



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 FEDERAL DISCRETIONARY GRANTS SECTION
 PO BOX 480, JEFFERSON CITY, MO 65102-0480
READING FIRST APPLICATION – YEAR 1
Project Dates April 1, 2007 to June 30, 2008

DIRECTIONS

Mail the completed form by the **postmark deadline of March 1, 2007** to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplyimprfdg@dese.mo.gov; Visit DESE's website at: dese.mo.gov

SECTION I - FOR DESE USE ONLY

SIGNATURE OF DESE AUTHORIZED REPRESENTATIVE	DATE
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SECTION II - TOTAL BUDGET

PROGRAM	6100: Salaries	6200: Employee Benefits	6300: Purchased Services	6400: Materials/ Supplies	SUBTOTAL	Indirect Cost Rate ____% (optional)	6500: Capital Outlay	TOTAL
Reading First								

SECTION III - DISTRICT AND PROGRAM INFORMATION

DISTRICT NAME	COUNTY-DISTRICT CODE	NUMBER OF BUILDINGS APPLYING FOR
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NAME AND TITLE OF THE BOARD AUTHORIZED REPRESENTATIVE	E-MAIL ADDRESS
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TELEPHONE NUMBER	FAX NUMBER
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NAME OF READING FIRST GRANT CONTACT	E-MAIL ADDRESS
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TELEPHONE NUMBER	FAX NUMBER
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% OF STUDENTS BELOW THE POVERTY LINE AS REPORTED IN THE U.S. CENSUS _____ 06	ESTIMATED NUMBER OF K-3 STUDENTS IN 07-08	AT LEAST 6,500 STUDENTS ARE SERVED FROM FAMILIES BELOW THE POVERTY LINE? <input type="checkbox"/> Yes <input type="checkbox"/> No	TITLE I K-3 BUILDINGS TARGETED FOR SCHOOL IMPROVEMENT <input type="checkbox"/> Yes <input type="checkbox"/> No
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EMPOWERMENT ZONE <input type="checkbox"/> Yes <input type="checkbox"/> No	ENTERPRISE COMMUNITY <input type="checkbox"/> Yes <input type="checkbox"/> No	06 MAP SCORES - GRADE 3 COM. ARTS % IN BOTTOM TWO LEVELS	START AND END DATES OF 2007-2008 SCHOOL YEAR
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CORE READING PROGRAM	TIER II READING PROGRAM
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TIER II READING PROGRAM	TIER III READING PROGRAM
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SECTION IV - ASSURANCES AND CERTIFICATION

The applicant assures the Department of Elementary and Secondary Education (DESE) that it shall:

1. receive and expend the funds in a manner that is consistent with the intent of the approved application;
2. keep such records for a period of three years and provide such information as may be necessary for fiscal and program auditing and for program evaluation, and provide DESE any information that it may need to carry out its responsibilities under the program;
3. adhere to the requirements of applicable federal statutes and regulations, state rules governing the programs, and all other applicable statutes, including Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title VIII of the Education Amendments of 1972; Gun-Free Schools Certification; and Drug-Free Workplace Requirements. The applicant further certifies that people involved in these projects will meet debarment and suspension qualifications described in 34CFR Part 85 and lobbying restrictions described in 34CFR Part 82.

The board-authorized representative fully understands the assurances and the responsibility for compliance placed upon the applicant by the assurances. The applicant will refund directly to DESE the amount of any funds made available to the applicant that may be determined by the Department or an auditor representing the Department to have been misspent or otherwise misapplied.

SIGNATURE OF BOARD AUTHORIZED REPRESENTATIVE	DATE
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The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department employment practices may be directed to the Jefferson State Office Building, Human Resources Director, 2nd Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-9619. Inquiries related to Department programs may be directed to the Jefferson State Office Building, Title IX Coordinator, 5th floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4212.

