

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

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Funding a Reading First Program Without Reading First Funds

After Reading First – Then What?

Reading First funds are granted for a three year period. When a Reading First grant comes to the end of the three years, the school will have to re-evaluate its priorities. If the school wishes to continue with the Reading First program, other funding sources may need to be explored. Some of the components of Reading First are already in place and will be easier to continue. Others may need alternative funding.

Already in Place

Leadership already within the school
 Core reading program
 At least 90 minutes of daily reading instruction
 Supplemental programs
 Intervention programs
 Additional 30 minutes or more for at-risk students
 Assessments
 Analyzing data
 Evaluating the reading program

May Need Alternative Funding

Reading coach's salary
 Kindergarten teacher salary to extend the kindergarten program
 DIBELS online
 Assessment protocols
 Ongoing professional development

Alternative Funding for Reading Programs

Below are some ideas on how Reading First programs can continue on their path without Reading First funds.

1. Use Funds From Existing Programs

Title I, Title II Part A, and Title V may be helpful in sustaining a Reading First program. The following are some ideas for acceptable uses of these Title program funds. For more detailed information on each of these funding sources, go to <http://www.dpi.state.nd.us/grants/grntdesc.shtm>.

Title I funds in a schoolwide school are very flexible. All resources, services, and personnel are blended to have a cohesive program that upgrades the education opportunities for all students throughout the school. These funds may be used for the salary of a reading coach, supplemental programs, intervention programs, and assessment materials. Any activity would be allowable as long as it is addressed in the Title I schoolwide plan.

Title I funds in a targeted assistance school must be used for the Title I program and Title I students.

These funds can be used for Title I teacher salary, and supplemental programs, intervention programs, and/or assessment materials for students in Title I. This is a way to reach those students at-risk and provide additional reading instruction above and beyond the classroom instruction.

Title II Part A Teacher and Principal Training and Recruitment funds can be used for activities that provide sustained and intensive high-quality professional development that can help students achieve high academic standards. Title II Part A funds can be used for any professional development needs to sustain the Reading First program. Since a reading coach's duty is to provide ongoing professional development for teachers, a coach's salary can be paid for with Title II Part A funds. These funds can also be used to reduce class size. Therefore, these funds could pay for a second kindergarten teacher's salary.

Title V Innovative Programs funds can be used for a variety of innovative educational activities. Therefore, these funds can be used for a reading coach's salary, supplemental reading teacher time (including a supplemental kindergarten teacher salary), supplemental educational services, ongoing professional development, and supplemental assessments.

Title IV Part B 21st Century Community Learning Centers funds can support before and after school programs that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. These funds could be used for those at-risk students that need additional instructional time.

2. REAP (Rural Education Achievement Program Initiative) funds target small rural districts. Eligible school districts are allowed to combine the funding under several Titles and use these funds for any authorized activity. If your school is eligible, these funds can be combined into Title V activities and used for some of the Reading First activities, including supplemental kindergarten teacher salary, coach's salary, ongoing professional development, and supplemental assessment materials. For more information on REAP, go to <http://www.dpi.state.nd.us/titleVI/info.shtm#2>.
3. Transferability funds target larger urban districts. Eligible school districts are allowed to combine some of the funding under several Titles and use these funds for any authorized activity. If your school is eligible, these funds can be combined into Title V and used for some of the Reading First activities including supplemental kindergarten teacher salary, coach's salary, ongoing professional development, and supplemental assessment materials. For more information on Transferability, go to <http://www.dpi.state.nd.us/titleVI/info.shtm#1>.
4. Small Rural Schools Achievement Program funds under REAP. Eligible schools can apply for these additional funds through the U.S. Department of Education. These funds can be used for authorized activities under the Title programs and can support supplemental activities in reading programs. Applications are usually due in late spring or summer. For more information, go to <http://www.dpi.state.nd.us/titleVI/info.shtm> or <http://www.ed.gov/programs/reapsrsa/index.html>.
5. General Funds. Another avenue for funding a Reading First program is your general funds. If your school staff really believes that this program is working and has made a difference, you should consider collecting the data showing how it has improved student achievement, approach your school board, and request funds to sustain it.