

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

84.215G Innovative Approaches to Literacy

CFDA # 84.215G

PR/Award # S215G230084

Grants.gov Tracking#: GRANT13885721

OMB No. , Expiration Date:

Closing Date: May 15, 2023

PR/Award # S215G230084

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. ED GEPA427 Form	e6
<i>Attachment - 1 (1238-Section 427 Equitable Access KIPP KC)</i>	e7
3. Grants.gov Lobbying Form	e8
4. Dept of Education Supplemental Information for SF-424	e9
5. ED Abstract Narrative Form	e11
<i>Attachment - 1 (1237-KIPP Endeavor. IAL. ABSTRACT)</i>	e12
6. Project Narrative Form	e13
<i>Attachment - 1 (1239-KIPP Endeavor. IAL NARRATIVE)</i>	e14
<i>Attachment - 2 (1240-KIPP Endeavor. IAL LOGIC MODEL)</i>	e40
<i>Attachment - 3 (1241-KIPP Endeavor.IAL. Roles and Qualifications)</i>	e41
<i>Attachment - 4 (1242-KIPP_Letter of Support 1)</i>	e43
<i>Attachment - 5 (1243-KIPP_Letter of Support 2)</i>	e44
<i>Attachment - 6 (1244-KIPP Endeavor. LMS Job Description)</i>	e45
<i>Attachment - 7 (1245-KIPP Endeavor. Intervention Job Description)</i>	e47
7. Other Narrative Form	e50
<i>Attachment - 1 (1234-KIPP 501c3 Determination)</i>	e51
<i>Attachment - 2 (1235-KIPP. CEPpolicystatement)</i>	e54
<i>Attachment - 3 (1236-KIPP.CEP.Data)</i>	e55
8. Budget Narrative Form	e62
<i>Attachment - 1 (1246-KIPP Endeavor. IAL. BUDGET NARRATIVE)</i>	e63
<i>Attachment - 2 (1247-KIPP_Library.Furniture.Quote)</i>	e78
9. Form ED_524_Budget_1_4-V1.4.pdf	e81

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).



Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

05/15/2023

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

Missouri

8. APPLICANT INFORMATION:

* a. Legal Name:

KIPP Kansas City

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. UEI:

d. Address:

* Street1:

Street2:

* City:

County/Parish:

* State:

Province:

* Country:

* Zip / Postal Code:

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mrs.

* First Name:

Jenna

Middle Name:

* Last Name:

Zakrajsek

Suffix:

Title:

Director of Foundational Literacy

Organizational Affiliation:

KIPP Kansas City

* Telephone Number:

Fax Number:

* Email:



Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Innovative Approaches to Literacy; Promise Neighborhoods; Full-Service Community Schools; and Congressionally Directed S

* 12. Funding Opportunity Number:

ED-GRANTS-031423-001

* Title:

Office of Elementary and Secondary Education (OESE): Well-Rounded Education Programs: Innovative Approaches to Literacy (IAL) Program, Assistance Listing Number 84.215G

13. Competition Identification Number:

84-215G2023-1

Title:

84.215G Innovative Approaches to Literacy

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

KIPP KC--Innovative Approaches to Literacy

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments



Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>	<input type="text"/>
* b. Applicant	<input type="text"/>	<input type="text"/>
* c. State	<input type="text"/>	<input type="text"/>
* d. Local	<input type="text"/>	<input type="text"/>
* e. Other	<input type="text"/>	<input type="text"/>
* f. Program Income	<input type="text"/>	<input type="text"/>
* g. TOTAL	<input type="text"/>	<input type="text"/>

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 06/30/2023

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1238-Section 427 Equitable Access KIPP KC.	Add Attachment	Delete Attachment	View Attachment
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STATEMENT OF EQUITABLE ACCESS

General Education Provisions Act (GEPA 427)

KIPP KC (the LEA) will ensure equitable access or participation in project activities across all potential barriers (gender, race, national origin, color, disability, or age). In order to meet the needs of students, teachers and any other program beneficiaries with disabilities or special needs, special education personnel will collaborate with district administrators and planning team members in order to accommodate various needs. All information disseminated by this project will be made available in a variety of formats for participants with varying disabilities and/or special needs, including different languages. All school buildings are handicapped accessible.

The LEA will also make use of current technologies to ensure that materials relating to this initiative are made available to persons who are visually-impaired, hearing impaired and learning disabled. The LEA fully subscribes to the purposes and principles of GEPA and is committed to equal opportunity and equal access for all. The LEA does not discriminate on the basis of gender, race, national origin, disability, color, age or homelessness status. Special efforts will be made to encourage persons from diverse backgrounds (e.g., older citizens, persons of color, persons of diverse ethnic backgrounds, etc.) to become involved in the project team.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
KIPP Kansas City	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	* First Name: Mayra Middle Name:
* Last Name: Bencomo	Suffix:
* Title: Finance Director	
* SIGNATURE: Jenna Zakrajsek	* DATE: 05/15/2023

**U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance**

OMB Number: 1894-0007
Expiration Date: 12/31/2023

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Jenna		Zakrajsek	

Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:	2700 E. 18th St.
Street2:	
* City:	Kansas City
County:	Jackson
* State:	MO: Missouri
* Zip Code:	64127-2602
Country:	USA: UNITED STATES

* Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

Yes No

b. If the program competition NIA is giving competitive preference points for a new potential grantee or novice applicant, how many points are you claiming for your application? (the NIA will indicate how many are available)

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #(s): 1 2 3 4 5 6 7 8

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

KIPP Endeavor Academy is a public, urban charter school located in Kansas City, MO. KIPP Endeavor is seeking grant funding to develop a strategic, multi-pronged plan to bolster student literacy development to serve 600 students from Pre-K through 8th grade. Our project will be a multi-year initiative with the goal of increasing literacy outcomes, focusing on key inputs outside classroom instruction. Funds will focus on creating and/or strengthening: **1) *Access to Diverse Books*** → Creating a library filled with books that are Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive; create book distribution methods to increase our student to book ratio; **2) *Access to a Library Media Specialist (LMS)*** → Hiring a full-time LMS to provide consistent access to books of choice and foster a love of literacy; **3) *Implementation of Literacy Best Practices*** → Providing LETRS Training for teachers and interventionists to ensure that students receive research based instruction; and **4) *Literacy-Focused Parent Engagement*** → Establishing Family Literacy Nights to equip parents with knowledge and literacy resources to support their child at home.

KIPP Endeavor meets **Competitive Preference Priority 1, 2, and 3** as a new applicant serving an urban LEA with locale code 11 wherein over 62.62% of students qualify for some type of aid. The project also meets **Absolute Priorities 1 and 2** which are outlined in the project narratives. The proposed project will result in: 1) a 5% annual increase in MAP state reading and language arts assessment scores for 4th and 9th graders; 2) an increase in book-to-student ratio at KIPP Endeavor from 2:1 to 20:1; 3) 100% of KIPP students will receive 2 or more free, grade- and language-appropriate and inclusive books to own, and 4) 80% of students' families will attend two or more Family Literacy Nights annually and identify it as a valuable experience to improve their child's reading.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Project Narrative--TABLE OF CONTENTS

A. Significance of the Issue 1

- (i) The significance of the problem or issue to be addressed
- (ii) The extent to which the project is likely to build local capacity
- (iii) The importance or magnitude of the results or outcomes

B. Quality of Project Design 7

- (i) The extent to which goals and outcomes are measurable
- (ii) The extent to which the design is appropriate
- (iii) The project represents an exceptional approach
- (iv) The extent to which the proposed project demonstrates a rationale

C. Quality of Project Services 13

- (i) The extent to which the services are appropriate
- (ii) The likely impact of the services
- (iii) Services are focused on those with greatest needs

D. Quality of Management Plan 18

- (i) The adequacy of the management plan to achieve the objectives
- (ii) The adequacy of procedures for ensuring feedback
- (iii) The extent to which the time commitments

E. Quality of Project Evaluation 23

- (i) Methods are appropriate to the context and provide for examining effectiveness

Attachments:

Budget NarrativeAttached as Separate File Appendix

Logic ModelAttached as Separate File Appendix

A. Significance.....

(i) The significance of the problem or issue to be addressed

Reading is the most fundamental skill students need for success in school and life. It is established that over 95% of students will respond to research based practices in reading instruction. Implementing these practices with high quality materials has been shown to nearly eradicate early reading struggles¹. However, reading proficiency levels at KIPP Endeavor are far below this target--at 33%. KIPP Endeavor Academy is seeking the Innovative Approaches to Literacy grant as part of a whole-school effort to improve literacy data and outcomes.

KIPP Endeavor Academy is a free, open-enrollment public charter school located in Kansas City, MO. Our school is situated in a historically underserved part of Kansas City and serves 600 PK - 8th grade students. A large portion, 62.62%, of our students directly qualify for federal aid, 79% identify as Black, 17% identify as Hispanic, 10% qualify for special education services and 13.5% are English Language Learners. Our most recent literacy data highlights the significant need to improve literacy outcomes.

At KIPP Endeavor, we believe that explicit, systematic phonics instruction is essential to literacy development. As such, we have implemented numerous changes to coaching structures, teacher observation structures, professional development foci, and bell schedule--and growth is evident. K-6 DIBELS screening results show an increase in Benchmark/Above Benchmark scores--going from 24.5% (2021) to 33.7% (2022). In February 2023, Lit, a literacy-focused consulting group, conducted an on-site, external review of our word recognition practices and

¹ Morris, R. D., Stuebing, K. K., Fletcher, J. M., Shaywitz, S. E., Lyon, G. R., Shankweiler, D. P., Katz, L., Francis, D. J., & Shaywitz, B. A. (1998). Subtypes of reading disability: Variability around a phonological core. *Journal of Educational Psychology, 90*(3), 347–373.
<https://doi.org/10.1037/0022-0663.90.3.347>

concluded that our K-2 instruction is improving--but still needs our close attention, increased resources, and dedicated time to keep driving this work forward. We are committed to doing so.

However, reading involves more than just decoding words; students must be able to read and comprehend language and grade-level texts. KIPP Endeavor students show even greater need in this area. State reading scores are falling. Between 2021 and 2022, Grade 8's ELA proficiency levels fell from 27.9% to 18.2%--and Grade 4's data went down from 11.5% to 8.5%. From this data, it is clear that our students have significant gaps in their ability to draw meaning from grade-level texts used during instruction.

On a related note, our literacy outcomes are connected to students' lack of access to books outside of the classroom instruction. In 2022, our school purchased books for a shared reading collection-- totaling 1,200 books--which puts our student-to-book ratio at a dismal 2:1. But, we have no Library Media Specialist to staff our library. We also don't provide students with books to develop as readers outside of the classroom, which creates a huge barrier in our students' access to texts--which creates an enormous gap in our school's ability to build readers.

Our work as an educational institution requires us to have a clear instructional vision for how to build readers. With that being said, it is also unrealistic for us to think that literacy will develop solely within the hours of the school day. Our grant proposal outlines a more wrap-around approach to literacy development, including: **1) Access to Quality Texts, 2) Access to a Library Media Specialist , 3) Implementation of Research-Based Literacy Practices and 4) Literacy Focused Parent Engagement.**

(ii) The extent to which the project is likely to build local capacity

KIPP Endeavor's project is a five-year initiative designed to serve our PK-8 students. This project will build local capacity by educating, empowering and equipping the multiple

stakeholders involved in developing literacy--thereby building the ongoing capacity in our school and wider community. Our project aims to build local capacity via family caregivers by equipping them to implement key literacy practices outside of school. Our plan incorporates families as part of our literacy plan and equips them with the knowledge and skills to drive this work at home.

By providing LETRS training to all elementary teachers and other strategic literacy drivers, knowledge of literacy development and research-based teaching methods will be built into our teacher training and professional development. Training teachers will build capacity amongst staff because that knowledge will not be held by a few teachers; every teacher and leader will hold that knowledge and be coached to implement those best-practices on a daily basis. Additionally, LETRS training also builds a pipeline for informed educators to pass knowledge about literacy to parents and other caregivers in students' lives. Finally, training KIPP staff as facilitators will enable us to provide this key professional development for teachers at a sustainable cost.

Local capacity will also be built through the creation of a full-time librarian position. Our school will be able to provide our students with staff whose focus is literacy and books. In working with the librarian, students will learn more about books, about their interests, and the joy/value of reading. With encouragement from the librarian, students will have the opportunity to form independent reading habits that will benefit overall literacy and reading outcomes. The librarian will also be able to educate teachers and collaborate with them about important things connected to literacy.

(iii) The importance or magnitude of the results or outcomes

To meet the needs outlined in the previous section, KIPP Endeavor will:

- 1) **Need for Quality Texts:** Our students do not have access to diverse texts in our school. Our school does not have a staffed library, nor do classrooms have robust classroom libraries to grant kids access to quality texts. The Book Desert Map indicates that our school is located in an area where 0-10 households have more than 100 books.² For most of our students, access to books is limited to the books they read during their ELA class. *To meet that need, KIPP:KC will set up a distribution method to get high-quality decodable texts and/or books of choice to PK-8 students' homes. We will purchase and catalog books for our school library to increase the book-to-student ratio from 2:1 to 20:1 by the end of the funding period. Thirdly, Family Literacy Nights will also distribute a read-aloud book to each K-4 family in attendance.*
- 2) **Need for a Library Media Specialist (LMS):** Although many versions of a library have existed over the years, KIPP Endeavor has never had a certified LMS. As a result, students have limited exposure to books of choice and someone who can foster reading skills outside of classes. This is a significant need because access to a school librarian has been shown to be a key driver in literacy outcomes, regardless of demographics and school characteristics, those outcomes are particularly significant for high-need subgroups (Black, Latino, and students with disabilities), which matches the population we serve.³ *To meet this need, KIPP Endeavor will hire a full-time LMS to ensure that students have access to books. In addition, this LMS will provide important literacy support and services for students and teachers.*
- 3) **Need for Research-Based Literacy Practices:** Teacher knowledge about reading is crucial to the ability to drive academic outcomes for students. However, only 18% of teacher

² “The Book Desert Map — Unite Books.” n.d. Unite Books.
<https://www.unitebooks.com/book-deserts/the-book-desert-map>.