SECTION V – PROGRAM GOAL AND OBJECTIVES

PROGRAM GOAL	All students will read at grade level or above by the end of third grade.
SAMPLE OBJECTIVE	<i>By the end of each school year, beginning with 2004-2005, an increase of 15% of all K-3 students, including those in special subgroups, will be reading at grade level as measured by the Terra Nova or 3rd Grade MAP communication arts.</i>
PROGRAM OBJECTIVE #1 (Must be Related to Student Learning)	
PROGRAM OBJECTIVE #2 (Must be Related to Student Learning)	
PROGRAM OBJECTIVE #3 (Must be Related to Professional Development)	
PROGRAM OBJECTIVE #4	
PROGRAM OBJECTIVE #5	

SECTION VI – DISTRICT AND BUILDINGS TO BE SERVED		
SECTION VI A. – Scoring Guide		15 points possible
Exceeds Standards additional 3-1 points	Standards 12-4 points	Does Not Meet Standards 0 points
<ul style="list-style-type: none"> Data indicates that all the buildings to be served have at least 75% of the students in the bottom two levels of the MAP, Communication Arts for 3rd grade All buildings to be served have greater than 15% of the students on Free and Reduced lunch Proposal contains a profile of each school to be funded. It includes significant additional demographic information to further substantiate need Proposal describes how eligible schools demonstrate readiness and capacity to make needed changes. e.g. staff support, stability issues Composite staff buy-in is 100% All teachers are appropriately certified 	<ul style="list-style-type: none"> Data indicates that a majority (50% or more) of the buildings to be served have at least 60-74% of students in the bottom two levels of the MAP, Communication Arts for 3rd grade <p style="text-align: center;">-or-</p> <p>The single attendance area is identified for improvement or for multi attendance areas, the data indicates 1 or more schools in the LEA are identified for improvement</p> <ul style="list-style-type: none"> A majority (50% or more) of the buildings to be served all have at least 15% of their students on Free and Reduced lunch The application contains a profile of each school to be funded that includes significant additional demographic information to further substantiate need Composite staff buy-in is at least 80% 95% of teachers are appropriately certified 	<ul style="list-style-type: none"> Data indicates that all of the buildings to be served have 0-59% of the students in the bottom two levels of the MAP, Communication Arts for 3rd grade <p style="text-align: center;">-or-</p> <p>No single attendance areas were identified for improvement. Multi attendance area data indicates no schools in the LEA are identified for improvement</p> <ul style="list-style-type: none"> A majority (50% or more) of the buildings to be served have less than 15% of students on Free and Reduced lunch The application contains a profile of each school to be funded that includes little additional demographic information to further substantiate need Composite staff buy-in is less than 80% Less than 95% of teachers appropriately certified
SECTION VI B. – DISTRICTS AND BUILDINGS TO BE SERVED NARRATIVE		
The narrative for this section will address the standards as listed.		

SECTION VI B. – DISTRICTS AND BUILDINGS TO BE SERVED NARRATIVE (CONTINUED)

The narrative for this section will address the standards as listed.

SECTION VI C. – SCHOOL PROFILE (ONE PAGE PER BUILDING) Include a profile of each building to be funded that details significant additional demographic information to further substantiate need.

COUNTY-DISTRICT CODE	BUILDING CODE	BUILDING NAME
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SECTION VII – INSTRUCTIONAL ASSESSMENT

SECTION VII A. – SCORING GUIDE

10 POINTS POSSIBLE

Exceeds Standards additional 2-1 points

Standards 8-3 points

Does Not Meet Standards 0 points

- Proposal provides the schedule and details for assessment administration

- Proposal describes the administration of rigorous screening, diagnostic, progress monitoring and outcomes based instructional reading assessments
- Proposal describes alignment of assessments with the instructional programs of the selected schools
- Proposal describes how information from assessments will be used to make instructional decisions and to plan appropriate interventions for K-3 students

- Proposal inadequately demonstrates use of valid and reliable classroom based screening and diagnostic assessments that are aligned with the instructional program

SECTION VII B. – INSTRUCTIONAL ASSESSMENT NARRATIVE

The narrative for this section will address the standards as listed.

Empty box for the Instructional Assessment Narrative.

