

Kansas Reading First Local Application

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Commissioner of Education
Kansas State Department of Education
120 SE 10th Avenue
Topeka, KS 66612-1182**

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Application Due February 28, 2006

Kansas Reading First Grant Program

Request for Proposal

Introduction

This Request for Proposal (RFP) is designed to distribute funds to qualified districts pursuant to Title I, Part B, Subpart 1 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. Reading First seeks to embed the essential components of reading instruction into all elements of the K-3 teaching structures of the state. In Kansas, a total of 1.7 million dollars is available to successful applicants for use from June 2006 through July 2007, the first year of a three-year grant opportunity.

The overall goal of the grant is that *all Kansas students will be proficient readers by the end of third grade.*

Kansas's Reading First Goals: Using scientifically based reading research to guide all state and local activities, Kansas Reading First will:

- Goal 1: Provide results-based professional development necessary for K-3 classroom teachers to teach reading effectively.
- Goal 2: Prepare classroom teachers to screen, identify, and diagnose reading barriers facing their students.
- Goal 3: Implement research-based reading programs for students in kindergarten through third grade classrooms.
- Goal 4: Teach every child to read at grade level or above by third grade.

Purpose of Grant

- The Reading First grant program will provide the necessary assistance to districts to establish reading programs based on scientifically based reading research for all students in kindergarten through third grade classrooms.
- Reading First grant funds will also be focused on providing significantly increased teacher professional development to ensure that all teachers, including special education teachers, have the skills they need to effectively teach these programs.
- Additionally, the program provides assistance to districts in implementing appropriate screening, diagnostic, monitoring, and outcomes assessments and preparing classroom teachers to effectively screen, identify and overcome reading barriers facing their students.

It is critical that the proposal of each applicant:

- Demonstrate a deep understanding of the five essential components of effective reading programs;
- Establish that the proposed Reading First activities will cooperate in a coherent, seamless fashion;
- Detail how scientifically based reading research will be applied to all Reading First activities; and
- Address each of Kansas's Reading First goals.

Components of Effective Reading Programs

Scientifically based reading research has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

- Phonemic Awareness – The ability to hear, identify and manipulate the individual sounds (phonemes) in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
- Phonics – The understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language),
- Vocabulary Development – Development of stored information about the meanings and pronunciation of words necessary for communication.
- Reading Fluency – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
- Reading Comprehension Strategies – Strategies for understanding, remembering and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

An effective reading program is one that coherently integrates:

- Screening, diagnostic and classroom-based assessments that are valid and reliable,
- Instruction programs and aligned materials that include explicit and systematic instruction in the five essential components of reading instruction,
- An aligned professional development plan, and
- Dynamic instructional leadership.

Scientifically Based Reading Research

Scientifically based reading research is research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. This includes research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the state hypotheses and justify the general conclusions;
- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

Funding Available

A total of 1.7 million dollars is available for funding through the Reading First Grant Program from **June** 2006 through **July** 2007. These funds will be distributed to quality proposals that show the most promise for successful implementation, particularly at the classroom level, and for raising student achievement.

In awarding grants to districts that meet the eligibility criteria and the design requirements of this program, the Kansas State Department of Education (KSDE) will make awards that are of sufficient size

and scope to support the costs of implementing the particular scientifically based reading activities identified or developed by the districts for the schools that they select to participate in the Reading First program. Each funded LEA must receive at a minimum the same percentage of Reading First funds as they receive of Title I funds.

Duration of Grants

Grant applications may be submitted for up to three years of funding. Year 1 of funding is available from June 2006 through July 2007. Years 2 and 3 of funding, will begin on July 1 and end on June 30, are available based upon meeting the goals of the grant and the goals of Kansas Reading First.

Eligible Applicants

Eligible LEAs are among those with the highest numbers or percentages of K-3 students reading below grade level; and

- The eligible LEAs have jurisdiction over at least one of the following:
 - A geographic area that includes an empowerment zone or an enterprise zone, or
 - A significant number or percentage of students or schools identified for Title I school improvement, or
 - The highest number or percentages of children who are counted for allocations under Title I, Part A.

In Kansas, LEAs eligible for Reading First funds must have:

- At least 61% or 118 5th grade students in the district are reading below grade level according to the Kansas State Assessment for Reading, and one of the following:
- A school in the district designated for Title I School Improvement, or
- 20.6% or more of children in the district who are counted under Title I, Part A, or
- 1006 or more children in the district who are counted under Title I, Part A.

