



COMMONWEALTH of *VIRGINIA*

DEPARTMENT OF EDUCATION

P. O. BOX 2120

Richmond, Virginia 23216-2120

TO: LEA Contacts, Principals, and Coaches
Reading First Schools

FROM: Mark R. Allan, Director
Office Elementary Instructional Services

SUBJECT: Reading First Funding for School Year 2008 – 2009
Reading First Annual Performance Report (APR) – Due April 11, 2008

DATE: February 13, 2008

For the sixth year of Reading First, 2008-2009, the VDOE will receive sufficient funds to support current school division grants for both cohorts. The 2008-2009 school year will be the final year of funding for all Reading First schools in their sixth year of the grant (Cohort 1). Funding for these schools will not be provided in 2009-2010.

Funding for the 19 Reading First schools in Cohort 2 is tied to the Consolidated Appropriations Act, 2008, which President Bush signed into law on December 26, 2007. This act resulted in a 61 percent decrease in Reading First funds. This reduction impacts Virginia's Reading First initiative beginning in 2009-2010. At this time, we are unable to project funding for the second cohort of Reading First schools for the 2009-2010 school year. Attached, please find the list of Reading First schools by cohort status.

The Reading First funding amount available for the 2008-2009 school year was sent to each school division superintendent. The funding period is from July 1, 2008, to September 30, 2009. Divisions have the flexibility to adjust the amount per school as long as the total budgeted amount does not exceed the total grant allocation.

*Only division level budgets will be accepted as a part of the divisions' Reading First Annual Report. Please include school level budgets within the cumulative division budget.

Approval of expenditures submitted within the 2008-2009 budget will be consistent with allowable uses of funds as stated within the Reading First legislation. Consideration

should be given to ensuring that schools, especially schools in the third year of implementing a Reading First grant, have the core, supplemental, and intervention materials necessary for effective implementation of the reading program in kindergarten through third grade. Additional use of funds related to family literacy and after-school programs are outlined below.

Family Literacy Use of Funds:

- *Humanities-based family literacy programs (which may be referred to as 'Prime Time Family Reading Time') that bond families around the acts of reading and using public libraries;*
- *Providing training in the essential components of reading instruction to parents or other individuals who volunteer to be a student's reading tutor to enable such parents or individuals to support instructional practices that are based on scientifically-based reading research and are being used by the student's teacher; and*
- *Assisting parents, through the use of materials and reading programs, strategies, and approaches (including family literacy services) that are based on scientifically-based reading research, to encourage reading and support their child's reading development. [Section 1207 (7)(B)(i-iii), Title I, Part B - Students Reading Skills Improvement Grants, Subpart 1- Reading First, of the No Child Left Behind Act of 2001.]*

After-School Program Use of Funds:

- The Department of Education will approve after-school reading programs that meet the scientifically-based evidence of effectiveness criteria for reading as outlined within the document, *Instructional Interventions That Have Proven to Be Successful with Low-Achieving Students*. This document can be downloaded on the Department of Education's Web site at <http://www.doe.virginia.gov/VDOE/Instruction/title1/Interventions.pdf>;
- Stipends for compensating teachers to provide reading instruction to K-3 students after school are allowable, provided that these duties would be above and beyond teachers' contractual obligations and that assignment of such responsibilities does not violate any division level policy; and
- Transportation for after-school programs is not an allowable expense.

The following sections of the 2008-2009 Reading First Annual Performance Report is due April 11, 2008:

- Section I.** Rationale and Questions
- Section II.** Budget Narrative
- Section III.** Sustainability Plan (district and school levels)

Please submit the required documents by April 11, 2008, electronically to Patience Scott, Reading First coordinator via e-mail at Patience.Scott@doe.virginia.gov. If you have program questions, please contact Patience Scott, via e-mail or by phone at (804) 225-3203. For budget questions, please contact Kim Powell, Reading First grants and reports manager via e-mail at Kim.Powell@doe.virginia.gov or by phone at (804) 225-3609. Thank you for your continued support of Reading First in Virginia.

Reading First Annual Performance Report

Section I Rationale and Questions

This annual performance report (APR) seeks information from the Local Educational Agencies (LEAs) about progress in implementing and evaluating its Reading First program, as required under Section 1202 (d)(5) of the Reading First statute. Items covered in the performance report address those areas that are of central importance to the administration and evaluation of the Reading First program and for which the Virginia Department of Education does not expect to gather information via the database administered by the University of Virginia for evaluation purposes. The questions are designed to provide information in the following key areas: progress of implementation of scientifically based reading instruction; administration and evaluation of the Reading First program; and the broader impact of Reading First in each locality.