SECTION VII B. – INSTRUCTIONAL ASSESSMENT NARRATIVE (CONTINUED)

The narrative for this section will address the standards as listed.

SECTION VIII – INSTRUCTIONAL STRATEGIES AND PROGRAMS

SECTION VIII A. – SCORING GUIDE **20 POINTS POSSIBLE**

Exceeds Standards additional 4-1 points	Standards 16-5 points	Does Not Meet Standards 0 points
<ul style="list-style-type: none"> • Proposal describes how these instructional strategies will be aligned with the Missouri Show-Me Standards and Grade Level Expectations • Proposal describes how these instructional strategies will include explicit and systematic instruction related to the five components of reading • Proposal describes coordinated instructional sequence • Proposal describes alignment with instructional materials • Proposal describes a plan for coordinated staffing to implement Core, Tier II and Tier III instruction 	<ul style="list-style-type: none"> • Proposal describes how instructional strategies are based on SBRR • Proposal describes 90 minutes of uninterrupted instructional time; an additional 30 minutes Tier II instruction (90 + 30) and an additional 30 minutes Tier III (90 + 30 + 30). • Proposal describes how comprehensive reading programs based on SBRR will be selected and implemented to provide instruction for all K-3 students. • Proposal describes how instructional strategies and programs will address the five essential components of reading • Proposal describes how the instructional strategies and programs will enable students to be proficient readers as measured by Terra Nova and MAP Communication Arts at the end of each grade level K-3 • Proposal describes how instructional strategies and interventions based on SBRR will be used to accelerate performance and monitor progress of students who are reading below grade level and those who are furthest from meeting the Show-Me Communication Arts Standards • Proposal describes how comprehensive reading programs based on SBRR will be implemented without layering selected programs on top of non-research based programs already in use 	<ul style="list-style-type: none"> • Proposed instructional strategies are not based on SBRR • Proposed strategies do not include at least 90 minutes of uninterrupted instructional time • Proposed process for selecting and implementing reading program lacks basis in SBRR • Proposed strategies and programs do not teach the five essential components of reading • Proposed program is not complete for use as a comprehensive instructional program

SECTION VIII B. – INSTRUCTIONAL STRATEGIES AND PROGRAMS NARRATIVE

The narrative for this section will address the standards as listed.

SECTION VIII B. – INSTRUCTIONAL STRATEGIES AND PROGRAMS NARRATIVE (CONTINUED)

The narrative for this section will address the standards as listed.

SECTION IX B. – INSTRUCTIONAL MATERIALS NARRATIVE (CONTINUED)

The narrative for this section will address the standards as listed.

SECTION X – INSTRUCTIONAL LEADERSHIP

SECTION X A. – SCORING GUIDE **10 POINTS POSSIBLE**

Exceeds Standards additional 2-1 points	Standards 8-3 points	Does Not Meet Standards 0 points
<ul style="list-style-type: none">• The proposal describes the involvement of the superintendent in assuring the success of the project• Proposal describes the involvement of a district leader who is responsible for aligning reading curriculum to the Show Me standards• Proposal assures continuity of instructional leadership at the school level to the extent possible	<ul style="list-style-type: none">• Proposal identifies who will provide instructional leadership at the district and building levels and describes expertise, time commitment to Reading First and duties and responsibilities• Proposal describes how the building principals will demonstrate commitment to this project including attendance at professional development opportunities provided for staff in buildings to be served• Proposal describes the commitment of the leadership to the principle that all children can be taught to read• Proposal describes the roles of the superintendent and building principal in maintaining focus and assuring adequate resources, removing barriers to success, protecting instructional time and providing time in the schedule for teachers and principals to share what they have learned• Proposal describes how data will be used to provide extra help and support where needed• Proposal details the hiring of a sufficient number of coaches to provide support for good implementation of all aspects of the program	<ul style="list-style-type: none">• Designated individuals do not have clearly defined duties and responsibilities to provide instructional leadership• Proposal fails to provide training for principals, building leaders, or district personnel related to improving reading instruction

SECTION X B. – INSTRUCTIONAL LEADERSHIP NARRATIVE

The narrative for this section will address the standards as listed.