Consistent with EDGAR requirements, two or more local educational agencies may apply as a consortium. Each local educational agency within the consortium must meet the eligibility requirements above. Information about the consortium is requested on the cover sheet and signature page.

A local educational agency that receives a Reading First sub grant may distribute funds only to schools within that LEA that are both:

- Among the schools served by the LEA with the highest percentages or numbers of students in kindergarten through grade 5 reading below grade level, based on the currently available data;
- Identified for school improvement under section 1116(b) of ESEA, or
- Having the highest percentages or numbers of children counted under section 1123(c).

Priority is given to eligible local educational agencies that meet at least one of the following criteria:

- At least fifteen percent of the students served by the eligible local educational agency are from families with incomes below the poverty line; or
- At least 6,500 children served by the eligible local educational agency are from families with incomes below the poverty line.

Private School Funding

Funds awarded to State educational agencies and local educational agencies under Reading first are subject to the requirements of Section 9501 of ESEA (Participation by Private School Children and Teachers). The statute requires LEAs to provide private school children and their teachers, or other educational personnel, with educational services that address their needs related to Reading First, on an equitable basis with public school children and teachers. LEAs must provide these services in a timely manner.

Funds and other benefits provided for educational services for private school children and their teachers must be equal to the funds provided for participating public school children, taking into account the number and educational needs of the children to be served.

All services and benefits provided to private school children and their teachers under Reading First must be secular, neutral, and non-ideological.

Local educational agencies seeking Reading First sub grants must consult with appropriate private school officials during the design and development of their Reading First plans on such issues as determining eligibility of private school children; identifying the children's needs; what services will be offered; how, where, and by whom services will be assessed.

In general, private school children in the areas served by public schools receiving Reading First funds would be eligible. This determination can be made *either* by the residence of private school children in the attendance area of a public school receiving Reading First funds, or by the location of a private school in the attendance area of a public school receiving Reading First funds.

Required Activities

Funds may be used to supplement and not supplant any monies currently being used to provide eligible students with literacy and reading comprehension services or programs.

Proposed Reading First activities and plans must include, but are not limited to:

- **Instructional reading assessments**— Administration of rigorous screening, diagnostic, and classroom-based instructional reading assessments with proven validity and reliability, with assessments that must measure progress in the essential components of reading instruction and identify students who may be at risk for reading failure or who are already experiencing reading difficulty.
- **Reading program**— Selection and implementation of a program of reading instruction based on scientifically based reading research that included the essential components of reading instruction and provides such instruction to children in kindergarten through grade 3 in the schools served by the LEA, including children:
 - with reading difficulties,
 - at risk of referral to special education based on those difficulties,
 - evaluated under section 614 of the Individuals with Disabilities Education Act but not identified as having a disability (in accordance with IDEA section 614(b)(5) and as defined in section 602),
 - served under IDEA primarily due to a specific learning disability related to reading (as defined in IDEA section 602), or
 - identified as having limited English proficiency.

A high-quality reading program that is based on scientifically based research must include instructional content based on the five essential components of reading instruction integrated into a coherent instructional design. A coherent design includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities and aligned student materials. The design should also consider the allocation of time, ensuring a protected, uninterrupted block of time for reading instruction.

- **Instructional materials**— Selection and implementation of supplemental and intervention materials which support the teaching of the five components of reading, include effective program elements and are based on scientifically based reading research.
- **Professional development**— Professional development for teachers of kindergarten through grade 3, and special education teachers of kindergarten through grade 12 that will prepare these teachers in all of the essential components of reading instruction. Professional development must be provided that will assist teachers in becoming fully qualified for reading instruction. Providers of professional development must base training in reading instruction on scientifically based reading research. Professional development must address:
 - information, instructional materials, programs, strategies and approaches based on scientifically based reading research, including early intervention, classroom reading materials, and remedial programs and approaches;
 - instruction in the use of screening, diagnostic, and classroom-based instructional reading assessments and other procedures that effectively identify students who may be at risk for reading failure or who are having difficulty reading.
- **Evaluation strategies**— Collection and summary of valid and reliable data to document the effectiveness of Reading First in individual schools and in the LEA as a whole and to stimulate and accelerate improvement by identifying the schools that produce significant gains in reading achievement.
- **Reporting**— The LEA must report data for all students and categories of students described in section 1111(b)(2)(C)(iv)(II).
- **Access to reading material**— Promotion of reading and library programs that provide access to engaging reading material.