³ Lance, Keith Curry, and Debra E. Kachel. 2018. “Why School Librarians Matter: What Years of Research Tell Us.” *Phi Delta Kappan* 99 (7): 15–20. <https://doi.org/10.1177/0031721718767854>.

preparation programs provide adequate coursework in the five essential reading components.⁴ In 2022, KIPP was awarded a one-time grant to fund professional development for reading teachers. KIPP chose LETRS, an extensive professional development series “designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading.”⁵ However, we are looking for a way to provide this important professional development for years to come. *To meet this need, KIPP Endeavor will invest in LETRS Training for selected staff members for the entirety of the grant period and provide stipends/small incentives for this important work. This mechanism will ensure that the staff members will both understand the science behind how children learn to read--and understand how that impacts their instructional practices. The increased knowledge base will be directly tied to execution of lessons, instructional coaching, schoolsite professional development, as well as collaboration with the Library Media Specialist. KIPP will invest in facilitator training for key leaders to make LETRS a sustainable professional development structure for its staff.*

4) Need for Literacy-Focused Parent Engagement: KIPP’s parents are eager and willing to engage. Our parent-teacher conference attendance average was 85% across Fall and Spring conferences. We host well-attended community events for Black History Month and Hispanic Heritage Month. However, none of our current family events center around literacy. Effects of parent involvement with their child’s literacy practices are clear and far-reaching. Of all school subjects, reading has been found to be most sensitive to parent involvement.⁶ In addition, parent involvement is more important than other family variables like social class,

⁴ Rickenbrode, Robert, and Kate Walsh. "Lighting the Way: The Reading Panel Report Ought to Guide Teacher Preparation." *American Educator*, Summer 2013. <https://eric.ed.gov/?id=EJ1014024>

⁵ Lexia Learning Systems. n.d. “LETRS® | Lexia Learning.” <https://www.lexialearning.com/letrs>.

⁶ Senecal, M. & LeFevre, J. (2002) Parents involvement in the development of children’s reading skill: A five-year longitudinal study. *Child Development*, vol 72, no 2, 445-460.

family size, and parents’ level of education in driving positive academic outcomes.⁷ *To meet that need, KIPP: KC will create five Family Literacy Nights throughout each school year (September, November, January, March, May). At these events, families will engage in thematic activities connected to a read aloud text, get/make resources for at-home literacy activities, and engage in activities connected to understanding literacy development.*

The above mechanisms will be enacted to achieve all project goals at KIPP Endeavor, who qualify for both Absolute Priorities and Competitive Priorities. · **Absolute Priority 1:** KIPP Endeavor’s project plans to distribute books to all PreK-8th grade students. Childhood literacy activities are also a key part of Family Literacy Nights. · **Absolute Priority 2:** The project administrators will ensure that the literacy learning environment will be inclusive supportive and identity-safe. This includes book selection for our library, as well as using reputable book lists to select read-alouds for Family Literacy Night. · **Competitive Preference Priorities 1&2:** KIPP Endeavor qualifies as an urban LEA with a locale code of 11--and is a first-time applicant to this program. · **Competitive Preference Priority 3:** Missouri’s Community Eligibility Program “provides the option to offer free meals to all students in eligible high poverty Local Education Agencies (LEA) and schools without collecting household applications” based on the number of students who directly qualify for some type of federal aid.⁸ 62.62% of our KIPP Endeavor PK-8 qualify for aid. · **Competitive Preference Priority 4:** All of the work with Family Literacy Nights will take place outside the school day setting.

B. Quality of Project Design.....

⁷ Clark, Christina. “Why It Is Important to Involve Parents in Their Children’s ... - Ed.” *Why It Is Important to Involve Parents in Their Children’s Literacy Development – a Brief Research Summary*, Jan. 2007, <https://files.eric.ed.gov/fulltext/ED496346.pdf>.
⁸ “Community Eligibility Provision (CEP) | Missouri Department of Elementary and Secondary Education.” n.d. <https://dese.mo.gov/financial-admin-services/food-nutrition-services/community-eligibility-provision-cep>.

(i) The extent to which goals and outcomes are measurable

This project seeks to support high-quality programs designed to develop and improve literacy skills for children and students in high-need LEAs and schools. The overarching goal of our project is to create a more wrap-around approach to literacy in our school by strengthening key inputs connected to literacy. KIPP Endeavor’s project has four goals that are correlated with the GPRA outcomes of the Innovative Approaches to Literacy program.

GOVERNMENT PERFORMANCE AND RESULTS ACTS (GPRA) MEASURES
GPRA 1: 85% of 4th grade students will show increased scores on MAP reading and language arts assessment (as measured by the MO Growth Model) 85% of 4th grade students will show at least average growth on DIBELS from BOY to EOY
GPRA 2: 85% of 8th grade students will show increased scores on MAP reading and language arts assessment (as indicated by the MO Growth Model)
GPRA 3: The book-to-student ratio at KIPP Endeavor’s library will increase the book-to-student ratio from 2:1 to 20:1 in the shared library collection over the five year project.
GPRA 4: For each year of the grant, 100% of PK-8 students will receive at least two free books.

(ii) The extent to which the design is appropriate

In constructing the budget narrative and selecting strategies for this grant proposal, key leaders have carefully looked at student, teacher, and parent engagement data to inform our approach. Therefore, we believe the proposed project is appropriate to, and will successfully address the highlighted needs of our target population--access to quality texts, access to library

resources, implementation of research-backed literacy strategies, and literacy-focused parent engagement opportunities.

To drive progress on the four GPRA measures, the project will also have 4 process goals aligned with the Absolute Priorities of this grant project.

Process Goal 1: All students will have increased access to quality texts.

PG 1-1: KIPP Endeavor will purchase 2500 books annually for their shared library collection--with a clear focus on texts that are racially, ethnically, and culturally affirming.

PG 1-2: Each K-2 student will be given a set of decodable books that align to our phonics curriculum, which can be used at home to apply and extend learning of the alphabetic code.

PG 1-3: KIPP Endeavor will purchase 1,200 books annually (2 books/year) to provide PK-8 students access to books-of-choice at home.

PG 1-4: Each year, KIPP Endeavor will use criteria to send home 5 read-alouds during PK-4 Family Literacy Nights that are racially, ethnically, and culturally affirming for our students.

Process Goal 2: In years 2-5, a library-media specialist (LMS) will build systems and relationships with students and staff to cultivate a literacy-rich environment.

PG 2-1: Contract a Library coordinator to maintain current book collection and catalog new book purchases during Year One of the grant period.

PG 2-2: The Director of Curriculum and Instruction will hire a qualified LMS with the skills, passion, and knowledge necessary to serve our PK-8 student body.

PG 2-3: The LMS will create a library schedule that maximizes both access to books and opportunities for literacy education within our building for PK-8 students.

PG 2-4: The LMS will present professional development at least once per quarter to increase teacher knowledge about literacy best practices for PK-8 teachers.

PG2-5: The LMS will curate a library collection that provides students with access to texts

that are racially, ethnically, and culturally affirming for our students.

PG 2-6: The LMS will track book checkout numbers. LMS will create progress monitoring goals toward the ultimate goal of 600 book checkouts every other week.

PG 2-7: At the beginning and end of Years 2-5, students will take a survey designed to capture students' attitudes about access to texts, the library, and books overall.

Process Goal 3: KIPP Endeavor's staff will implement evidence-based, literacy instructional practices to increase reading outcomes.

PG 3-1: 100% of staff doing LETRS will receive a certificate of mastery, showing 80% or above scores on unit exams. Stipends will be provided for teachers with mastery scores.

PG 3-2: Teachers and Library Media Specialist (LMS) will collaborate to determine areas of focus for students' library time. PK-8 staff and LMS will co-teach during library time.

PG 3-3: Staff will attend monthly literacy PD led by LMS and/or Foundational Literacy Director to apply their learning from LETRS and to increase teachers' knowledge of literacy best practices.

PG 3-4: In Years 2-5, KIPP Endeavor will acquire 2 reading interventionists to provide targeted, research based literacy instruction in small groups to students who need it most.

PG 3-5: At/Above Benchmark scores on K-6 DIBELS scores will increase 5% year over year. Well Below scores on K-6 DIBELS will decrease 5% year over year.

PG3-6: Staff will be surveyed at the beginning and end of every year to collect data about self-assessment of knowledge and ability to execute literacy best practices.

Process Goal 4: School will host literacy-focused family engagement events known as Family Literacy Nights.

PG 4-1: At least 75% of K-4 families will attend at least 1 Family Literacy Night during the 23-24 school year, that rate will increase to 80% of families attending two or more Family

Literacy Nights over years 2-5.

PG 4-2: KIPP annually funds \$10,000 for partnership with Start at Zero-- to provide research-based, developmentally appropriate activities for kids younger than school age.

PG 4-3: 80% of Family Literacy Night attendees agree/strongly agree with the statement: “Family Literacy Night was a valuable experience for me and my child.”

PG 4-4: 80% of Family Literacy Night attendees agree/strongly agree with the statement: “ I learned something to help my child improve their reading at tonight’s event.”

PG 4-5: Partnership with Kansas City Public Library will provide families important access to library resources (read aloud activities, upcoming library events, library cards, summer programming, etc.) two times per year at both the elementary and middle school level.

(iii) The project represents an exceptional approach

The exceptional approach of our project is highlighted by the formation of important community partnerships. This proposal meets all of the statutory purposes and requirements, but beyond that, this project illustrates its exceptional approach--in that the work of this grant will not be contained within the walls of the school--or within the hours of the school day. This grant will fund a partnership with Start at Zero, whose mission is “partnering with parents and caregivers to promote healthy early childhood development.”⁹ This community partnership will be instrumental in enlisting support and building awareness of what literacy looks and sounds like--long before our students even begin formal schooling. Another part of our exceptional approach lies in our partnership with the Kansas City Public Library, who will provide more access, resources, and people committed to their child’s literacy development.

⁹ “Mission — Start at Zero.” n.d. Start at Zero. <https://www.startatzero.org/mission>.

(iv) The extent to which the proposed project demonstrates a rationale

Within our model, there are four key project components: 1) Access to Quality Texts 2) Access to Library Media Specialist 3) Implementation of Research-Based Literacy Practices 4) Literacy-Focused Parent Engagement. All four project components are supported by research connected to relevant literacy outcomes.

1) Access to Quality Texts: The physical location of texts is an important consideration that our proposal addresses. Students with access to quality school libraries “learn more, get better grades, and score higher on standardized tests.”¹⁰ Beyond the library, having access to books at home is especially important for low-income students.¹¹ This study states that “each additional book has a greater impact on the performance of someone who only has a small home library than it does on the performance of someone from a home overflowing with books. The second book and the third book have much greater impacts than the 102nd or 103rd.” Our plan addresses the types of texts students read. Racially, ethnically, and culturally affirming books will inform our choices for library collection and selection of books for Family Literacy Nights. Inclusive texts increase engagement and comprehension for the individual reader--but also spark literacy engagement with caregivers and families.¹¹ Finally, decodable texts are an important vehicle for advancing our work with explicit, systematic phonics instruction in the elementary school.

2) Access to Library Media Specialist (LMS): The positive effects associated with librarians within schools are well-documented. Data from over 34 statewide studies show a connection

¹⁰ “School Libraries Work!” 2006. Scholastic. Accessed May 1, 2023. https://www.scholastic.com/ems/slp/102605/images/slw2_oct05.pdf.

¹¹ Heineke, Amy J., Aimee Papola-Ellis, and Joseph P. Elliott. 2022. “Using Texts as Mirrors: The Power of Readers Seeing Themselves.” *The Reading Teacher* 76 (3): 277–84. <https://doi.org/10.1002/trtr.2139>.

between strong library programs and standardized test scores.¹² These connections to academic outcomes were most consistent and substantial for language arts, reading, and writing.¹³ The rationale for including such a position is clear: “Reading and writing scores tend to be higher for all students who have a full- time certified librarian, and when it comes to reading, students in at-risk subgroups tend to benefit more than all students combined”--including Black students, Latino students, and students with disabilities.¹⁴

3) Implementation of Research-Based Literacy Practices: Implementation of research-based literacy practices is another component of our project. Research shows that professional development focused on building teacher knowledge has a positive impact on reading, “in particular for children from lower socioeconomic backgrounds.”¹⁵ Specifically, teacher completion of LETRS has been linked to “higher levels of knowledge and improved levels of instructional practice across a variety of objective and self-rated measures.”¹⁶ This professional development would allow us to incorporate research and best practices within coaching structures, observation feedback, and collaborative meetings with the LMS to drive reading outcomes. The addition of two Reading Interventionists would also increase our students’ exposure to literacy best practices during small group instruction--especially students struggling with reading.

¹² Lance, Keith Curry, and Debra E. Kachel. 2018. “Why School Librarians Matter: What Years of Research Tell Us.” *Phi Delta Kappan* 99 (7): 15–20. <https://doi.org/10.1177/0031721718767854>.

¹³ Lance, Keith Curry, and Debra E. Kachel. 2018. “Why School Librarians Matter: What Years of Research Tell Us.” *Phi Delta Kappan* 99 (7): 15–20. <https://doi.org/10.1177/0031721718767854>.

¹⁴ Ibid.

¹⁵ Podhajski, B., Mather, N., Nathan, J., & Sammons, J. (2009). Professional Development in Scientifically Based Reading Instruction: Teacher Knowledge and Reading Outcomes. *Journal of Learning Disabilities*, 42(5), 403–417. <https://doi.org/10.1177/0022219409338737>

¹⁶ Lexia. 2022. “Lexia® LETRS® Efficacy Research.” Accessed May 1, 2023. https://www.lexialearning.com/user_area/content_media/raw/LexiaLETRSEfficacyResearch.pdf.

4) Literacy-Focused Parent Engagement/Education: Creation of PK-4 Family Literacy Nights is the primary mechanism to increase parent engagement. The rationale for this component is driven by research about parent involvement with literacy. Parental involvement benefits children’s early literacy development before entering school--as well as children’s reading achievement outcomes.¹⁷ More targeted research shows parental involvement is particularly important to literacy outcomes for low-income students.¹⁸ Beyond academics, this parent involvement also connects to how low-income students feel about literacy; these kids have better attitudes toward literacy when their parents are also involved.¹⁹ All of these research findings demonstrate a rationale for the component of Family Literacy Nights. .

C. Quality of Project Services.....

(i) The extent to which the services are appropriate

Thus far, our proposal’s activities have been chosen because 1) they are tied to needs within our school community, and 2) demonstrate a rationale supported by research. The next section will describe the appropriateness of the services in meeting the four GPRA measures.

Appropriateness of Services (*Access to Quality Texts*): The addition of curated books that affirm students’ identities and interests is a key part of Process Goal 1. Our school will purchase 2 books per student during Year One and will purchase four books per student in Years 2-5, which will bring our book-to student ratio up to the recommended level of 20 books per

¹⁷ Clark, Christina. “Why It Is Important to Involve Parents in Their Children’s ... - Ed.” *Why It Is Important to Involve Parents in Their Children’s Literacy Development – a Brief Research Summary*, Jan. 2007, <https://files.eric.ed.gov/fulltext/ED496346.pdf>.

¹⁸ Dearing, Eric, Kathleen McCartney, Heather B. Weiss, Holly Kreider, and Sandra D. Simpkins. 2004. “The Promotive Effects of Family Educational Involvement for Low-Income Children’s Literacy.” *Journal of School Psychology* 42 (6): 445–60. <https://doi.org/10.1016/j.jsp.2004.07.002>.

¹⁹ Ibid.

child.²⁰ This project will give students access to the library during school, Family Literacy Nights, and specified summer hours. Access to texts will also increase by sending decodable texts and/or books of choice home with PK-8 students. K-4 Families will be given read-aloud books to take home during Family Literacy Nights--and families will be given activities and questions to foster literacy engagement. Finally, the partnership with the Kansas City Public Library will provide students and families with another access point to quality texts.

