$48.00
3669	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			95% Group Purchase of Vocabulary Surge: Unleashing the Power of Word Parts: Level A for small-group intervention by Title I interventionist	\$99.00

READ Act Budget Submission

3670	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies		95% Group Purchase of Vocabulary Surge: Unleashing the Power of Word Parts: Level B for small-group intervention by Title I interventionist	\$99.00
3671	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies		95% Group Purchase of Phonological Awareness Screener for Intervention (PASI), Version 3.1 for small-group intervention by Title I interventionist	\$495.00
3672	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies		95% Group Purchase of Phonics Screener for Intervention (PSI), Version 3.0 for small-group intervention by Title I interventionist	\$495.00
3673	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services		95% Group Phonological Awareness Lessons Video Playlist to demonstrate lessons for Teachers and Title I Interventionist to ensure fidelity and integrity to the programming for students	\$55.00
3676	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies		Purchase 95% Group Advance Phonics Lesson Library with Decodable Passages for small group interventions and parent involvement	\$1,500.00
3677	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services		Purchase 95% Group Phonics Lesson Library Video Playlist - Basic Skills to demonstrate lessons for Teachers and Title I Interventionist to ensure fidelity and integrity to the programming for students	\$40.00
3678	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services		Purchase 95% Group Phonics Lesson Library Video Playlist - Advanced Skills to demonstrate lessons for Teachers and Title I Interventionist to ensure fidelity and integrity to the programming for students	\$35.00

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3679	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services		Purchase 95% phonological Awareness Continuum for Teachers to visualize how skills should be mastered progressively	\$7.65
Allocation:							\$5,127.58
Budgeted Amount:							\$5,113.65
Funds Remaining:							\$13.93

Budget Summary

Budget Program Totals

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

Object Codes	Total
0300 Purchased Professional & Technical Services	\$137.65
0600 Supplies	\$4,928.00
0640 Book and Periodicals	\$48.00
Budget Program Total:	\$5,113.65

Allowable Activity Totals

Activity	Total
PD Programming	\$137.65
Tutoring Services	\$4,976.00

READ Budget Totals

Allocation:	\$5,127.58
Budgeted Amount:	\$5,113.65
Funds Remaining:	\$13.93