General Framework for Consideration of Reading First Expectations

Achieving the goals of Reading First related to classroom instruction and assessments of all K-3 teachers requires significant changes in the organizational structures of the schools that participate. It requires a clear commitment of time and expertise with a defined set of expectations for district participation. In addition, it dramatically changes the role the state will play in supporting the professional development needs of classroom teachers.

To meet these ambitious expectations for changing the way reading is taught across K-3 classrooms, Kansas schools and districts and the KSDE leadership will make a number of specific commitments. These commitment actions are summarized below to give the applicant a picture of the dynamic partnership that will take place over the three years of the grant.

Reading Teachers (all K-3 teachers, K-12 special educators, ELL teachers, and reading specialists) in Reading First schools will:

- Be willing to rethink current practices and modify those that are ineffective based on examination of student data and scientifically based research on reading;
- Understand how children learn to read;
- Have both a theoretical and practical knowledge of the five elements of comprehensive reading instruction and their relationship to one another;
- Administer screening, diagnostic and classroom assessments to identify students experiencing reading difficulty and design appropriate instructional interventions; and
- Participate in Reading First professional development activities, including Reading Academies and building-level coaching.

The building leadership teams within Reading First schools will:

- Budget sufficient funds and time to participate in all Reading First coordinated training sessions for eligible LEAs/schools including:
 - Foundations, Coaching, Intermediate, Advanced levels over the three-year grant period;
 - Monthly grade-level team meetings;
 - In-class coaching of teachers (suggested minimum of 2 sessions per month for each teacher and no more than 30 teachers per literacy coach);
 - At least 50 hours of professional development per year.
- Employ a full time literacy coach to support the implementation of SBRR classroom practices by all K-3 teachers including special needs, ELL, and Title I.
- Assure that K-3 teachers will meet performance expectations of the levels of training over the duration of the grant.
- Intervene if teacher performance in teaching reading does not meet Reading First performance expectations within a reasonable period of time.
- Address K-3 content standards and grade level expectations in reading.
- Address issues of teacher stability and exercise available Title II options for leveraging resources to support Reading First goals.
- Promote and coordinate reading, library and literacy programs to provide access to engaging reading materials.
- Evaluate the impact of Reading First activities on student achievement and participate in the external evaluation of the Reading First initiative

The Reading First LEAs will:

- Assure access to high-quality, ongoing results-based professional development (including coaching) for all K-3 teachers in eligible schools that emphasizes classroom instruction and rigorous classroom assessments based on SBRR, including the five essential components of reading (phonemic awareness, systematic phonics, fluency, vocabulary and reading comprehension).
- Ensure each building literacy coach receives ongoing training and support.
- Ensure both district and building leadership for Reading First activities have the qualifications and have committed the time necessary to accomplish student achievement gains.
- Assist all eligible schools in selecting and using classroom assessments to screen, identify and diagnose reading difficulties in K-3 students.
- Assure that the reading instruction programs, strategies and interventions to be implemented by participating schools are aligned with district accreditation/literacy plans and clearly based on scientifically based reading research.
- Support eligible schools in using data to monitor student progress and accelerate performance.
- Foster principals' leadership in the participating schools in support of Reading First activities.

- Assure that funds are being leveraged with other local, state and federal funds (e.g., Titles I, II, III and V) and that accountability for cost-effective management is provided.

The state leadership for Reading First, including the Kansas State Department of Education, will:

- Work with in-state and external experts to make the best use of scientifically based reading research related to planning professional development and technical assistance opportunities for Kansas K-3 teachers.
- Clearly define the expectations that eligible local schools must meet when they participate in Reading First, including the very clear reliance on scientifically based reading research (SBRR), and fund only those applications that meet a rigorous definition.
- Develop, identify and provide high-quality professional development to enable K-3 classroom teachers to teach reading effectively.
- Provide training, technical assistance and advocacy to build the capacity of eligible LEAs/schools to implement SBRR in reading instruction, classroom assessment and professional development.
- Ensure the expertise and time available for technical assistance is sufficient to support the work of the district and school leadership teams and allows intervention in a timely manner where necessary.
- Apply accountability through (1) the state's policy infrastructure, (2) monitoring Reading First activities and impact, (3) requirements for "adequate yearly progress" to secure continuation funding and (4) the external evaluation of the initiative.
- Coordinate Reading First with other literacy-related reform initiatives to deepen understanding of SBRR in all state literacy activities and to promote the cross-fertilization of ideas.
- Disseminate what works-both to help the Reading First sites succeed and to share the work of the Reading First sites with other districts and schools in the state.