Appropriateness of Services (*Access to Library Media Specialist & Library*

Resources): The addition of a certified Library Media Specialist (LMS) is the main driver related to Process Goal 2. Our library's schedule will ensure that students have opportunities to utilize the library as a vehicle in their personal reading development--but also make sure the library is used as a space to implement best practices to increase literacy achievement. Having a dedicated, knowledgeable LMS will help build our culture of literacy. This person will be instrumental in affirming, pushing, and supporting students as readers and learners. In addition, teachers will collaborate with the LMS to plan and implement best practices to increase literacy achievement during scheduled library time. Overall, the LMS is an important addition who will provide services for students and staff--for the sake of literacy outcomes.

Appropriateness of Services (*Evidence-Based, Literacy Instructional Practices*):

Teachers will participate in the LETRS professional development series, which will build their knowledge around literacy development and best practices. As a result, teachers will deliver highly effective literacy instruction and intervention. Teachers will also receive professional development from the LMS through professional development and co-planning structures.

²⁰ "Highly effective school libraries have a common set of characteristics", American Library Association, October 24, 2011.
<http://www.ala.org/tools/research/librariesmatter/highly-effective-school-libraries-have-common-set-characteristics> (Accessed May 10, 2023)

Finally, interventionists will also implement their LETRS learning by providing evidence-based intervention to the neediest students.

Appropriateness of Services (*Literacy-Focused Family Engagement*): The creation of Family Nights will equip families with the knowledge and skills to increase literacy skills. At these events, families will engage in age-aligned literacy-focused activities. Parents will observe explicit modeling of literacy best practices, ask questions, and take materials home to support their reader. Children will also be welcome to join their parents at literacy nights so they form important ideas about literacy and being a reader alongside their parents. At home, families can extend conversations to drive language comprehension. These events will provide opportunities to partner with other literacy-focused organizations. The Start at Zero partnership will provide early learning services for families who have children younger than school-age. This partnership will create a pipeline for future students to come in ahead in reading--and better equipped parents who know literacy techniques and have access to books at home. The Kansas City library partnership will provide information and access to their vast programming available to families opening another avenue to increased literacy rates.

(ii) The likely impact of the services

KIPP:KC has identified target outcomes for each GPRA associated with this grant. These outcomes will reflect the likely impact of the project activities and services. The table below presents target outcomes, measurement tools, and assessment frequency:

Outcomes by Objective	Measurement Tools	Frequency
Objective 1: 4th Grade State reading or language arts assessments		
85% of 4th grade students will show	EOY assessment	EOY-EOY comparison

increased scores on MAP reading and language arts assessment (as measured by the MO Growth Model)		MOY(MAP Practice Exam) EOY (Real MAP Exam)
85% of 4th grade students will show at least average growth on DIBELS from BOY to EOY	DIBELS Literacy Screener	BOY Test Scores MOY Test Scores EOY Test Scores
Objective 2: 8th Grade State reading or language arts assessments		
85% of 8th grade students will show increased scores on MAP reading and language arts assessment (as indicated by the MO Growth Model)	End of year assessment	EOY-EOY comparison will be used. MOY(MAP Practice Exam) EOY (Real MAP Exam)
GPRA 3: Book-to-Student Ratio		
Book-to-student ratio in the PK-8 shared library collection will increase from 2:1 to 20:1 over the five-year period.	Book Inventory Review	EOY-EOY book inventory.
GPRA 4: Grade- and Language-Appropriate Text Distribution		
100% of enrolled students will annually receive at least 2 grade- and language-appropriate books.	Distribution records of # of books by grade level and class.	Bi-Annually in November/December and April/May

(iii) Services are focused on those with greatest needs

Several aspects of our project are aligned to serving those with greatest needs. Firstly, LETRS knowledge will equip teachers and interventionists with key knowledge and skills to develop and support readers with the greatest needs. Staff will be able to diagnose strengths and gaps in a student's reading and deliver highly targeted instruction to reduce those gaps. Our elementary teachers will also receive coaching, feedback, and data analysis sessions with their coach that will strengthen their ability to focus on those with the greatest needs. Additionally, grade level teams will meet weekly to review literacy data and practice execution of key moments in literacy lessons. Though LETRS professional development will be primarily focused at the elementary level, strategic staff in the middle school will be given the opportunity to participate, in order to serve those with the greatest need (ex: SPED teachers and interventionist).

The Library Media Specialist (LMS) will also help us serve those with the greatest needs. From PK-8, teachers will be able to name challenges and share information about who may need more support as readers. The LMS will be able to use that knowledge as they talk with students about books, foster motivation, and match students with books. This LMS will also be able to tailor class activities to match student needs. This will help provide teachers with ideas of how they implement literacy best practices in their own classrooms.

Finally, Family Literacy Nights will also help us serve those with greatest needs. Instead of calling to notify parents/caregivers that their child needs help or is not adequately progressing as a reader, the work shifts to positive engagement. Our school can invite those families into our building to increase their knowledge about literacy and give them concrete strategies to help their child. This solutions-oriented approach, will help change the parent-teacher relationship into a true partnership that will have a direct impact on student literacy development.

D. Quality of Management Plan

(i) The adequacy of the management plan to achieve the objectives

KIPP Endeavor’s program will involve accountability and oversight. The chart below outlines key progress goals, activities, staff, milestones and timeline. The timeline uses the fiscal quarterly schedule numbered consecutively (Q1-Q20) for the entirety of the five-year period.

Roles/Responsibilities Key:

ED = Executive Director; MDCI= Managing Director of Curriculum & Instruction; FD= Finance Director; DFL= Director of Foundational Literacy; LMS= Library Media Specialist; DD= Data Director; HOS = Head of Schools

Year One (covers July 2023-June 2024)			
PG	Activity	Owner	Timeline
PG 1	Establish criteria to ensure books are racially, ethnically, and culturally affirming for students. Purchase texts for the shared library collection.	MDCI, DFL	Q2
PG 1	Identify and purchase high quality decodable sets for grades K-2 using established criterion.	DFL, MDCI	Q2
PG 1	Establish a system to identify and send home books-of-choice for students in grades PK-8.	DFL	Q2
PG 1	Establish criterion & select read aloud texts for PK-4 family literacy nights.	DFL	Q2
PG 2	Create a job description and hire a library media specialist.	MDCI, HOS	Q2-Q3
PG 2	Hire a temporary contracted library coordinator to maintain current collection and catalog books purchased in Year 1.	MDCI	Q2
PG 2	Onboard Library Media specialist and establish schedule.	MDCI	Q4
PG 2	Purchase furniture/technology for Library/Media Center.	HOS	Q2-4

PG 2	Students take a baseline about library access and books.	MDCI	Q3/Q4
PG 3	Purchase LETRS licenses for selected staff members and establish a criteria and system for staff stipends.	DFL	Q2
PG 3	Re-establish professional learning structures for LETRS.	DFL	Q2
PG 3	Plan and lead Literacy PD	DFL, MDCI	Q2 - 4
PG 3	Staff completes a survey about literacy professional development and its impact on student literacy rates.	DFL	Q2 &Q4
PG 4	Create a schedule for Family Literacy Nights.	DFL	Q1
PG 4	Invest and advertise Family Literacy Nights to key stakeholders (parents, staff members, caregivers, etc.).	DFL	Q2
PG 4	Establish MOU with Start at Zero and Kansas City Public Library. Hold partner meetings to maintain relationships.	DFL	Q2
PG 4	Run Family Literacy Night committee meetings to meet milestones related to Family Literacy Nights are being met.	DFL	Q2-Q4
All	Run Literacy Advisory Council (LAC) meetings to progress monitor initiatives and outcomes.	DFL,MDCI, HOS,ED,DF	Q2-Q4
All	Ensure that all fiscal accountability and grant program compliance instruments are in place.	DF, EdOps	Q4
All	Consult with external evaluator(s) to ensure that all programmatic and financial status reports are submitted.	EE, ED, DF, DFL	Q4
All	Administer selected assessments in grades 4 and 8 at the end of the year.	DD	Q4
All	Pull data to establish baseline for all key outcome metrics.	DD, MDCI	Q2

Years 2-5 (Timeline covers July 2024- June 2028)			
PG	Activity	Owner	Timeline
ALL	Quarterly Literacy Advisory Council meets to update project staff on success, areas of growth, and changes	DFL	Q5-Q20
PG 1	Continue acquisition of books (shared collection, books of choice) using previously established criterion and systems	LMS	Q5-Q20
PG 1	Purchase decodable sets for K-2 students. Purchase read-aloud texts (PK-4) for Family Literacy Nights	DFL, MDCI	Q5, Q9, Q13, Q17
PG 2	Finalize PK-8 Library Schedule. Create a school vision statement for Library/Media Center.	LMS, MDCI, HOS	Q5
PG 2	Track monthly checkouts to share at Literacy Council meetings	LMS	ongoing
PG 2	Administer BOY and EOY Library survey to all PK-8 students	LMS	Q5, Q8, Q9, Q12, Q13, Q16, Q17, Q20
PG 2	Present PD to staff introducing LMS, library systems and structures for the academic year	LMS	Q5, Q9, Q13, Q17
PG 2	Collaborate monthly with PK-8 teachers during specified time to stamp focus for GL library literacy focus	LMS	Q6-Q8, Q10-Q12, Q14-Q16, Q18-Q20
PG 2	Lead quarterly literacy PD for PK-4 and 5-8 staff.	LMS, DFL	Q5-Q20
PG 2	Maintain library collection to make sure books are ready and accessible for PK-8 students	LMS	Q5-Q20
PG 3	Continue acquisition of LETRS licenses for selected staff	DFL	Q1

	members and establish a criteria for staff stipends.		
PG 3	Continue professional learning structures to support staff in completing LETRS training	DFL	Q1
PG 3	Continue to plan and lead Literacy PD	DFL, MDCI	Q1 - 4
PG 3	Staff annually completes BOY and EOY survey about literacy professional development and its impact on student literacy rates	DFL, LMS	Q5, Q8, Q9, Q12, Q13, Q16, Q17, Q20
PG 4	Create annual schedules for family literacy nights	DFL	Q5, Q9, Q13, Q17
PG 4	Invest and advertise Family Literacy Nights to key stakeholders (parents, staff members, caregivers, etc.)	DFL, LMS, teachers	Ongoing
PG 4	Maintain partnerships and keep MOU with Start at Zero and Kansas City Public Library up to date	DFL	Q5, Q9, Q13, Q17
PG 4	Create and run Family Literacy Night committee to ensure important milestones related to events are being met	DFL	Q5-Q20
Year 5 (Activities Specific to end of Project Period)			
ALL	Collect and review individual student scores from each project year to determine overall increases in Reading/Language Arts scores reached GPRA goals	EE, DD, DFL	Q19-Q20
ALL	Collect final student and teacher surveys and book distribution records to determine book access, attitude towards books, and implementation of best literacy practices in the classroom	LMS,	Q19-Q20
ALL	Ensure that sustainability measures are in place to maintain effect(s) of grant-related services and activities	DFL, EE, ED	Q17-Q20

ALL	Complete final/summative report outlining the overall effectiveness of grant-funded programming	EE, PD, ED	Q20
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(ii) The adequacy of procedures for ensuring feedback

The Foundational Literacy Director (FLD) will lead activities and execute Literacy Advisory Council (LAC) meetings to identify accomplishments, monitor progress on key goals, provide ongoing feedback, and target challenge areas related to the key objectives listed above. KIPP Endeavor will contract with the University of Kansas’ Center for Research Methods Consultation (CRMC) as the external evaluator. The Project Director and CRMC will communicate and monitor the project results--and take steps to pivot accordingly when challenges arise. With their guidance and expertise, CRMC will design valid evaluation tools to measure the impact and effectiveness of programmatic components outlined in our grant. In addition, a CRMC representative will attend LAC meetings--where they will be able to provide continuous feedback about how to improve, services provided, and/or implementation of key initiatives.

(iii) The extent to which the time commitments

The time commitments of the Project Director and other key project personnel are appropriate and adequate to meet the objectives of the proposed literacy initiative. Primary roles, responsibilities and time commitments are outlined in the table below. Grant-funded positions are highlighted in gray; job descriptions are included as attachments.

Position, Key Roles and Responsibilities	Time
Project Director / Director of Foundational Literacy: Provide overall leadership, project guidance and decision making; create budget and provide oversight to ensure budget is properly managed; prepare reports; oversee timely completion of all aspects of the project.	0.25 FTE

Managing Director of Curriculum & Instruction: Serve as manager for project director and library media specialist; design and execute or contract professional learning for staff incorporating best practices.	20 hrs/month
Library Media Specialist: (Years 2-5) Manage and expand the shared library collection, collaborate with teachers, and lead professional development about literacy practices.	1.0 FTE
Reading Interventionist: (Years 2-5) Provide research based, small group and/or one-on-one reading instruction to a caseload of 15-30 students in grades K-6.	2.0 FTE
Evaluator (External): Design evaluation plan; work with staff to collect, analyze and respond to data driving continuous improvement cycles.	10% of total budget
Data Director: Work with the Project Director, school staff and the Evaluator to collect, analyze, and present data.	10 hrs/month
Director of Finance, Recruitment & Transportation: In partnership with EdOps (contracted financial oversight) create a system for financial reporting; manage budget and necessary reporting.	8 hrs/month
Literacy Advisory Council Members: Includes Executive Director, Head of Schools, and selected staff who will participate in the implementation of grant activities and provide oversight.	5 hrs/month

E. Quality of Project Evaluation

(i) Methods are appropriate to the context and provide for examining effectiveness

The evaluation of the KIPP Literacy project will focus on four components: 1) project fidelity (consistency with intended objectives, goals, and outcomes); 2) project progress (progress and activities toward project goals); 3) project management and implementation (how the project is managed to enhance efficiency); and 4) project sustainability (results and impact

beyond the project period). It will include both formative and summative evaluations, with the former providing continuous feedback to the program and the latter providing annual evidence to support the impact of the program and at the conclusion of the funding cycle. The Evaluator will review the progress of all four project components quarterly to determine consistency with intended program goals, objectives, and target outcomes. Surveys that include closed-ended and open-ended questions will be used to collect data from all stakeholders (e.g., students, parents, teachers, school administrators, program staff), including their satisfaction with the project programs and activities, project effectiveness, and their feedback on project administration and implementation. The Evaluator will employ a pre-post-test quasi-experimental design to determine the effects of increased access to quality texts, the implementation of literacy instructional practices, teacher professional development, and family literacy development events on student, parent, and teacher outcomes in literacy development, reading outcomes, and literacy capacity building at KIPP. The pre-assessments of target outcomes, such as the number of books in the school library, student reading and literacy test scores, parent knowledge of and attitudes toward literacy, and teacher knowledge of literacy instructions, will be conducted at the start of each school year. These outcomes will be assessed quarterly, and the post- assessments will be conducted by the end of each school year.