SECTION X B. – INSTRUCTIONAL LEADERSHIP NARRATIVE (CONTINUED)

The narrative for this section will address the standards as listed.

Empty box for narrative content.

SECTION XI – DISTRICT AND SCHOOL BASED PROFESSIONAL DEVELOPMENT		
SECTION XI A. – SCORING GUIDE		20 POINTS POSSIBLE
Exceeds Standards additional 4-1 points	Standards 16-5 points	Does Not Meet Standards 0 points
<ul style="list-style-type: none"> • Proposal describes how professional development needs of teachers will be assessed and how professional development plans will be designed around those specific needs • Proposal describes a varied and full range of professional development experiences that are intensive, focused and of sufficient duration to achieve the purposes and goals of the training • Proposal describes how the district will coordinate professional development with any Birth-5 literacy programs 	<ul style="list-style-type: none"> • Proposal describes how results-based professional development of K-3 teachers, K-3 special education teachers, ELL teachers and other instructional staff will be provided • Proposal describes how reading coaches (minimum one for every 20 teachers) will provide at least four classroom-based sessions per month to participating teachers based on individual needs • Proposal describes how the results-based professional development will include intensive and focused attention to: <ol style="list-style-type: none"> 1. essential components of reading instruction 2. implementing programs, and strategies based on SBRR that utilize appropriate materials in the classroom and library 3. screening, diagnostic, and classroom-based instructional assessments using a variety of delivery methods • Proposal describes how results-based professional development will be clearly aligned with the instructional program and the Show-Me State Standards Grade Level Expectations and Missouri Assessment Program • Proposal will include adequate time allowances for teachers to learn new concepts and to practice what they have learned • Proposal describes how targeted professional development will be provided for teachers who need additional assistance • Proposal describes how teachers will be provided adequate time for learning and implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation 	<ul style="list-style-type: none"> • Proposed professional development plan is inadequate or not adequately coordinated with classroom instruction • Proposed plan relies on single-event workshops as the main delivery mechanism for professional development • Proposed professional development plan is not aligned with the district professional development plan • Proposed professional development plan is not consistent with Reading First requirements

SECTION XI B. – DISTRICT AND SCHOOL BASED PROFESSIONAL DEVELOPMENT NARRATIVE

The narrative for this section will address the standards as listed.

SECTION XI B. – DISTRICT AND SCHOOL BASED PROFESSIONAL DEVELOPMENT NARRATIVE (CONTINUED)

The narrative for this section will address the standards as listed.

SECTION XII – DISTRICT BASED TECHNICAL ASSISTANCE		
SECTION XII A. – SCORING GUIDE		10 POINTS POSSIBLE
Exceeds Standards additional 2-1 points	Standards 8-3 points	Does Not Meet Standards 0 points
<ul style="list-style-type: none"> • Proposal describes how local professional development will be coordinated with state professional development and technical assistance related to improving reading achievement • Proposal describes how high quality technical assistance will include: <ol style="list-style-type: none"> 1. identifying professional development needs 2. implementing professional development 3. budgeting 4. managing data 	<ul style="list-style-type: none"> • Proposal describes a clear plan for district provided technical assistance including provisions for adequate resources from a variety of funding sources • Proposal describes the facilitation of on-going job-embedded professional development • Proposal describes how the district will provide assistance in developing specific, measurable, attainable, researched-based and time-phased objectives • Proposal describes how the district will provide the assessments (DIBELS, TERRA NOVA, MAP Communication Arts 3rd Grade, and ERDA-R) and data for grades K-3 for monitoring the progress and success of the program • Proposal describes how the district will generate community understanding and support for the program 	<ul style="list-style-type: none"> • Proposal contains inadequate plans to provide technical assistance to participating schools
SECTION XII B. – DISTRICT BASED TECHNICAL ASSISTANCE NARRATIVE		
The narrative for this section will address the standards as listed.		