Coordinate Reading First with other literacy-related reform initiatives to deepen understanding of SBRR in all state literacy activities and to promote the cross-fertilization of ideas.

Assistance Available

KSDE recommends that you visit the following web sites to access information on proven, research-based literacy and reading comprehension programs:

- National Reading Panel Report, <http://www.nationalreadingpanel.org>
- National Institute for Literacy, <http://www.nifl.gov>
- Center for Improvement of Early Reading Achievement, <http://www.ciera.org/clera>
- National Research Center on English Learning and Achievement, <http://cela.albany.edu>
- International Reading Association, <http://www.reading.org>

Letter of Intent

By **December 16, 2005**, eligible LEAs that plan to submit an application for funding must submit a letter of intent. The letter will indicate the names of the school(s) to be included in the application and willingness of the school and district leadership to participate in the required pre-application training.

Evaluation and Reporting

To determine the success of the Reading First programs operated by districts and schools that receive grants through this program, the Kansas Department of Education will contract with an SBRR expert to conduct an external evaluation of the Reading First program.

All districts must document in the annual progress report(s) the following evidence:

- Reading achievement scores for each of the schools participating, and for the district as a whole, using Title I specifications, including scores that are disaggregated by low-income, major racial/ethnic groups, LEP and special education, for K-3 students in the Reading First schools and the comparison schools.
- Evidence that the activities presented in the LEA's Reading First sub grant application are being implemented as planned, or an explanation for any changes in activities

Budget Information

It is necessary to prepare three separate budgets for the following budget periods:

- June 1, 2006 – July 31, 2007
- July 1, 2007 – June 30, 2008
- July 1, 2008 – June 30, 2009

Budget Limitations

- No planning activities may be funded by this grant.
- No more than 3.5% of the total grant may be utilized for administration.
- Budget changes of more than \$1,000 must receive prior approval from Kansas State Department of Education (KSDE).
- Budget changes of less than \$1,000 do not require prior approval.
- Separate accounting is required for the Reading First Grant Funds.
- There is no carryover for this grant

Application Instructions

- All pages must be standard letter size, 8 ½" x 11" using 12 point font double spaced.
- Leave 1-inch margins.
- Number all pages.
- The signature page must include signatures of the authorized school district representative.
- Successful applicants will be required to submit assurance pages with original signatures.
- Staple or tape the pages of the original and of each copy. Do NOT use paperclips, rubber bands, or report covers.
- The total narrative of the application cannot exceed 25 pages.

This format must be followed in order to assure consistent application of the evaluation criteria. Incomplete proposals will not be considered. Faxes will not be accepted.

The original, plus 5 copies, must be received at KSDE by February 28th at 5:00 PM.
 Questions: Contact Norma Cregan at (785) 296-4906 or e-mail: ncregan@ksde.org .

Mail or hand deliver the proposals to:
 Norma Cregan
 State & Federal Programs
 Kansas State Department of Education
 120 SE 10th Avenue
 Topeka, KS 66612

Reading First Program LEA Grant Application

Program Overview

- 10 pts. 1. Provide a one-page description of the proposed grant program which include the following:
- (a) The specific population of students and staff who will participate in the program.
 - (b) A description of the scientifically based reading research program to be implemented.
 - (c) A timeline for the implementation of the program and other major program activities.

Needs Assessment

- 10 pts. 2. Provide information on the level of reading achievement for the district. Data should include:
- (a) Results of state assessments,
 - (b) Local Assessment results,
 - (c) Number/percent of students not meeting state/local indicators,
 - (d) Results of the Early Reading Assessment, and
 - (e) Other data regarding the reading performance of students in the district.