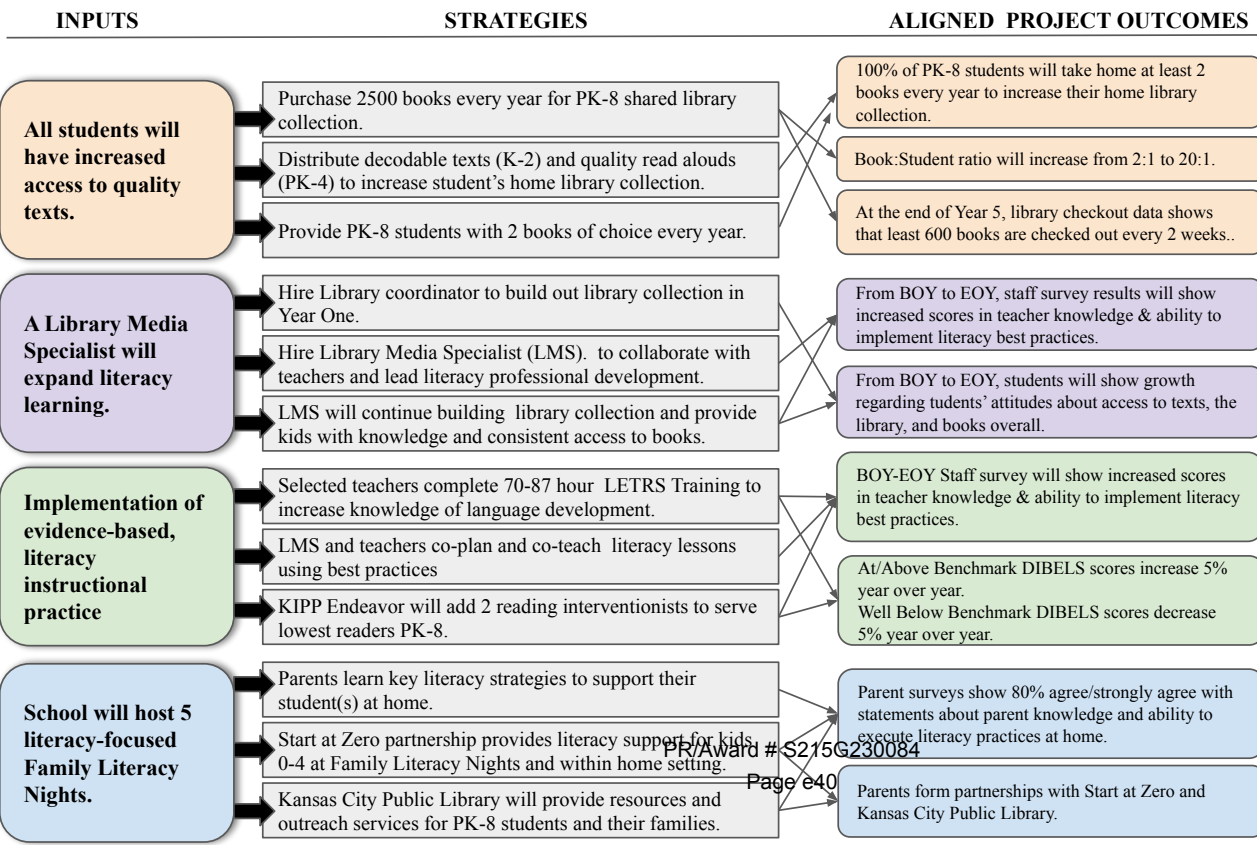
The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

The Evaluator will summarize the school records about the school expenditures, the number of library books, student test scores, student and family participation in literacy activities, and teacher attendance of professional development activities and the evaluation data

collected from stakeholder surveys. The quantitative data will be analyzed using statistical methods, such as mean comparisons, correlations, and regressions to understand the relationships among different variables, such as how increased school expenditures and number of library books predict student test scores in reading and if the school expenditures meet the needs of the school. Additionally, the quantitative data will be analyzed and compared across groups with different backgrounds, such as gender and race. The Evaluator will prepare comprehensive quarterly and annual reports, which will comply with project reporting requirements identified in the program guidelines. Recommendations for improvement will be presented at quarterly and annual project meetings. If an area in need of improvement is discussed it will be checked and tracked in later meetings to ensure the relevant issues have been resolved. The evaluation reports will be made available at the KIPP's administrative office and be uploaded on the school website and available to the public through a variety of dissemination strategies.

Literacy is essential and vital for success in today's world. The benefits of literacy impact everything we do. Due to KIPP Endeavor's laser focus on its objectives, activities, and intended outcomes, this project has the potential to change lives and equip students for a lifetime of literacy.

KIPP ENDEAVOR ACADEMY IAL LOGIC MODEL



GPRA Outcomes

- GPRA 1:** 85% of 4th graders show growth on MAP and at least average growth on DIBELS.
- GPRA 2:** 85% of 8th graders show growth on MAP.
- GPRA 3:** Increase student: book ratio from 2:1 to 20:1.
- GPRA 4:** 100% of PK-8 students will receive at least two free books every year.

Longer-Term Outcomes

- Literacy outcomes are sustainably improved.
- Students are better equipped to enter high school, college, or career paths.
- Parents have built trust with KIPP Endeavor, resulting in improved literacy outcomes.

KIPP Endeavor--Innovative Approaches to Literacy Project

Job Qualifications of Project Staff

Director of Foundational Literacy/Project Director~Jenna Zakrajsek

Jenna Zakrajsek holds bachelor's degrees in English and Journalism, from the University of Minnesota Twin Cities, and a master's degree in Educational Psychology and Research, from the University of Kansas. Jenna was a 5th grade English Language Arts teacher at KIPP Endeavor during the 2014-2015 school year. She served as a reading interventionist at KIPP Endeavor from 2017-2022, before transitioning to her role as Director of Foundational Literacy in 2022. She is in charge of literacy professional development for all elementary teachers, implementation of foundational literacy curriculum, and DIBELS testing. Jenna also coaches our intervention team.

Managing Director of Curriculum and Instruction~Betsy Brogan

Betsy Brogan holds a bachelor's degree in Water Policy and Management, from the University of Michigan. In addition to being the Managing Director of Curriculum and Instruction, Betsy has spent the last ten years serving in various leadership and teaching positions (content lead, instructional coach, assistant principal, middle school math teacher). Betsy has completed the Principal Fellows Program at Relay Graduate School of Education. As the Managing Director of Curriculum and Instruction, she also coaches and manages our Director of Special Education and English Language Learner Support Services. Her approach to her roles involves a relentless focus on data and management of processes and systems.

Director of Finance, Transportation and Recruitment~Mayra Bencomo-Sanchez

As the Director of Finance, Transportation and Recruitment, Mayra manages multiple sources of data and information across several platforms. She is our District Testing Coordinator for state assessments. In conjunction with our consultants at EdOps, she manages payroll for 125 employees, the budgeting process for three separate schools, as well as the external district services that our school benefits from. She manages all systems and operations connected to finance including, but not limited to, balancing

budgets, satisfying invoices, and collecting receipts for purchases. She is responsible for holding all budget stakeholders accountable for working within our budget and finance policies.

Data Director~Becca Wing-Moreno

Becca Wing-Moreno has a degree in Chemistry from Macalester College, where she acquired a high degree of knowledge of statistics and analytics. After spending 9 years teaching middle and high school math, including all content from Pre-Algebra to AP Statistics, Becca joined the KIPP team as the Data Director. In this position, she ensures that all data, from operational to academic, is accurate and understandable. Data is broken down to make sure it is accessible to leaders at all levels for the purpose of making appropriate decisions and focusing energy in the most valuable areas.



Partnering with parents and caregivers to promote
healthy early childhood development

**5506 Troost Avenue
Kansas City, MO 64110**

*Jumesha Wade, Ph.D
Executive Director*

May 12, 2023

Jana Cooper, Executive Director

KIPP: KC

2700 E. 18th St.

Kansas City, MO 64127

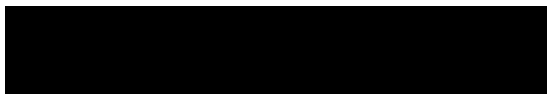
To Whom it May Concern -

I am very pleased to express my support of KIPP's Innovative Approaches to Literacy Project. As the Executive Director of Start at Zero, I see the important value that this project will provide to our community.

Start at Zero is a not-for-profit organization in Kansas City that offers holistic early childhood programming that provides support for academic, socio-emotional, health, and social gains, and family stability. Our organization provides home visiting, developmental screenings, group outings, parent meetings, and workshops.

Making an impact on health and developmental disparities requires a team effort. It is critical to partner with local organizations who are working on innovative programs that start at an early age and engage parents in positive and consistent interactions. Our team prioritizes investing in children and families in Kansas City who are impacted by higher poverty rates, reside in historically marginalized areas and reside in zip codes with decreased life expectancy and health inequities that come from their community environment.

This project aligns with the mission of Start at Zero and I am happy to provide enthusiastic support for this project by assisting with recruitment and outreach. We are excited to see any program that is dedicated to improving literacy and academic stability, and we would love to have it available to some of our families. I look forward to the outcomes of this project and its potential to have a positive impact on our community.





KANSAS CITY
PUBLIC
LIBRARY

May 15, 2023

Jana Cooper
KIPP KC
2700 E. 18th St.
Kansas City, MO
64127

Dear Sir or Madam:

The Youth & Family Engagement Department of the Kansas City Public Library is excited to support KIPP KC Endeavor in their literacy development work with their students.

In particular, the Library will support their Family Literacy Nights providing youth librarians for the events as well as books from our Books to Give program that seek to grow the personal libraries of children and teens with quality diverse literature that inspire their imaginations as well as their literacy development.

We will also seek to ensure that every student has a library card allowing them access to print and online materials. The Kansas City Public Library is a fine-free library which has proven to encourage access by the children and teens of our city.

Thank you for your thoughtful consideration of KIPP KC's application, including our active support of the school and its students.

Very truly yours,

Crystal Faris
Deputy Director, Youth & Family Engagement
Kansas City Public Library
Kansas City, MO 64105

Library Media Specialist

Kansas City, Missouri, USA

Full Time, Grant Funded position ending in June 2028

State Date: July 1, 2024

COMPANY DESCRIPTION

KIPP KC is part of a national network of free, open-enrollment, college-preparatory charter schools with a track record of preparing students in educationally underserved communities for success in college and in life.

Together with families and communities, KIPP Kansas City Public Schools works to create joyful, academically excellent schools that prepare students with the skills and confidence they need to pursue the paths they choose - college, career, and beyond - so they can lead fulfilling lives and build a more just world. We are a Pre-K through 10th grade school located in the historical 18th and Vine District. We are part of a national network of free, open-enrollment, college-preparatory charter schools with a track record of preparing students in educationally underserved communities for success in life. KIPP KC opened its first school, KIPP Endeavor Academy, in 2007 with approximately 31 fifth grade students. Today, KIPP Kansas City has grown to serve students in Pre-Kindergarten through 11th grade and is currently educating approximately 950 students

Role overview

As a Librarian, you will supervise and manage the school library center. Provide services and resources that allow students to develop skills in locating, evaluating, and using information to solve problems. Serve as a teacher, materials expert, and adviser to ensure the library supports instructional and related extracurricular programs of the school.

Major Responsibilities and Duties:

Instruction

1. Provide group instruction and individual guidance to students in K - 8th grade to help them locate reading books and engage with books appropriately, develop an affinity for reading, hone literacy skills for reading and analysis.
2. Meet with teachers to co-plan literacy lessons for Library time; co-teach library lessons alongside grade-level teacher.
3. Consult with teachers about literacy best practices; share knowledge of literacy best practices at professional development.

Library Programs

1. Serve as information resource for library services and other whole-school literacy initiatives (i.e. book fairs, national literacy observance days, etc.)
2. Effectively plan school library programs to meet identified needs
3. Assist in preparation and implementation of Scholastic Book Fair

Management

1. Manage acquisitions, processing, organizing, distribution, maintenance, and inventory of resources
2. Use appropriate and effective techniques to encourage community and parent involvement

Student Management

1. Carry out discipline in accordance with KIPP Kansas City student code of conduct and policies
2. Interact with students to promote positive attitudes toward school library

Communication

1. Maintain a positive and effective relationship with team members, teachers, supervisors, students and families
2. Communicate with stakeholders in accordance with KIPP Kansas City Public Schools policies

Qualifications

- Passion for and knowledge of child and young adult literacy, particularly texts that affirm diverse identities
- 2+ years of relevant experience
- Degree in Library Science is preferred, knowledge of library science is required
- Strong project management skills
- Ability to instruct and manage student behavior
- Strong organizational, communication and interpersonal skills
- Effective computer skills
- Demonstrated ability to work well with others and build relationships across teams and lines of difference
- Strong work ethic coupled with an enthusiastic and passionate approach to one's work
- Commitment to the belief that all students can learn and to the mission of educational equity
- Ability to influence and motivate others
- Ability to persist in the face of challenges
- A deep commitment to, passion for, working with children and families
- Strong critical thinking skills

General

- Enjoy educating young people; believe deeply in our school's vision, mission, and values.
- Honor families and the community as assets and develop family partnerships through ongoing and open communication, parent-teacher conferences, and family events.
- Serve on committees and teams (e.g. academic department team, grade level team, etc.) as needed.
- Adhere to school policies, procedures, and deadlines.
- Perform clerical duties, as required, related to instructional resources and supplies, student record keeping, attendance, etc.
- Model professionalism and a growth mindset through actions and words.

To Apply: [<Link will go live in November 2023>](#)



Kansas City, Missouri, USA
Full Time, Grant Funded position ending in June 2028
State Date: July 1, 2024

Reading Interventionist

COMPANY DESCRIPTION

KIPP KC is part of a national network of free, open-enrollment, college-preparatory charter schools with a track record of preparing students in educationally underserved communities for success in college and in life.

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Job Description

Reporting to the Director of Foundational Literacy, the Reading Interventionist will plan and execute reading intervention lessons in small groups of 3 - 7 students. In coordination with the Director of Foundational Literacy, the Reading Interventionist drives the literacy mission of KIPP Kansas City by developing and executing programs that enable students to make dramatic growth every year. Additionally, they manage and organize the school's Multi-Tiered System of Supports (MTSS) program for reading, stay current with best practices for literacy instruction to educate staff, create and teach intervention groups, and support English Language Learners. Students who have the greatest need for reading intervention will be identified based on beginning-of-year DIBELS reading assessment data. Throughout the school year, the Reading Interventionist will assess students' progress, celebrate growth, and identify students in need of further intervention. The Reading Interventionist will serve as part of a team of Elementary School or Middle School Reading Interventionists. The Reading Interventionist will work in partnership with colleagues to promote a love of reading among students while driving dramatic growth in reading for their caseload.