SECTION XII B. – DISTRICT BASED TECHNICAL ASSISTANCE NARRATIVE (CONTINUED)

The narrative for this section will address the standards as listed.

SECTION XIII – QUALIFICATIONS, RESPONSIBILITIES AND TRAINING OF READING FIRST COACHES		
SECTION XIII A. – SCORING GUIDE		10 POINTS POSSIBLE
Exceeds Standards additional 2-1 points	Standards 8-3 points	Does Not Meet Standards 0 points
<ul style="list-style-type: none"> • Proposal includes a specific plan for recruiting qualified applicants and a timeline for filling the position with a well-qualified candidate • Proposal includes a specific plan for supporting and training of the Reading First coach 	<ul style="list-style-type: none"> • Proposal includes a detailed description of the proposed Reading First Coach's qualifications, which should include: <ol style="list-style-type: none"> 1. knowledge of current research in the five essential components of reading instruction 2. experience as a successful Special Education, ELL, reading resource or primary classroom teacher 3. experience as a building teacher-leader and/or professional development facilitator 4. understanding of the importance of using assessment data to inform decisions and communicating results to students, staff, parents, the community, and all stakeholders • Proposal provides a complete explanation of the roles and responsibilities of the Reading First Coach which should include, but not be limited to: <ol style="list-style-type: none"> 1. attending state-level training, training provided by the RPDC & district and other training as needed 2. serving as a mentor, model, and coach for all teachers and others (paraprofessionals, tutors, etc.) involved in implementing the program 3. encouraging colleagues to participate in quality professional development experiences related to the five essential components of reading instruction 4. offering specialized literacy assistance for working with struggling readers 5. coordinating intervention plans with classroom instruction 6. coordinating efforts with Title I, preschool programs, Special Education, ELL, and all federal, state, and local programs that address the literacy needs of students 7. establishing communication links with parents, the community, preschool programs, and nearby universities 	<ul style="list-style-type: none"> • Proposal contains inadequate description of qualifications, responsibilities and training

SECTION XIII B. – QUALIFICATIONS, RESPONSIBILITIES AND TRAINING OF READING FIRST COACHES NARRATIVE

The narrative for this section will address the standards as listed.

SECTION XIII B. – QUALIFICATIONS, RESPONSIBILITIES AND TRAINING OF READING FIRST COACHES NARRATIVE (CONTINUED)

The narrative for this section will address the standards as listed.

SECTION XIV – EVALUATION STRATEGIES AND REPORTING

SECTION XIV A. – SCORING GUIDE		
		15 POINTS POSSIBLE
Exceeds Standards additional 3-1 points	Standards 12-4 points	Does Not Meet Standards 0 points
<ul style="list-style-type: none"> • Proposal describes a well-articulated plan for assessing the implementation of Reading First at the school level that includes a classroom teacher observation process • Proposal provides specific intervention steps with a timeline for monitoring the progress of students and staff in each building to be served • Proposal names specific qualified staff who will be responsible for accurate and timely reporting requirements • Proposal includes a plan for enhancing stability in leadership and staff in order to increase achievement outcomes for all students • Proposals must include a provision that schools will agree to participate in national evaluations as required by the United States Department of Education as part of Reading First accountability 	<ul style="list-style-type: none"> • Proposal describes goals/objectives consistent with the desired outcomes and required activities of the Reading First program. Objectives must be stated in such a way that they are specific, measurable, attainable, research-based and include a timeline • Proposal describes how the evaluation plan will document effectiveness of Reading First activities within buildings to be served and district as a whole • Proposal describes how the results of the standardized outcome assessments (DIBELS, TERRA NOVA, MAP Communication Arts 3rd Grade, ERDA-R) will be disaggregated to reflect the population of students participating within the school (s), e.g. low-income, major racial and ethnic groups, students with disabilities and ELL and reported to stakeholders and DESE • Proposal describes how the district will use school evaluation data annually to determine need for intervention in schools not meeting the Reading First Goals • Proposal describes a summative evaluation of MAP data at the end of three years of implementation 	<ul style="list-style-type: none"> • Proposal lacks a clear plan to document the effectiveness of local Reading First activities for buildings to be served and the LEA as a whole • Proposal lacks a clear plan to make decisions based on evaluation outcomes, including interventions

SECTION XIV B. – EVALUATION STRATEGIES AND REPORTING NARRATIVE

The narrative for this section will address the standards as listed.