Rank Order of Schools

- 10 pts. 3. Rank order all schools eligible to participate in the Reading First grant based on:
- (a) The number and percent of students not reading on grade level as documented by the Early Reading assessment and/or the state assessments,
 - (b) The number and percent of free and reduced lunch children, and
 - (c) The number of years the school has been on Title I school improvement.

Selection of Schools

- 10 pts. 4. For the schools selected, provide data that give a clear picture of the reading achievement level of the individual school or schools along with other supporting data.
- (a) Results of state assessments,
 - (b) Local assessment results,
 - (c) Number/percent of students not meeting state/local indicators,
 - (d) Results of Early Reading Assessment,
 - (e) Other data regarding the reading performance of students in the district, and

(f) Title I School Improvement status.

Scientifically Based Reading Research

- 50 pts. 5. Describe how the Reading First program proposed to be implemented meets all of the following criteria:
- (a) Means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and
 - (b) Shall include research that—
 - (1) employs a systematic, empirical methods that draw an observation or experiment,
 - (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn,
 - (3) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations, and
 - (4) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Instructional Assessment

- 20 pts 6. Provide the following information:
- (a) A description of how the assessment process will be used for screening, diagnosing and monitoring student achievement.
 - (b) A description of how the assessment system will inform and modify instruction for all students K-3.
 - (c) A description of how the assessment process is aligned with the instructional programs of the selected schools.

Instructional Strategies and Programs

- 20 pts 7. Describe:
- (b) How the local educational agency will assist eligible schools in selecting one or more programs of reading instruction developed using scientifically based reading research.
 - (c) How the instructional programs or strategies to be implemented are based on SBRR.
 - (d) How the comprehensive reading programs based on SBRR to be implemented provides instruction for *all* K-3 students;
 - (e) How the instructional programs and strategies to be implemented will teach the five essential components of reading;
 - (f) How the instructional programs and strategies to be implemented will enable students to be proficient readers;
 - (g) How the instructional programs and strategies to be implemented will be used to accelerate performance and monitor progress of students who are reading below grade level; and

- (h) How the instructional programs and strategies to be implemented without layering selected programs on non-research based programs already in use.

Instructional Materials

- 15 pts. 8. Describe:
- (a) How the materials are integrated into the instructional sequence for each grade K-3.
 - (b) How the materials will increase the effectiveness of the program in tracking the five essential components of reading.
 - (c) What purpose the materials serve in terms of meeting the needs of all students.

Instructional Leadership

- 10pts 9. Describe:
- (a) How the local education agency will provide the leadership to align the reading curriculum to State standards, evaluate schools and reading progress, and monitor student achievement in reading.
 - (b) How the local education agency will provide training for principals and building leaders in the essential components of reading, and their application to instructional program materials used.

District Based Technical Assistance

- 10 pts. 10. Describe
- (a) How the local education agency will provide high quality technical assistance to selected schools as they implement Reading First.
 - (b) How the local education agency will provide assistance to selected schools in the areas of setting goals, developing benchmarks, and evaluating progress.
 - (c) How the local education agency will ensure that funds available under this part, and funds available for reading instruction from kindergarten through grade 3 and special education and from other appropriate sources, are effectively coordinated.
 - (d) How the LEA will ensure that the Reading First program will be coordinated with the School Improvement Plan and the Title I School Wide Plan if applicable.

Professional Development

- 50 pts. 11. Provide the following information:
- (a) A description of the professional development activities that will take place for K-third grade classroom teachers and special education staff in the eligible schools on the essential components of reading instruction and how professional development will assist staff to implement scientifically-based instructional materials, programs, and strategies, and screening, diagnostic, as well as classroom based instructional assessment.
 - (b) Explain how this professional development will be of high quality and results-based, on going to a total of at least 50 hours and will result in continuous improvement of the instructional staff.
 - (c) Explain how the professional development will be coordinated with other LEA professional development activities.

- (d) The qualifications of the individuals who will provide those continuous professional development services.
- (e) Include a timeline of the professional development activities that will take place; and
- (f) Describe how literacy coaches will be used in providing at least one coaching session per month.

Accountability/Evaluation/Impact

- 50 pts. 12. The State Department of Education places a priority on schools that set high expectations on increasing student performance as a result of receiving grant funds. Applicants are expected to establish a fast pace movement of the schools and students toward the “Standard of Excellence”.