Key responsibilities related to reading intervention include, but are not limited to:

Assessment/Goal Setting/Progress Monitoring

- In conjunction with Coach, coordinate and facilitate the school's literacy intervention programming
- Coordinate literacy assessment and data collection (DIBELS) for all students
- Interpret all results to determine targeted grouping and programming for students and manage the school-, teacher-, and student-facing goal setting process for reading growth and proficiency
- Schedule push-/pull-out support with teachers for students who require literacy remediation
- Frequently communicate with key stakeholders, and the entire staff when appropriate, the progress students have made in reading
- Plan, prepare, and deliver rigorous Tier 2 and Tier 3 reading intervention classes, specifically targeting students' foundational reading needs (phonemic awareness, phonics, decoding, fluency.)

Lead Reading Intervention with Students and Support other Staff Members with Intervention

- Teach targeted literacy intervention to small groups of students daily using research-based strategies and resources.
- Identify the literacy needs of students, set growth targets, and plan intervention lessons.
- Continuously assess students' progress, celebrate growth, and identify areas for further intervention.
- Collaboratively plan and engage in thought partnership with fellow Reading Interventionists.
- Provide targeted professional development to staff members participating in literacy instruction
- Provide coaching to staff members who are participating in intervention programming.

Additional Literacy Duties

- Frequently communicate with key stakeholders, and the entire staff when appropriate, the progress students have made in reading
- Coordinate and facilitate the school's independent reading program
- Other duties as assigned by school leader

Additional Duties

- Team with other Literacy Interventionists and members of the Academics Team to build out vertically- and horizontally-aligned programming and act as a professional learning community
- Lead or co-lead initiatives and complete other duties as assigned to support student success.
- Other duties as determined by the school leader

Qualifications

- Bachelor's Degree
- Teaching Certification is required*
- ELL, Special Education, or Reading Specialist experience and training preferred
- At least 4 years of literacy teaching experience preferred
- Expertise in assessing reading proficiency with DIBELS 8
- Training and experience with MTSS/Response to Intervention and research-based reading interventions
- Knowledge of best practices in reading comprehension and decoding instruction to diverse learners
- Demonstrated ability to work well with others and build relationships across teams
- Strong work ethic coupled with an enthusiastic and passionate approach to one's work
- Commitment to the belief that all students can learn and to the mission of educational equity
- Outstanding organizational skills and attention to detail
- Ability to influence and motivate others
- Ability to persist in the face of challenges
- A deep commitment to, passion for, working with children and families
- Strong organizational skills
- Strong critical thinking skills

General

- Enjoy educating young people; believe deeply in our school's vision, mission, and values.
- Honor families and the community as assets and develop family partnerships through ongoing and open communication, parent-teacher conferences, and family events.
- Serve on committees and teams (e.g. academic department team, grade level team, etc.) as needed.
- Adhere to school policies, procedures, and deadlines.
- Perform clerical duties, as required, related to instructional resources and supplies, student record keeping, attendance, etc.
- Model professionalism and a growth mindset through actions and words.

**Applicants currently pursuing a certification may apply before certification is received. All certifications must be acquired and on file with KIPP KC before the end of the first year of employment.*

Compensation

Salary for this position is competitive and commensurate with experience. Additionally, KIPP KC offers a comprehensive benefits package including health coverage and retirement.

Start Date: July 1, 2024. All hired candidates must complete the background process and attend orientation.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 02 2008

KIPP KANSAS CITY
C/O NOLAN HIGHBAUGH
[REDACTED]

Employer Identification Number:
[REDACTED]

DLN:
[REDACTED]

Contact Person:

GAYLE M ADAMS

ID# [REDACTED]

Contact Telephone Number:
[REDACTED]

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

October 12, 2006

Contribution Deductibility:

Yes

Addendum Applies:

Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

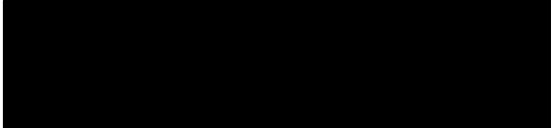
Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

KIPP KANSAS CITY

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

KIPP KANSAS CITY

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 DIVISION OF FINANCIAL AND ADMINISTRATIVE SERVICES – FOOD AND NUTRITION SERVICES

COMMUNITY ELIGIBILITY PROVISION (CEP) POLICY STATEMENT

Local Education Agency Name (LEA) KIPP Endeavor Academy	Agreement Number 048-918
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DIRECTIONS:

Email the completed form to: Food and Nutrition Services Section at foodandnutritionservices@dese.mo.gov

All LEAs electing to participate in CEP must amend its Free and Reduced Price Policy Statement, specified in 245.10, for all schools listed as participating in the provision. The signature of the Authorized Representative shall certify that the school(s) meet the criteria for participating in CEP and acknowledges the risks associated.

The Identified Student Percentage* (ISP) will be validated during the enrollment period. All supporting documentation MUST be kept on-site. **In addition to this form, the LEA will need to complete the application packet and submit the ISP raw-data to DESE-FNS no later than June 30 prior to the school year beginning July 1. Completion and approval of ALL documents is a requirement to implement CEP.**

Questions regarding this form contact [redacted] or foodandnutritionservices@dese.mo.gov

School Building Name	Initial Year (Month/Year)	Number of Identified Students (as of April 1)	Number of Students Enrolled (as of April 1)	Number of Years Cycle Is Expected to Remain In Effect	Year Provision Must Be Reconsidered (school year)	Data Year Used to Support Reconsideration
KIPP Endeavor Academy	08/2020	659	659	4	2024	2020

ISP (AS OF APRIL 1, 2020)	DISTRICT-WIDE IMPLEMENTATION <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
----------------------------------	--

[redacted]	DATE 09/21/2020
------------	--------------------

*The ISP is established using the number of identified students and total students enrolled as of the April 1 of the school year prior to implementing CEP. The identified students are the number of students who are directly certified for free school meals **without an application** and are not subject to verification. This includes students who are directly certified through SNAP (Supplemental Nutrition Assistance Program), TANF (Temporary Assistance for Needy Families), FDIPIR (Food Distribution Program on Indian Reservations), as well as, homeless students on the liaison list, Head Start, pre-K Even Start, migrant youth, runaways, foster children certified through means other than an application.

Continue CEP for a grace year (1 year outside of the 4 year cycle) if ISP falls within 30-40 percent.

KIPP Endeavor’s Qualification is on page 3, highlighted in yellow.

**Community Eligibility Provision (CEP) Annual Notification of Local Education Agencies (LEAs)
State Agency: Missouri Department Of Elementary and Secondary Education**

LEA ID	LEA name	Identified Student Percentage (ISP)	Eligible to Participate	Near Eligible to Participate	Currently Participating in CEP	Participating and Eligible for a Grace Year	Total Number of Schools in Participating, Eligible, and Near-Eligible LEAs	Total Student Enrollment in Participating and Eligible LEAs	Total Number of CEP Schools in the LEA	Total Number of Schools in the LEA
001-090	ADAIR CO. R-I	36.99%		X	X		2	246	1	1
001-091	KIRKSVILLE R-III	29.37%					0	0		
004-110	MEXICO 59	38.19%		X	X		6	2307	4	1
005-120	WHEATON R-III	44.88%	X				2	410		
005-121	SOUTHWEST R-V	38.36%		X			3	803		
005-122	EXETER R-VI	38.03%		X			2	305		
005-123	CASSVILLE R-IV	32.62%		X			4	1827		
005-127	SHELL KNOB 78	49.39%	X		X		1	164	1	1
005-128	MONETT R-I	29.88%					0	0		
006-101	LIBERAL R-II	23.74%					0	0		
006-103	GOLDEN CITY R-III	44.74%	X				2	190		
006-104	LAMAR R-I	33.61%		X			4	1190		
007-124	RICH HILL R-IV	31.17%		X	X	X	2	324	1	1
008-106	LINCOLN R-II	31.83%		X			2	509		
008-107	WARSAW R-IX	39.22%		X	X		5	1234	5	1
009-077	MEADOW HEIGHTS R-II	38.63%		X			2	554		
009-079	ZALMA R-V	37.24%		X			2	239		
009-080	WOODLAND R-IV	43.49%	X				3	883		
010-093	COLUMBIA 93	25.82%			X		34	18891	8	2
011-082	ST JOSEPH	40.45%	X		X		25	11334	14	5
012-108	NEELYVILLE R-IV	40.85%	X				3	639		
012-109	POPLAR BLUFF R-I	46.95%	X		X		9	4884	6	1
012-110	TWIN RIVERS R-X	42.09%	X				3	891		
013-054	BRECKENRIDGE R-I	51.67%	X				2	60		
013-060	MIRABILE C-1	20.69%					0	0		
014-126	NORTH CALLAWAY CO. R-I	30.49%		X			4	1115		
014-129	FULTON 58	32.28%		X			5	2249		
015-001	STOUTLAND R-II	29.37%					0	0		
015-002	CAMDENTON R-III	32.17%		X			8	4212		
015-003	CLIMAX SPRINGS R-IV	44.06%	X				2	202		
015-004	MACKS CREEK R-V	41.27%	X		X		2	332	2	3
016-092	DELTA R-V	35.00%		X	X		2	240	1	1
016-096	CAPE GIRARDEAU 63	50.13%	X				8	4183		
016-097	NELL HOLCOMB R-IV	37.55%		X			1	277		
017-124	BOSWORTH R-V	42.65%	X		X		2	68	2	6
018-047	EAST CARTER CO. R-II	38.57%		X			3	687		
018-050	VAN BUREN R-I	40.04%	X				2	452		
020-002	EL DORADO SPRINGS R-II	34.00%		X	X	X	3	1144	3	1
021-149	BRUNSWICK R-II	37.41%		X			2	286		
022-090	SPARTA R-III	31.27%		X			3	694		
024-093	NORTH KANSAS CITY 74	24.07%					0	0		

026-006	JEFFERSON CITY	33.75%		X	X	17	8836	4	1
026-406	ST MARTINS SCHOOL	0.85%				0	0		
027-056	COOPER CO. R-IV	36.08%		X		2	97		
027-061	BOONVILLE R-I	33.53%		X	X	4	1506	3	9
028-101	CRAWFORD CO. R-I	42.31%	X			3	891		
028-102	CRAWFORD CO. R-II	38.87%		X		3	1348		
028-103	STEELVILLE R-III	38.19%		X		3	974		
029-003	EVERTON R-III	36.61%		X	X	2	183	2	1
029-004	GREENFIELD R-IV	35.31%		X		2	439		
030-093	DALLAS CO. R-I	47.22%	X			3	1599		
031-118	NORTH DAVIESS R-III	63.86%	X			2	83		
031-122	TRI-COUNTY R-VII	23.16%				0	0		
033-090	SALEM R-80	37.90%		X	X	5	1351	4	1
033-091	OAK HILL R-I	50.67%	X			1	150		
033-092	GREEN FOREST R-II	32.51%		X		1	203		
033-093	DENT-PHELPS R-III	30.95%		X		1	252		
033-094	NORTH WOOD R-IV	45.09%	X			1	224		
034-121	SKYLINE R-II	48.31%	X			1	89		
034-122	PLAINVIEW R-VIII	46.36%	X			1	110		
034-124	AVA R-I	39.84%		X		3	1368		
035-092	MALDEN R-I	55.03%	X		X	2	994	2	9
035-093	CAMPBELL R-II	49.08%	X			2	542		
035-094	HOLCOMB R-III	38.82%		X	X	2	510	1	2
035-097	CLARKTON C-4	65.46%	X		X	3	359	3	3
035-098	SENATH-HORNERSVILLE C-8	47.07%	X		X	3	752	3	7
035-099	SOUTHLAND C-9	56.23%	X		X	2	265	2	2
035-102	KENNETT 39	54.96%	X			4	1885		
036-131	UNION R-XI	27.19%				0	0		
036-133	LONDELL R-XIV	35.21%		X		1	338		
036-137	SULLIVAN C-2	34.78%		X		4	2125		
036-402	ST FRANCIS BORGIA SCHOOLS	4.09%				0	0		
039-141	SPRINGFIELD R-XII	36.98%		X		54	25561		
040-100	GRUNDY CO R-V	31.30%		X		2	131		
040-101	SPICKARD R-II	50.00%	X		X	1	20	1	2
041-001	CAINSVILLE R-I	24.72%				0	0		
041-002	SOUTH HARRISON CO. R-II	30.44%		X		3	864		
041-005	RIDGEWAY R-V	39.76%		X		2	83		
042-117	CALHOUN R-VIII	42.45%	X		X	2	106	2	1
042-118	LEESVILLE R-IX	39.80%		X	X	1	98	1	9
042-124	CLINTON	38.63%		X		5	1636		
043-002	WHEATLAND R-II	37.54%		X		2	349		
043-004	HERMITAGE R-IV	37.98%		X		3	258		
044-078	CRAIG R-III	46.58%	X			2	73		
046-130	MOUNTAIN VIEW-BIRCH TREE R-III	46.28%	X		X	4	1292	2	6
046-131	WILLOW SPRINGS R-IV	50.31%	X			3	1282		
046-132	RICHARDS R-V	40.94%	X			1	425		
046-134	WEST PLAINS R-VII	41.19%	X			5	2617		
046-137	JUNCTION HILL C-12	37.72%		X		1	228		
046-140	FAIRVIEW R-XI	46.12%	X			1	503		