SECTION XIV B. – EVALUATION STRATEGIES AND REPORTING NARRATIVE (CONTINUED)

The narrative for this section will address the standards as listed.

SECTION XV – ACCESS TO PRINT MATERIALS

SECTION XV A. – SCORING GUIDE

5 POINTS POSSIBLE

Exceeds Standards additional 1 point

Standards 4-2 points

Does Not Meet Standards 0 points

- Proposal describes coordination with other funding sources

- Proposal describes how students will be provided access to class, school and community libraries and outside reading programs
- Proposal describes how students will be encouraged to utilize engaging reading materials
- Proposal describes how students will have access to a wide array of engaging reading materials, including both expository and narrative texts

- Proposal fails to describe the utilization of library and outside reading programs that provide students with access to engaging reading materials

SECTION XV B. – ACCESS TO PRINT MATERIALS NARRATIVE

The narrative for this section will address the standards as listed.

SECTION XV B. – ACCESS TO PRINT MATERIALS NARRATIVE (CONTINUED)

The narrative for this section will address the standards as listed.

SECTION XVI – SERVING SPECIAL POPULATIONS

SECTION XVI A. – SCORING GUIDE		
		10 POINTS POSSIBLE
Exceeds Standards additional 2-1 points	Standards 8-3 points	Does Not Meet Standards 0 points
<ul style="list-style-type: none">Proposal details how additional resource people, materials and time will be integrated to support these special needs populations	<ul style="list-style-type: none">Proposal adequately describes how grant activities will serve K-3 special education students and staffProposal adequately describes how grant activities will serve K-3 ELL students and staff currently in the district or provide plans for future services if no population	<ul style="list-style-type: none">Proposal does not adequately describe how grant activities will serve K-3 special education students and staffProposal does not adequately describe how grant activities will serve K-3 ELL students and staff

SECTION XVI B. – SERVING SPECIAL POPULATIONS NARRATIVE

The narrative for this section will address the standards as listed.

Empty box for narrative input.

SECTION XVI B. – SERVING SPECIAL POPULATIONS NARRATIVE (CONTINUED)

The narrative for this section will address the standards as listed.

SECTION XVII – MANAGEMENT PLAN AND COORDINATION OF RESOURCES		
SECTION XVII A. – SCORING GUIDE		10 POINTS POSSIBLE
Exceeds Standards additional 2-1 points	Standards 8-3 points	Does Not Meet Standards 0 points
<ul style="list-style-type: none"> Proposal describes how the district will coordinate its Reading First initiative with other literacy programs in the district and infuse the principles of scientifically based research into all programs Proposal makes effective use of other state and federal professional development resources 	<ul style="list-style-type: none"> Proposal demonstrates that the staff for administering local Reading First activities is adequate in size and qualifications to support the number and needs of the selected schools Proposal includes a detailed timeline of activities, including benchmarks for carrying out the required elements of the Reading First program Proposal demonstrates that the allocation of resources will be sufficient to carry out the plan successfully Proposal describes how the district will build on and promote coordination among literacy programs in the district to increase the effectiveness of these programs and to avoid duplication of efforts Proposal demonstrates that all activities are integrated and will operate in a coherent and seamless fashion Proposal describes how the activities funded by the grant will be continued after the grant period 	<ul style="list-style-type: none"> Proposal does not include sufficient staff for carrying out the Reading First plan Proposal does not include complete timelines of activities, including benchmarks Proposal allocated inadequate resources to carry out the Reading First plan
SECTION XVII B. – MANAGEMENT PLAN AND COORDINATION OF RESOURCES NARRATIVE		
The narrative for this section will address the standards as listed.		