Describe the expected impact of the program and the evaluation criteria used to demonstrate program effectiveness, such as:

- (a) Identify goals/objectives consistent with the desired outcomes and required activities of the Reading First program. (These must be specific, measurable, attainable, research-based, and time-phased.)
- (b) Describe how the evaluation plan will document the effectiveness of Reading First activities within identified schools and district as a whole.
- (c) Describe how the LEA will disaggregate and report performance of all K-3 students in schools that qualify for the program (post-assessment data).
- (d) Describe how the district will use school evaluation data to determine need for intervention and/or discontinuation of grant funds based on performance; and
- (e) Incorporate valid and reliable measures that will be used to document the effectiveness of the Reading First activities within individual schools and the district as a whole.

Private School Participation

- 10 pts. 13. Describe how the LEA will consult with appropriate private school officials during the design and development of the programs under the Reading First program on such issues as how the children’s needs will be identified; what services will be offered; how and where the services will be provided; and how the services will be assessed. Also, describe how the district will ensure that the expenditures are equitable and the services are secular, neutral, and non-ideological.

Access to Print Materials

- 10 pts. 14. Describe:
- (a) How reading and library programs that provide student access to engaging reading materials will be promoted, and
 - (b) How the LEA and selected schools will promote reading and library programs that provide student access to a wide array of engaging reading materials, including both expository and narrative texts.

Budget Pages and Narrative

15 pt. 15. Districts must provide a cost-effective budget and narrative justifying expenditures.

BUDGET #1

Proposed budget for June 1, 2006 to July 31, 2007.

15 pts. 14. Budget – Provide a written explanation of each proposed expenditure on a separate page.

	Reading First <i>(Use Whole Dollars)</i>
1000 INSTRUCTION	
100 Personnel Services Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property	
500 Other Purchased Services	
600 Supplies & Materials	
700 Property	
2000 SUPPORT SERVICES	
2100 Student Services Students	
2300 SUPPORT SERVICES GENERAL ADMINISTRATION	
2323 STATE & FEDERAL RELATIONS SERVICES	
100 Personnel Services - Salary	
200 Employee Benefits	
2700 STUDENT TRANSPORTATION SERVICES	
2720 Vehicle Operations Services	
3000 OPERATION OF NON- INSTRUCTION SERVICES	
3100 Food Service Operations	
3400 Student Activities	
TOTAL	

BUDGET #2

Proposed budget for July 1, 2007 to June 30, 2008.

15 pts. 14. Budget – Provide a written explanation of each proposed expenditure on a separate page.

	Reading First <i>(Use Whole Dollars)</i>
1000 INSTRUCTION	
100 Personnel Services Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property	
500 Other Purchased Services	
600 Supplies & Materials	
700 Property	
2000 SUPPORT SERVICES	
2100 Student Services Students	
2300 SUPPORT SERVICES GENERAL ADMINISTRATION	
2323 STATE & FEDERAL RELATIONS SERVICES	
100 Personnel Services – Salary	
200 Employee Benefits	
2700 STUDENT TRANSPORTATION SERVICES	
2720 Vehicle Operations Services	
3000 OPERATION OF NON- INSTRUCTION SERVICES	
3100 Food Service Operations	
3400 Student Activities	
TOTAL	

BUDGET #3

Proposed budget for July 1, 2008 to June 30, 2009.

15 pts. 14. Budget – Provide a written explanation of each proposed expenditure on a separate page.

	Reading First <i>(Use Whole Dollars)</i>
1000 INSTRUCTION	
100 Personnel Services Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property	
500 Other Purchased Services	
600 Supplies & Materials	
700 Property	
2000 SUPPORT SERVICES	
2100 Student Services Students	
2300 SUPPORT SERVICES GENERAL ADMINISTRATION	
2323 STATE & FEDERAL RELATIONS SERVICES	
100 Personnel Services – Salary	
200 Employee Benefits	
2700 STUDENT TRANSPORTATION SERVICES	
2720 Vehicle Operations Services	
3000 OPERATION OF NON- INSTRUCTION SERVICES	
3100 Food Service Operations	
3400 Student Activities	
TOTAL	
GRAND TOTAL OF BUDGETS 1, 2, & 3	

Agreement of LEA

The LEA agrees that all K-3rd grade staff, ELL, and Special Education teachers of funded Reading First schools will participate in the Kansas State Reading First Training to be held in June of 2006.

School Principal

LEA Official Representative