047-060	SOUTH IRON CO. R-I	40.00%	X			2	295		
047-062	ARCADIA VALLEY R-II	38.71%		X		3	979		
047-064	BELLEVUE R-III	53.23%	X			1	124		
048-072	HICKMAN MILLS C-1	60.63%	X		X	13	6025	13	6
048-073	RAYTOWN C-2	39.15%		X		19	9078		
048-074	GRANDVIEW C-4	44.79%	X			9	4251		
048-077	INDEPENDENCE 30	44.81%	X			29	15228		
048-078	KANSAS CITY 33	60.52%	X		X	36	15436	36	1
048-080	CENTER 58	38.91%		X	X	8	2704	4	9
048-423	NOVA CENTER	96.97%	X			1	33		
048-901	UNIVERSITY ACADEMY	39.15%		X		3	1083		
048-902	GUADALUPE CENTERS SCHOOLS	37.12%		X		3	1126		
048-904	HOGAN PREPARATORY ACADEMY	70.93%	X		X	3	977	3	9
048-905	GENESIS SCHOOL INC	71.88%	X		X	1	256	1	2
048-909	ALLEN VILLAGE	31.82%		X		2	594		
048-910	LEE A. TOLBERT COM. ACADEMY	68.61%	X		X	1	462	1	4
048-911	B. BANNEKER CHARTER ACADEMY	72.24%	X		X	1	299	1	2
048-912	KC INTERNATIONAL ACADEMY	76.21%	X		X	1	601	1	6
048-913	GORDON PARKS ELEM.	82.82%	X		X	1	163	1	1
048-915	SCUOLA VITA NUOVA	35.69%		X		1	255		
048-916	BROOKSIDE CHARTER SCH	51.83%	X		X	2	629	2	6
048-918	KIPP: ENDEAVOR ACADEMY	62.62%	X		X	1	535	1	5
048-921	PATHWAY ACADEMY	58.12%	X		X	1	191	1	1
048-922	FRONTIER SCHOOL OF INNOVATION	51.16%	X		X	5	1554	5	1
048-923	DE LA SALLE CHARTER SCHOOL	62.76%	X		X	1	145	1	1
048-924	EWING MARION KAUFFMAN SCHOOL	39.65%		X		2	923		
048-925	HOPE LEADERSHIP ACADEMY	94.44%	X		X	1	108	1	1
048-926	CROSSROADS CHARTER SCHOOLS	27.59%				0	0		
048-927	ACADEMY FOR INTEGRATED ARTS	66.83%	X		X	1	199	1	1
048-928	CITIZENS OF THE WORLD CHARTER	40.89%	X			1	225		
049-140	SARCOXIE R-II	33.68%		X		2	763		
049-142	CARTHAGE R-IX	30.98%		X		10	5062		
049-148	JOPLIN SCHOOLS	38.82%		X		16	7653		
051-152	HOLDEN R-III	24.90%				0	0		
053-113	LEBANON R-III	31.87%		X		6	4594		
053-114	LACLEDE CO. C-5	50.58%	X		X	1	433	1	4
055-104	MILLER R-II	35.07%		X		2	576		
055-106	MARIONVILLE R-IX	35.79%		X		3	760		
055-110	AURORA R-VIII	34.56%		X		5	1933		
055-111	VERONA R-VII	33.90%		X		2	410		
057-002	ELSBERRY R-II	34.07%		X		3	819		
058-107	BUCKLIN R-II	35.48%		X		2	124		
058-109	MARCELINE R-V	21.62%				0	0		
058-400	MC CARTAN MEMORIAL SCHOOL	11.76%				0	0		
059-114	LIVINGSTON CO. R-III	36.76%		X		1	68		
060-077	MCDONALD CO. R-I	70.68%	X			10	3782		
061-157	CALLAO C-8	26.42%				0	0		
062-070	MARQUAND-ZION R-VI	46.85%	X		X	2	143	2	1
063-067	MARIES CO. R-II	33.38%		X	X	3	740	1	2

064-075	HANNIBAL 60	37.63%		X				7	3524		
065-096	NORTH MERCER CO. R-III	21.13%						0	0		
066-102	ELDON R-I	38.58%		X				5	1926		
067-055	EAST PRAIRIE R-II	59.20%	X					4	1169		
067-061	CHARLESTON R-I	62.85%	X			X		3	942	3	9
068-072	MONITEAU CO. R-V	34.62%		X				1	52		
069-104	MIDDLE GROVE C-1	51.61%	X					1	31		
069-108	MADISON C-3	26.89%						0	0		
070-092	WELLSVILLE MIDDLETOWN R-I	37.06%		X				2	367		
071-091	MORGAN CO. R-I	49.44%	X			X		2	720	2	7
071-092	MORGAN CO. R-II	37.60%		X				4	1367		
072-066	RISCO R-II	37.95%		X				2	195		
072-068	PORTAGEVILLE	42.68%	X					3	799		
072-073	GIDEON 37	38.61%		X		X	X	2	259	2	2
072-074	NEW MADRID CO. R-I	55.09%	X					5	1345		
073-105	WESTVIEW C-6	37.70%		X				1	122		
073-108	NEOSHO SCHOOL DISTRICT	35.78%		X				10	4472		
075-084	COUCH R-I	32.04%		X		X		2	206	1	8
075-085	THAYER R-II	41.64%	X					2	730		
075-086	OREGON-HOWELL R-III	46.35%	X					2	274		
075-087	ALTON R-IV	43.34%	X					2	683		
076-081	OSAGE CO. R-I	6.11%						0	0		
076-082	OSAGE CO. R-II	27.13%						0	0		
076-083	OSAGE CO. R-III	8.60%						0	0		
077-101	BAKERSFIELD R-IV	33.43%		X				2	353		
077-102	GAINESVILLE R-V	37.90%		X				2	657		
077-103	DORA R-III	33.75%		X				2	317		
077-104	LUTIE R-VI	54.05%				X		2	148	2	1
078-001	NORTH PEMISCOT CO. R-I	52.59%	X			X		2	251	2	2
078-002	HAYTI R-II	70.39%	X			X		4	618	4	6
078-005	SOUTH PEMISCOT CO. R-V	47.34%	X			X		2	640	2	6
078-009	DELTA C-7	50.00%	X					2	208		
078-012	CARUTHERSVILLE 18	64.75%	X			X		3	1061	3	1
080-122	PETTIS CO. R-XII	40.94%	X			X		1	127	1	1
080-125	SEDALIA 200	43.93%	X					10	5070		
081-094	ST. JAMES R-I	33.82%		X				3	1777		
081-095	NEWBURG R-II	42.50%	X					2	400		
081-097	PHELPS CO. R-III	41.30%	X					1	184		
082-108	LOUISIANA R-II	40.19%	X					3	739		
082-400	ST CLEMENT SCHOOL	16.88%						0	0		
084-002	FAIR PLAY R-II	47.69%	X			X		3	411	3	4
084-004	HUMANSVILLE R-IV	48.51%	X			X		3	369	3	3
084-005	MARION C. EARLY R-V	31.76%		X				2	551		
084-006	PLEASANT HOPE R-VI	33.83%		X				3	671		
085-043	SWEDEBORG R-III	33.33%		X				1	60		
085-044	RICHLAND R-IV	34.69%		X		X	X	3	565	1	3
085-045	LAQUEY R-V	35.68%		X				3	667		
085-049	CROCKER R-II	32.39%		X		X		2	531	1	2
088-080	WESTRAN R-I	34.37%		X				3	579		

088-081	MOBERLY	42.57%	X				6	2370			
090-075	CENTERVILLE R-I	50.88%	X			X	1	57	1		5
090-076	SOUTHERN REYNOLDS CO. R-II	38.83%			X		2	497			
090-077	BUNKER R-III	33.33%			X		2	246			
090-078	LESTERVILLE R-IV	23.95%					0	0			
091-091	NAYLOR R-II	45.32%	X				2	417			
091-092	DONIPHAN R-I	54.61%	X			X	5	1562	4		1
091-093	RIPLEY CO. R-IV	46.55%	X				1	116			
091-095	RIPLEY CO. R-III	43.90%	X			X	1	82	1		8
093-121	ROSCOE C-1	60.00%	X				1	55			
094-076	BISMARCK R-V	46.42%	X			X	2	489	2		4
094-083	NORTH ST. FRANCOIS CO. R-I	36.26%			X		5	2973			
094-086	CENTRAL R-III	33.74%			X		6	2232			
094-087	WEST ST. FRANCOIS CO. R-IV	50.71%	X				4	990			
095-059	STE. GENEVIEVE CO. R-II	26.04%					0	0			
096-088	HAZELWOOD	44.27%	X			X	33	18491	6		2
096-089	FERGUSON-FLORISSANT R-II	65.65%	X			X	25	10262	25		1
096-103	HANCOCK PLACE	53.30%	X			X	3	1426	3		1
096-104	JENNINGS	69.33%	X			X	7	2514	7		2
096-109	NORMANDY	80.44%	X			X	8	3124	8		3
096-110	RITENOUR	44.74%	X			X	10	6203	9		6
096-111	RIVERVIEW GARDENS	78.55%	X			X	13	5617	13		5
096-112	UNIVERSITY CITY	55.94%	X			X	7	2785	7		2
096-119	SPECIAL SCHOOL DST. ST. LOUIS CO.	28.60%				X	7	2290	4		1
096-431	OUR LADY OF GUADALUPE SCH	75.44%	X				1	171			
096-712	THE FREEDOM SCHOOL	62.62%	X			X	1	107	1		1
097-116	MIAMI R-I	38.46%			X	X	1	78	1		7
097-119	MALTA BEND R-V	41.57%	X			X	2	89	2		8
097-127	GILLIAM C-4	35.90%			X		1	39			
097-129	MARSHALL	36.35%			X		8	2523			
097-130	SLATER	40.22%	X			X	2	368	1		2
100-059	SCOTT CITY R-I	34.92%			X		3	839			
100-060	CHAFFEE R-II	33.58%			X	X	2	664	1		3
100-061	SCOTT CO. R-IV	30.22%			X		3	930			
100-062	SCOTT CO. CENTRAL	57.95%	X			X	2	302	2		3
100-063	SIKESTON R-6	52.32%	X				8	3400			
101-105	WINONA R-III	42.95%	X				2	461			
101-107	EMINENCE R-I	44.91%	X			X	2	265	2		2
103-127	RICHLAND R-I	34.90%			X		2	298			
103-128	BELL CITY R-II	41.82%	X				2	220			
103-130	PUXICO R-VIII	40.11%	X				3	738			
103-135	BERNIE R-XIII	51.51%	X				2	530			
104-042	GALENA R-II	33.19%			X	X	2	461	1		2
104-043	CRANE R-III	30.62%			X		2	552			
104-044	REEDS SPRING R-IV	36.23%			X		6	1783			
104-045	BLUE EYE R-V	36.17%			X		3	528			
106-003	FORSYTH R-III	34.60%			X		3	1182			
106-004	BRANSON R-IV	34.60%			X		7	4792			
106-005	HOLLISTER R-V	38.47%			X		4	1396			

106-006	KIRBYVILLE R-VI	33.33%		X	X	X	2	279	1	1
107-151	SUCCESS R-VI	33.33%		X	X		1	111	1	1
107-152	HOUSTON R-I	33.74%		X			3	981		
107-153	SUMMERSVILLE R-II	32.53%		X			2	455		
107-154	LICKING R-VIII	50.42%	X				2	829		
107-155	CABOOL R-IV	41.56%	X		X		3	758	2	5
107-156	PLATO R-V	32.88%		X			2	593		
107-158	RAYMONDVILLE R-VII	46.88%	X				1	128		
108-142	NEVADA R-V	34.34%		X			6	2478		
108-144	SHELDON R-VIII	37.64%		X	X	X	2	178	2	1
109-002	WRIGHT CITY R-II SCHOOL DISTRICT OF WARREN	26.82%					0	0		
109-003	WARREN CO. R-III	32.15%		X			5	3014		
110-014	KINGSTON K-14	52.65%	X		X		4	811	4	8
110-029	POTOSI R-III	43.70%	X		X		5	2151	5	2
110-030	RICHWOODS R-VII	60.00%	X		X		1	190	1	1
111-086	GREENVILLE R-II	35.81%		X			4	793		
111-087	CLEARWATER R-I	47.17%	X				3	990		
112-099	NIANGUA R-V	42.86%	X				2	343		
114-112	NORWOOD R-I	35.49%		X			2	386		
114-113	HARTVILLE R-II	41.32%	X				3	680		
114-114	MOUNTAIN GROVE R-III	38.12%		X			4	1330		
114-115	MANSFIELD R-IV	42.06%	X				2	661		
114-116	MANES R-V	49.18%	X				1	61		
115-115	ST. LOUIS CITY	64.70%	X		X		71	22332	73	2
115-402	MOST HOLY TRINITY SCHOOL	49.28%	X		X		1	138	1	1
115-406	AGAPE CHILD DEVELOPMENT	57.27%	X		X		1	110	1	1
115-414	MO SCHOOL FOR THE BLIND	13.16%					0	0		
115-499	RIVER ROADS LUTHERAN SCH	56.52%	X				1	69		
115-501	ST LUKES LUTHERAN SCHOOL	52.38%	X				1	21		
115-620	MARIAN MIDDLE SCHOOL	37.31%		X			1	67		
115-645	LOYOLA ACADEMY	47.17%	X				1	53		
115-663	ST LOUIS CATHOLIC ACADEMY	72.59%	X		X		1	135	1	1
115-902	LIFT FOR LIFE ACADEMY	64.27%	X		X		2	613	2	6
115-903	Premier Charter School	35.14%		X			1	885		
115-906	CONFLUENCE ACADEMIES	76.22%	X		X		4	2296	4	2
115-912	ST. LOUIS LANG IMMERSION SCH	38.17%		X			2	668		
115-913	NORTH SIDE COMMUNITY SCHOOL	62.97%	X		X		1	316	1	3
115-914	KIPP ST LOUIS	68.33%	X		X		5	1582	5	1
115-915	CARONDELET LEADERSHIP ACADEMY	71.39%	X		X		1	395	1	3
115-918	GRAND CENTER ARTS ACADEMY	40.17%	X				2	697		
115-919	PRECLARUS MASTERY ACADEMY	66.45%	X		X		1	155	1	1
115-920	ST. LOUIS COLLEGE PREP	70.96%	X		X		2	272	2	2
115-923	EAGLE COLLEGE PREP ENDEAVOR	61.62%	X		X		4	581	4	5
115-925	HAWTHORN LEADERSHIP SCHL GIRLS	64.52%	X		X		2	186	2	1
115-926	THE BIOME	41.86%	X				1	129		
115-928	LA SALLE CHARTER SCHOOL	54.40%	X		X		1	125	1	1
115-930	THE ARCH COMMUNITY SCHOOL	89.09%	X		X		1	55	1	5

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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KIPP Endeavor--Innovative Approaches to Literacy Project

Budget Narrative--Year One

1. Personnel	<i>Requested Amount</i>
a. LETRS stipends <i>Teachers will receive stipends for training that will occur outside regular school days and hours. 35 staff members-- [REDACTED] or each completed LETRS volume (estimated time commitment 70 hours -87 hours). The actual training is covered for the 2023-2024 school year--but would like to provide teachers with a stipend.</i>	[REDACTED]
TOTAL PERSONNEL	[REDACTED]
2. Fringe Benefits	<i>Requested Amount</i>
TOTAL FRINGE BENEFITS	[REDACTED]
3. Travel	
TOTAL TRAVEL	[REDACTED]
4. Equipment	<i>Requested Amount</i>
a. Library Furnishings <i>This will cover the cost of outfitting a space to become a Library/Media Center. This will include costs for shelving, tables for computer lab, checkout desk, flexible seating, library furniture, according to quote from The Library Store.</i>	[REDACTED]
b. Checkout Desk Computer <i>(Ex: Elite Mini 8-- Desktop Mini Computer @ [REDACTED]) (Ex: 24" HP LED FreeSync Monitor @ [REDACTED])</i>	[REDACTED]
c. Projector for Library/Media Center <i>(Ex: Epson - EX 3280 3LCD XGA Projector with built in speaker)</i>	[REDACTED]
d. Whiteboard for Media Center <i>(Ex: Norwood Commercial Furniture Heavy-Duty Porcelain Steel Whiteboard)</i>	[REDACTED]
e. Computers for Library/Media Center <i>Class set of computers for Library/Media Center that will be used in the Library/Media Center during lessons co-taught by LMS & grade-level teacher. (Ex: Class Set (35) Dell Chromebook 3110 @ [REDACTED])</i>	[REDACTED]
f. Computer cart for Media Center <i>Secure storage and charging station for technology devices</i>	[REDACTED]
TOTAL EQUIPMENT COSTS	[REDACTED]
5. Supplies	<i>Requested Amount</i>
a. 2500 books for the shared library collection	[REDACTED]

These books will fill the shelves of the PK-8 shared library. Purchased library-bound books will include children's fiction, children's non-fiction, Young Adult fiction, Young Adult non-fiction, and graphic novels.