SECTION XVII B. – MANAGEMENT PLAN AND COORDINATION OF RESOURCES NARRATIVE (CONTINUED)

The narrative for this section will address the standards as listed.

SECTION XVIII – BUDGET

SECTION XVIII A. – SCORING GUIDE

5 POINTS POSSIBLE

Exceeds Standards additional 1 point	Standards 4-2 points	Does Not Meet Standards 0 points
<ul style="list-style-type: none">Proposal lists other local, state or federal dollars that will be used to fund Reading First activities	<ul style="list-style-type: none">For year 1, the proposal includes a cost effective budget including both a line item and narrative description in addition to using the budget summary form. State the number of pupils to be served and the per pupil cost.For years 2 and 3, the proposal narrative estimates a budget summary	<ul style="list-style-type: none">Proposed budget is not cost effectiveProposed budget lacks the necessary details

SECTION XVIII B. – DISTRICT BUDGET NARRATIVE

The narrative for this section will address the standards as listed.

(This area is intentionally left blank for the district budget narrative.)

Total Budget Request _____ Divide by # of K-3 students _____ Equals cost per student _____

SECTION XVIII B. – DISTRICT BUDGET NARRATIVE (CONTINUED)

The narrative for this section will address the standards as listed.

SECTION XVIII C. – FIRST YEAR READING FIRST BUILDING BUDGET (COPY AS NEEDED)	
BUILDING NAME	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Salaries Reading Coach	
6100 Subtotal	\$
6200: Employee Benefits (<i>optional categories</i>) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	
6200 Subtotal	\$
6300: Purchased Services	
6300 Subtotal	\$
6400: Materials/Supplies	
6400 Subtotal	
6100-6400 Subtotal	
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	\$
6500: Capital Outlay	
6500 Subtotal	\$
TOTAL	\$

Administrative costs should be reflected in budget categories above.

SECTION XVIII D. – FIRST YEAR READING FIRST DISTRICT BUDGET	
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Salaries	
6100 Subtotal	\$
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	
6200 Subtotal	\$
6300: Purchased Services	
6300 Subtotal	\$
6400: Materials/Supplies	
6400 Subtotal	
6100-6400 Subtotal	
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	\$
6500: Capital Outlay	
6500 Subtotal	\$
TOTAL	\$

Administrative Costs are limited to 3.5% of the district's total budget and reflected in budget categories above.

Single bldg districts use first column in group 1. Multiple bldg districts use additional columns as needed in group 1 & 2.

SECTION XVIII E. READING FIRST BUDGET SUMMARY										
GROUP 1	Building Code	Building Code	Building Code	Building Code	Building Code	Building Code	Building Code	Building Code	Building Code	SUB TOTAL
6100: Salaries										
6200: Employee Benefits										
6300: Purchased Services										
6400: Materials/Supplies										
Subtotal										
Indirect Cost Rate _____ %										
6500: Capital Outlay										
GROUP 1 SUBTOTAL	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
GROUP 2	Building Code	Building Code	Building Code	Building Code	Building Code	Building Code	Building Code	Building Code	TOTAL	
6100: Salaries										
6200: Employee Benefits										
6300: Purchased Services										
6400: Materials/Supplies										
Subtotal										
Indirect Cost Rate _____ %										
6500: Capital Outlay										
GROUP 2 SUBTOTAL	\$	\$	\$	\$	\$	\$	\$	\$	\$	
ADMINISTRATIVE COSTS (NOT INCLUDING INDIRECT COST) INCLUDED IN:					GROUP 1 SUBTOTAL			\$		
6100					GROUP 2 SUBTOTAL			\$		
6200										
6300										
6400					DISTRICT ACTIVITIES SUBTOTAL			\$		
6500					GRAND TOTAL			\$		
ADMINISTRATIVE COSTS TOTAL										

Administrative Costs are limited to 3.5% of the district's total budget. These costs should be reflected in your GRAND TOTAL.