Please answer the following four (4) questions regarding *Reading First*:

1. Has the locality encountered any obstacles or circumstances that are affecting its ability to administer Reading First successfully and in accordance with its approved plan? If so, describe the issues related to implementation, the locality's plan to resolve them, and whether technical assistance from the Department is needed.

2. Provide an updated timeline for the implementation of the *Reading First* grant. Please use the timeline from Years I through V. Please use a different color font, highlight, etc. to depict Year VI information. This should include major events during Years I through V, as well as, a detailed outline for Year VI. Please include activities around the following:
 - Assessment
 - Core Program
 - Supplemental/Intervention Materials
 - Professional Development
 - Family Literacy Activities (Schools are not required to implement this component. This is an additional use of Reading First funds that may be implemented in year VI.)
 - After-School Program (Schools are not required to implement this component. This is an additional use of Reading First funds that may be implemented in year VI.)

This should be a continuation timeline since Reading First was implemented in an attempt to depict the entire effort at the conclusion of the grant. File name must follow the example: RFInsertSchoolDivisionTimeline2008-09.

3. **You do not need to complete this section if the coach remained in place from last year.** Please provide a verified list of **changes** in *Reading First* reading coaches in each school and provide their professional qualifications, to include degrees and endorsements. This information will need to be signed by the division Human Resources office and mailed by April 11, 2008, to the Virginia Department of Education, Office of Elementary Instructional Services, 24th floor, Patience Scott, 101 North 14th Street, Richmond, Virginia 23219.
4. What suggestions does the locality have for the Department providing Technical Assistance or Professional Development? List specific topics, suggestions or concerns.

Section II Budget Narrative

Please provide detailed information and a breakdown of costs for each Object Code and its contents for **2008-2009**.

Justification is required for any programmatic change or addition to the original proposal. If the change involves an additional supplemental or intervention program from the original proposal, an explanation of how it complements the core program is required.

When calculating costs, please round off the amounts to the nearest dollar.

You may allocate up to \$1,000 per teacher/coach who will be attending the Teacher Reading Academies (includes travel, meals and lodging for the Academies).

You may allocate up to \$500 per teacher/coach participating in the Reading First Online Teacher Reading Academies. All travel costs associated with teacher reading academies will need to be placed in object code 3000. All other travel costs will need to be placed in object code 5000.

Additional conferences and professional development must be included as a part of this APR. Please consult with your VDOE Reading First reading specialist for guidance on professional development opportunities.

Caps have been placed on Classroom and Library Materials (10%) and Capital Outlay (10%). Up to 3.5% administrative set-aside may be claimed for administrative purposes and placed within the appropriate object code. Should the division choose to claim indirect costs within the 3.5% administrative set-aside, please note that the rate may not exceed the restricted indirect cost rate calculated and issued by the Virginia Department of Education's Budget Office.

Please keep in mind when you are ordering classroom and library materials, that there needs to be a variety of non-fiction and fiction books, as well as, predictable and decodable books.

A **sample** budget narrative can be found on the VDOE Web site at <http://www.doe.virginia.gov/VDOE/Instruction/Reading/rf-sbn.xls>.

We are requesting that the budget narrative be submitted using the template located on the VDOE Web site at <http://www.doe.virginia.gov/VDOE/Instruction/Reading/rf-bn.xls>.

Section III Sustainability Plan (district and school levels)

We are requesting that the sustainability plan be submitted using the template located on the VDOE Web site at <http://www.doe.virginia.gov/VDOE/Instruction/Reading/rf-st.doc>.

Section IV Participation of Private, Nonprofit Schools in Reading First

The Elementary and Secondary Education Act of 1965, as amended by the *No Child Left Behind Act of 2001*, provides in Section 9501 of Title IX and Section 5142 of Title V, Part A, that private, nonprofit elementary and secondary schools are eligible to participate in Reading First programs. School divisions receiving Reading First funds are required to consult with private school officials to determine their interest in having private school students and teachers participate in Reading First programs.

The requirement of engaging in meaningful consultation with private, nonprofit schools on the availability of equitable services is also required for other federal programs. As a part of the 2008-2009 Title I application process, Reading First school divisions will be required to report the eligible private schools within the attendance boundaries of the Reading First school(s) and indicate the participation status of the private school. If private schools indicate an interest in participating in your Reading First program, please contact Patience Scott, Reading First coordinator, at (804) 225-3203 or by e-mail at Patience.Scott@doe.virginia.gov.

Section V Annual Performance Report Submission

The completed Annual Performance Report should include the following three attachments:

1. Section I: Rationale and Questions
2. Section II: Budget Narrative
3. Section III: Sustainability Plan (district and school levels)

Annual Performance Reports are due to the Office of Elementary Instructional Services by April 11, 2008, and should be sent electronically to Patience Scott, Reading First coordinator via e-mail at Patience.Scott@doe.virginia.gov.