_____ per book--based on SLJ 2021 national average for library-bound books)

- a. Library Maintenance & Cataloging Supplies.....** _____
These items will be used to make sure the library is an organized space. These items will include catalog subscription, barcode protectors, book laminate, book jacket covers, book tape, genre labels, book scanner, book ends, book displays.
- b. Decodable Texts (K-2).....** _____
*Kindergarten example: 2 BOB box sets @ _____ set x 60 students = _____
 Grade 1 example: Heggerty Frog Series @ _____ set x 70 students = _____
 Grade 2 example: Heggerty Toucan Series @ _____ set x 70 students = _____*
- c. Read Aloud Texts (5) for Family Literacy Nights.....** _____
*These read-aloud texts for PK-4 students will be distributed at all 5 Family Literacy Nights throughout the school year.
 _____ per book--based on SLJ 2022 national average) x 5 events x 300 students*
- d. Literacy materials for send-home bags.....** _____
*These materials will be sent home in bags at Family Literacy Night. They could be enrichment activities to go along with the read-aloud--or they may be materials to implement literacy best practices that are highlighted in breakout rooms.
 (Ex: Alphabet flash cards, phoneme grapheme mapping charts, art/craft activity/ bookmarks, etc.)
 (200 students x _____ materials) x 5 Family Literacy Night events.*
- e. Family Literacy Night Outreach/Advertising.....** _____
These materials include postcard advertising for Family Literacy nights, postage (_____ postcard) , Family Literacy Night banner, signage, sign holders, decorations, annual Family Literacy Night T-shirts at \ _____ per shirt)
- f. Family Literacy Night Meals.....** _____
*One big goal of Family Literacy Night is to partner with families--so Family Literacy Nights will include a family meal to include relationship building and fellowship during each event.
 (600 people / event x _____/plate) x 5 total events*

TOTAL SUPPLIES COSTS..... _____

6. Contractual

Requested Amount

- g. Contractual work with Start at Zero.....** _____
This will cover the financial partnership between KIPP Endeavor and Start at Zero. As a part of our partnership, a Start at Zero partner will host activities at each Family Literacy Night for families with kids ages 0-4. They will also provide support in the home for families who
- h. Library Coordinator (contracted).....** _____
Library coordinator will be a certified librarian working part time to coordinate the initial build of our library. They will oversee the revision of selection criteria and cataloging/management of books year 1.

([REDACTED] hour; 10 hours/ week for 40 weeks)

- i. External Evaluator--Dr. Haiying Long.....** [REDACTED]
KIPP Endeavor will contract with Dr. Haiying Long, Director of KU's Center for Research Methods Consultation (CRMC), to ensure accurate, objective monitoring, and reporting of progress towards achieving the stated goal and objectives. Evaluator costs were budgeted to be 10% of Year 1 funding~ 10% of [REDACTED]

TOTAL CONTRACTUAL COSTS..... [REDACTED]

7. Other Requested Amount

TOTAL OTHER COSTS..... [REDACTED]

8. Restricted Indirect Costs Requested Amount

TOTAL RESTRICTED INDIRECT COSTS..... [REDACTED]

9. Construction Requested Amount

TOTAL CONSTRUCTION COSTS..... [REDACTED]

TOTAL COSTS..... Requested Amount

TOTAL COSTS FOR YEAR ONE..... [REDACTED]

Budget Narrative--Year Two

1. Personnel	Requested Amount
<p>a. Library Media Specialist..... <i>The Library Media Specialist will be a certified Library Media Specialist who will work with teaching staff to incorporate literacy efforts in the classroom and library. The salary is commensurate with a Director position based on their LMS certification.</i></p>	██████████
<p>b. Reading Interventionist for Elementary School (PK-G4)..... <i>The Reading Interventionist (1.0 FTE) will be a certified teacher who will work with children with reading difficulties in a one-on-one or small group setting during the school day to improve reading proficiency for PK-G4 students. .</i></p>	██████████
<p>c. Reading Interventionist for Middle School (G5-G8)..... <i>The Reading Interventionist (1.0 FTE) will be a certified teacher who will work with children with reading difficulties in a one-on-one or small group setting during the school day to improve reading proficiency for G5-G8 students.</i></p>	██████████
<p>d. LETRS stipends..... <i>Teachers will receive stipends for training that will occur outside regular school days and hours. 20 staff members--██████████ for each completed LETRS volume (estimated time commitment 70 hours -87 hours). The actual training is covered for the 2023-2024 school year--but would like to provide teachers with a stipend.</i></p>	██████████
<p>e. Library Assistant Position..... <i>This stipend will be allocated to a staff member(s) who can help ensure easy and open access to the library. Jobs may include shelving books, running checkout during lunch periods, running checkout before/after school/summer hours.</i></p>	██████████
TOTAL COSTS FOR PERSONNEL.....	██████████
2. Fringe Benefits	Requested Amount
<p>a. Fringe Benefits..... <i>KIPP: KC adds ██████████ per full-time position to account for fringe benefit costs associated with staff hiring.</i></p>	██████████
TOTAL COSTS FOR FRINGE BENEFITS.....	██████████
3. Travel	Requested Amount
TOTAL COSTS FOR YEAR ONE.....	██████████
4. Equipment	Requested Amount
<p>a. Computers Replacement/Repair for Library/Media Center..... <i>Class set of computers for Library/Media Center that will be used in the Library/Media Center during lessons co-taught by LMS & grade-level teacher. (Ex: Class Set (35) Dell Chromebook 3110 @ ██████████</i></p>	██████████

TOTAL COSTS FOR EQUIPMENT..... [REDACTED]

5. Supplies

Requested Amount

- a. 2500 books for the shared library collection.....** [REDACTED]
These books will fill the shelves of the PK-8 shared library. Purchased library-bound books will include children’s fiction, children’s non-fiction, Young Adult fiction, Young Adult non-fiction, and graphic novels.
([REDACTED] per book--based on SLJ 2021 national average for library-bound books)
- b. Library Maintenance & Cataloging Supplies.....** [REDACTED]
These items will be used to make sure the library is an organized space. These items will include catalog subscription, barcode protectors, book laminate, book jacket covers, book tape, genre labels, book scanner, book ends, book displays.
- c. Decodable Texts (K-2).....** [REDACTED]
Kindergarten example: 2 BOB box sets @ [REDACTED]/set x 60 students = [REDACTED]
Grade 1 example: Heggerty Frog Series @ [REDACTED] set x 70 students = [REDACTED]
Grade 2 example: Heggerty Toucan Series @ [REDACTED] set x 70 students = [REDACTED]
- d. Read Aloud Texts (5) for Family Literacy Nights.....** [REDACTED]
These read-aloud texts for PK-4 students will be distributed at all 5 Family Literacy Nights throughout the school year.
([REDACTED] per book--based on SLJ 2022 national average) x 5 events x 300 students
- e. Literacy materials for send-home bags.....** [REDACTED]
These materials will be sent home in bags at Family Literacy Night. They could be enrichment activities to go along with the read-aloud--or they may be materials to implement literacy best practices that are highlighted in breakout rooms.
(Ex: Alphabet flash cards, phoneme grapheme mapping charts, art/craft activity/bookmarks, etc.)
(200 students x [REDACTED] materials) x 5 Family Literacy Night events.
- f. Family Literacy Night Outreach/Advertising.....** [REDACTED]
These materials include postcard advertising for Family Literacy nights, postage [REDACTED] postcard) , Family Literacy Night banner, signage, sign holders, decorations, annual Family Literacy Night T-shirts at [REDACTED] per shirt)
- g. Family Literacy Night Meals.....** [REDACTED]
One big goal of Family Literacy Night is to partner with families--so Family Literacy Nights will include a family meal to include relationship building and fellowship during each event.
(600 people / event x [REDACTED]/plate) x 5 total events
- h. LETRS Incentives for Staff.....** [REDACTED]
In addition to stipends, staff will receive gifts for completing LETRS as they reach certain milestones. Such supplies have helped with motivation and staff attitudes towards LETRS completion & implementation.
([REDACTED] x 20 staff members completing Vol. 1 or Vol. 2 of LETRS)

TOTAL COSTS FOR SUPPLIES..... [REDACTED]

6. Contractual

Requested Amount

- a. Contractual work with Start at Zero.....** [REDACTED]
This will cover the financial partnership between KIPP Endeavor and Start at Zero. As a part of our partnership, a Start at Zero partner will host activities at each Family Literacy Night for families with kids ages 0-4. They will also provide support in the home for families who
- b. LETRS Licenses and Materials.....** [REDACTED]
About 10 new staff members will need licenses for LETRS This includes purchase of textbooks, licenses for the LETRS online platform, and the purchase of eight Virtual Live Sessions led by a LETRS-trained facilitator.
- c. LETRS Facilitator Training.....** [REDACTED]
Four key literacy leaders at KIPP Endeavor will participate in LETRS Facilitator Training. This will enable professional development to be provided in-house--rather than paying external facilitators from Lexia. This will save [REDACTED] yearly in Years 3-5 for LETRS (Facilitator Training: [REDACTED] x 4 leaders)
- d. Library Coordinator (contracted).....** [REDACTED]
Library coordinator will be a certified librarian working part time to coordinate the initial build of our library. They will oversee the revision of selection criteria and cataloging/management of books year 1. ([REDACTED] hour; 10 hours/ week for 40 weeks)
- e. External Evaluator--Dr. Haiying Long.....** [REDACTED]
KIPP Endeavor will contract with Dr. Haiying Long, Director of KU's Center for Research Methods Consultation (CRMC), to ensure accurate, objective monitoring, and reporting of progress towards achieving the stated goal and objectives. Evaluator costs were budgeted to be 10% of total funding amount.

TOTAL COSTS FOR CONTRACTUAL..... [REDACTED]

6. Other Requested Amount

7. Restricted Indirect Costs Requested Amount

TOTAL COSTS..... Requested Amount

TOTAL COSTS FOR YEAR TWO..... [REDACTED]

Budget Narrative--Year Three

1. Personnel	Requested Amount
<p>a. Library Media Specialist..... <i>The Library Media Specialist will be a certified Library Media Specialist who will work with teaching staff to incorporate literacy efforts in the classroom and library. The salary is commensurate with a Director position based on their LMS certification.</i></p>	
<p>b. Reading Interventionist for Elementary School (PK-G4)..... <i>The Reading Interventionist (1.0 FTE) will be a certified teacher who will work with children with reading difficulties in a one-on-one or small group setting during the school day to improve reading proficiency for PK-G4 students. .</i></p>	
<p>c. Reading Interventionist for Middle School (G5-G8)..... <i>The Reading Interventionist (1.0 FTE) will be a certified teacher who will work with children with reading difficulties in a one-on-one or small group setting during the school day to improve reading proficiency for G5-G8 students.</i></p>	
<p>d. LETRS stipends..... <i>Teachers will receive stipends for training that will occur outside regular school days and hours. 20 staff members-- for each completed LETRS volume (estimated time commitment 70 hours -87 hours). The actual training is covered for the 2023-2024 school year--but would like to provide teachers with a stipend.</i></p>	
<p>e. Library Assistant Position..... <i>This stipend will be allocated to a staff member(s) who can help ensure easy and open access to the library. Jobs may include shelving books, running checkout during lunch periods, running checkout before/after school/summer hours.</i></p>	
TOTAL COSTS FOR PERSONNEL.....	
2. Fringe Benefits	Requested Amount
<p>a. Fringe Benefits..... <i>KIPP: KC adds per full-time position to account for fringe benefit costs associated with staff hiring.</i></p>	
TOTAL COSTS FOR FRINGE BENEFITS.....	
3. Travel	Requested Amount
TOTAL COSTS FOR TRAVEL.....	
4. Equipment	Requested Amount
<p>a. Computers Replacement/Repair for Library/Media Center..... <i>Class set of computers for Library/Media Center that will be used in the Library/Media Center during lessons co-taught by LMS & grade-level teacher.</i></p>	

(Ex: Class Set (35) Dell Chromebook 3110 @ [REDACTED])

TOTAL COSTS FOR EQUIPMENT..... [REDACTED]

5. Supplies

Requested Amount

a. 2500 books for the shared library collection..... [REDACTED]

*These books will fill the shelves of the PK-8 shared library. Purchased library-bound books will include children’s fiction, children’s non-fiction, Young Adult fiction, Young Adult non-fiction, and graphic novels.
[REDACTED] per book--based on SLJ 2021 national average for library-bound books)*

b. Library Maintenance & Cataloging Supplies..... [REDACTED]

These items will be used to make sure the library is an organized space. These items will include catalog subscription, barcode protectors, book laminate, book jacket covers, book tape, genre labels, book scanner, book ends, book displays.

c. Decodable Texts (K-2)..... [REDACTED]

*Kindergarten example: 2 BOB box sets @ [REDACTED] set x 60 students = [REDACTED]
Grade 1 example: Heggerty Frog Series @ [REDACTED] set x 70 students = [REDACTED]
Grade 2 example: Heggerty Toucan Series @ [REDACTED] set x 70 students = [REDACTED]*

d. Read Aloud Texts (5) for Family Literacy Nights..... [REDACTED]

*These read-aloud texts for PK-4 students will be distributed at all 5 Family Literacy Nights throughout the school year.
[REDACTED] per book--based on SLJ 2022 national average) x 5 events x 300 students*

e. Literacy materials for send-home bags..... [REDACTED]

*These materials will be sent home in bags at Family Literacy Night. They could be enrichment activities to go along with the read-aloud--or they may be materials to implement literacy best practices that are highlighted in breakout rooms.
(Ex: Alphabet flash cards, phoneme grapheme mapping charts, art/craft activity/bookmarks, etc.)
(200 students x [REDACTED] materials) x 5 Family Literacy Night events.*

f. Family Literacy Night Outreach/Advertising..... [REDACTED]

These materials include postcard advertising for Family Literacy nights, postage ([REDACTED] postcard) , Family Literacy Night banner, signage, sign holders, decorations, annual Family Literacy Night T-shirts at [REDACTED] per shirt)

g. Family Literacy Night Meals..... [REDACTED]

*One big goal of Family Literacy Night is to partner with families--so Family Literacy Nights will include a family meal to include relationship building and fellowship during each event.
(600 people / event x [REDACTED]/plate) x 5 total events*

h. LETRS Incentives for Staff..... [REDACTED]

*In addition to stipends, staff will receive gifts for completing LETRS as they reach certain milestones. Such supplies have helped with motivation and staff attitudes towards LETRS completion & implementation.
[REDACTED] x 20 staff members completing Vol. 1 or Vol. 2 of LETRS)*

TOTAL COSTS FOR SUPPLIES..... [REDACTED]

6. Contractual	<i>Requested Amount</i>
<p>i. Contractual work with Start at Zero.....</p> <p><i>This will cover the financial partnership between KIPP Endeavor and Start at Zero. As a part of our partnership, a Start at Zero partner will host activities at each Family Literacy Night for families with kids ages 0-4. They will also provide support in the home for families who</i></p>	[REDACTED]
<p>j. LETRS Licenses and Materials.....</p> <p><i>About 10 new staff members will need licenses for LETRS This includes purchase of textbooks and licenses for the LETRS online platform. This does not include costs for Live Virtual Sessions due to KIPP leaders going through Facilitator Training, which saved [REDACTED] annually.</i></p>	[REDACTED]
<p>k. Library Coordinator (contracted).....</p> <p><i>Library coordinator will be a certified librarian working part time to coordinate the initial build of our library. They will oversee the revision of selection criteria and cataloging/management of books year 1. ([REDACTED] hour; 10 hours/ week for 40 weeks)</i></p>	[REDACTED]
<p>l. External Evaluator--Dr. Haiying Long.....</p> <p><i>KIPP Endeavor will contract with Dr. Haiying Long, Director of KU's Center for Research Methods Consultation (CRMC), to ensure accurate, objective monitoring, and reporting of progress towards achieving the stated goal and objectives. Evaluator costs were budgeted to be 10% of total funding amount.</i></p>	[REDACTED]
TOTAL COSTS FOR CONTRACTUAL	[REDACTED]
7. Other	<i>Requested Amount</i>
8. Restricted Indirect Costs	<i>Requested Amount</i>
TOTAL COSTS	<i>Requested Amount</i>
TOTAL COSTS FOR YEAR THREE	[REDACTED]

Budget Narrative--Year Four

1. Personnel	Requested Amount
<p>a. Library Media Specialist..... <i>The Library Media Specialist will be a certified Library Media Specialist who will work with teaching staff to incorporate literacy efforts in the classroom and library. The salary is commensurate with a Director position based on their LMS certification.</i></p>	
<p>b. Reading Interventionist for Elementary School (PK-G4)..... <i>The Reading Interventionist (1.0 FTE) will be a certified teacher who will work with children with reading difficulties in a one-on-one or small group setting during the school day to improve reading proficiency for PK-G4 students. .</i></p>	
<p>c. Reading Interventionist for Middle School (G5-G8)..... <i>The Reading Interventionist (1.0 FTE) will be a certified teacher who will work with children with reading difficulties in a one-on-one or small group setting during the school day to improve reading proficiency for G5-G8 students.</i></p>	
<p>d. LETRS stipends..... <i>Teachers will receive stipends for training that will occur outside regular school days and hours. 20 staff members-- for each completed LETRS volume (estimated time commitment 70 hours -87 hours). The actual training is covered for the 2023-2024 school year--but would like to provide teachers with a stipend.</i></p>	
<p>e. Library Assistant Position..... <i>This stipend will be allocated to a staff member(s) who can help ensure easy and open access to the library. Jobs may include shelving books, running checkout during lunch periods, running checkout before/after school/summer hours.</i></p>	
TOTAL COSTS FOR PERSONNEL.....	
2. Fringe Benefits	Requested Amount
<p>a. Fringe Benefits..... <i>KIPP: KC adds per full-time position to account for fringe benefit costs associated with staff hiring.</i></p>	
TOTAL COSTS FOR FRINGE BENEFITS.....	
3. Travel	Requested Amount
TOTAL COSTS FOR TRAVEL.....	
4. Equipment	Requested Amount
<p>a. Computers Replacement/Repair for Library/Media Center..... <i>Class set of computers for Library/Media Center that will be used in the Library/Media Center during lessons co-taught by LMS & grade-level teacher. (Ex: Class Set (35) Dell Chromebook 3110 @)</i></p>	

TOTAL COSTS FOR EQUIPMENT..... ██████████

5. Supplies

Requested Amount

- a. **2500 books for the shared library collection.....** ██████████
These books will fill the shelves of the PK-8 shared library. Purchased library-bound books will include children’s fiction, children’s non-fiction, Young Adult fiction, Young Adult non-fiction, and graphic novels.
(████████ per book--based on SLJ 2021 national average for library-bound books)
- b. **Library Maintenance & Cataloging Supplies.....** ██████████
These items will be used to make sure the library is an organized space. These items will include catalog subscription, barcode protectors, book laminate, book jacket covers, book tape, genre labels, book scanner, book ends, book displays.
- c. **Decodable Texts (K-2).....** ██████████
Kindergarten example: 2 BOB box sets @ ██████████/set x 60 students = ██████████
Grade 1 example: Heggerty Frog Series @ ██████████ set x 70 students = ██████████
Grade 2 example: Heggerty Toucan Series @ ██████████ set x 70 students = ██████████
- d. **Read Aloud Texts (5) for Family Literacy Nights.....** ██████████
These read-aloud texts for PK-4 students will be distributed at all 5 Family Literacy Nights throughout the school year.
(████████ per book--based on SLJ 2022 national average) x 5 events x 300 students
- e. **Literacy materials for send-home bags.....** ██████████
These materials will be sent home in bags at Family Literacy Night. They could be enrichment activities to go along with the read-aloud--or they may be materials to implement literacy best practices that are highlighted in breakout rooms.
(Ex: Alphabet flash cards, phoneme grapheme mapping charts, art/craft activity/bookmarks, etc.)
(200 students x ██████████ materials) x 5 Family Literacy Night events.
- f. **Family Literacy Night Outreach/Advertising.....** ██████████
These materials include postcard advertising for Family Literacy nights, postage (████████ postcard) , Family Literacy Night banner, signage, sign holders, decorations, annual Family Literacy Night T-shirts at \ ██████████ per shirt)
- g. **Family Literacy Night Meals.....** ██████████
One big goal of Family Literacy Night is to partner with families--so Family Literacy Nights will include a family meal to include relationship building and fellowship during each event.
(600 people / event x ██████████/plate) x 5 total events
- h. **LETRS Incentives for Staff.....** ██████████
In addition to stipends, staff will receive gifts for completing LETRS as they reach certain milestones. Such supplies have helped with motivation and staff attitudes towards LETRS completion & implementation.
(████████ x 20 staff members completing Vol. 1 or Vol. 2 of LETRS)

TOTAL COSTS FOR SUPPLIES..... ██████████

6. Contractual

Requested Amount

- a. **Contractual work with Start at Zero**..... [REDACTED]
This will cover the financial partnership between KIPP Endeavor and Start at Zero. As a part of our partnership, a Start at Zero partner will host activities at each Family Literacy Night for families with kids ages 0-4. They will also provide support in the home for families who
- b. **LETRS Licenses and Materials**..... [REDACTED]
About 10 new staff members will need licenses for LETRS This includes purchase of textbooks and licenses for the LETRS online platform. This does not include costs for Live Virtual Sessions due to KIPP leaders going through Facilitator Training, which saved [REDACTED] annually.
- c. **Library Coordinator (contracted)**..... [REDACTED]
Library coordinator will be a certified librarian working part time to coordinate the initial build of our library. They will oversee the revision of selection criteria and cataloging/management of books year 1. ([REDACTED] hour; 10 hours/ week for 40 weeks)
- d. **External Evaluator--Dr. Haiying Long**..... [REDACTED]
KIPP Endeavor will contract with Dr. Haiying Long, Director of KU's Center for Research Methods Consultation (CRMC), to ensure accurate, objective monitoring, and reporting of progress towards achieving the stated goal and objectives. Evaluator costs were budgeted to be 10% of total funding amount.

TOTAL COSTS FOR CONTRACTUAL..... [REDACTED]

7. Other Requested Amount

8. Restricted Indirect Costs Requested Amount

TOTAL COSTS..... Requested Amount

TOTAL COSTS FOR YEAR FOUR..... [REDACTED]

Budget Narrative--Year Five

1. Personnel	Requested Amount
<p>a. Library Media Specialist..... <i>The Library Media Specialist will be a certified Library Media Specialist who will work with teaching staff to incorporate literacy efforts in the classroom and library. The salary is commensurate with a Director position based on their LMS certification.</i></p>	██████████
<p>b. Reading Interventionist for Elementary School (PK-G4)..... <i>The Reading Interventionist (1.0 FTE) will be a certified teacher who will work with children with reading difficulties in a one-on-one or small group setting during the school day to improve reading proficiency for PK-G4 students. .</i></p>	██████████
<p>c. Reading Interventionist for Middle School (G5-G8)..... <i>The Reading Interventionist (1.0 FTE) will be a certified teacher who will work with children with reading difficulties in a one-on-one or small group setting during the school day to improve reading proficiency for G5-G8 students.</i></p>	██████████
<p>d. LETRS stipends..... <i>Teachers will receive stipends for training that will occur outside regular school days and hours. 20 staff members--██████████ for each completed LETRS volume (estimated time commitment 70 hours -87 hours). The actual training is covered for the 2023-2024 school year--but would like to provide teachers with a stipend.</i></p>	██████████
<p>e. Library Assistant Position..... <i>This stipend will be allocated to a staff member(s) who can help ensure easy and open access to the library. Jobs may include shelving books, running checkout during lunch periods, running checkout before/after school/summer hours.</i></p>	██████████
TOTAL COSTS FOR PERSONNEL.....	██████████
2. Fringe Benefits	Requested Amount
<p>a. Fringe Benefits..... <i>KIPP: KC adds \$██████████ per full-time position to account for fringe benefit costs associated with staff hiring.</i></p>	██████████
TOTAL COSTS FOR FRINGE BENEFITS.....	██████████
3. Travel	Requested Amount
TOTAL COSTS FOR TRAVEL.....	██████████
4. Equipment	Requested Amount
<p>a. Computers Replacement/Repair for Library/Media Center..... <i>Class set of computers for Library/Media Center that will be used in the Library/Media Center during lessons co-taught by LMS & grade-level teacher. (Ex: Class Set (35) Dell Chromebook 3110 @██████████</i></p>	██████████

TOTAL COSTS FOR EQUIPMENT..... [REDACTED]

5. Supplies Requested Amount

- a. 2500 books for the shared library collection.....** [REDACTED]
These books will fill the shelves of the PK-8 shared library. Purchased library-bound books will include children’s fiction, children’s non-fiction, Young Adult fiction, Young Adult non-fiction, and graphic novels.
([REDACTED] per book--based on SLJ 2021 national average for library-bound books)
- b. Library Maintenance & Cataloging Supplies.....** [REDACTED]
These items will be used to make sure the library is an organized space. These items will include catalog subscription, barcode protectors, book laminate, book jacket covers, book tape, genre labels, book scanner, book ends, book displays.
- c. Decodable Texts (K-2).....** [REDACTED]
Kindergarten example: 2 BOB box sets @ [REDACTED] set x 60 students = [REDACTED]
Grade 1 example: Heggerty Frog Series @ [REDACTED] set x 70 students = [REDACTED]
Grade 2 example: Heggerty Toucan Series @ [REDACTED] set x 70 students = [REDACTED]
- d. Read Aloud Texts (5) for Family Literacy Nights.....** [REDACTED]
These read-aloud texts for PK-4 students will be distributed at all 5 Family Literacy Nights throughout the school year.
([REDACTED] per book--based on SLJ 2022 national average) x 5 events x 300 students
- e. Literacy materials for send-home bags.....** [REDACTED]
These materials will be sent home in bags at Family Literacy Night. They could be enrichment activities to go along with the read-aloud--or they may be materials to implement literacy best practices that are highlighted in breakout rooms.
(Ex: Alphabet flash cards, phoneme grapheme mapping charts, art/craft activity/bookmarks, etc.)
(200 students x [REDACTED] materials) x 5 Family Literacy Night events.
- f. Family Literacy Night Outreach/Advertising.....** [REDACTED]
These materials include postcard advertising for Family Literacy nights, postage ([REDACTED] postcard) , Family Literacy Night banner, signage, sign holders, decorations, annual Family Literacy Night T-shirts at \ [REDACTED] per shirt)
- g. Family Literacy Night Meals.....** [REDACTED]
One big goal of Family Literacy Night is to partner with families--so Family Literacy Nights will include a family meal to include relationship building and fellowship during each event.
(600 people / event x [REDACTED]/plate) x 5 total events
- h. LETRS Incentives for Staff.....** [REDACTED]
In addition to stipends, staff will receive gifts for completing LETRS as they reach certain milestones. Such supplies have helped with motivation and staff attitudes towards LETRS completion & implementation.
([REDACTED] x 20 staff members completing Vol. 1 or Vol. 2 of LETRS)

TOTAL COSTS FOR SUPPLIES..... [REDACTED]

6. Contractual Requested Amount

- a. Contractual work with Start at Zero.....** [REDACTED]
This will cover the financial partnership between KIPP Endeavor and Start at Zero. As a part of our partnership, a Start at Zero partner will host activities at each Family Literacy Night for families with kids ages 0-4. They will also provide support in the home for families who
- b. LETRS Licenses and Materials.....** [REDACTED]
About 10 new staff members will need licenses for LETRS This includes purchase of textbooks and licenses for the LETRS online platform. This does not include costs for Live Virtual Sessions due to KIPP leaders going through Facilitator Training, which saved [REDACTED] annually.
- c. Library Coordinator (contracted).....** [REDACTED]
Library coordinator will be a certified librarian working part time to coordinate the initial build of our library. They will oversee the revision of selection criteria and cataloging/management of books year 1. ([REDACTED] hour; 10 hours/ week for 40 weeks)
- d. External Evaluator--Dr. Haiying Long.....** [REDACTED]
KIPP Endeavor will contract with Dr. Haiying Long, Director of KU's Center for Research Methods Consultation (CRMC), to ensure accurate, objective monitoring, and reporting of progress towards achieving the stated goal and objectives. Evaluator costs were budgeted to be 10% of total funding amount.

TOTAL COSTS FOR CONTRACTUAL..... [REDACTED]

7. Other Requested Amount

8. Restricted Indirect Costs Requested Amount

TOTAL COSTS..... Requested Amount

TOTAL COSTS FOR YEAR FIVE..... [REDACTED]

TOTAL COSTS FOR YEARS 1-5..... [REDACTED]



112 E. South Street, PO Box 0964
 Tremont, IL 61568-0964
 TEL [REDACTED]
 FAX [REDACTED]
 www.thelibrarystore.com

QUOTE: 826330

Customer Number: [REDACTED]
 Issue Date: 5/15/2023
 Expiration Date: 7/14/2023
 Bid Code: DESIGN

Ship To:

Betsy Brogan
 KIPP Endeavor Academy
 2700 E 18th St
 Kansas City, MO 64127-2602
 [REDACTED]

Bill To:

Betsy Brogan
 KIPP Endeavor Academy
 2700 E 18th St
 Kansas City, MO 64127-2602

Qty	Item	Item Description	Retail Price	Your Price	Ext Price
3	92-70098	Russwood Inspire Wood Library Shelving - 60 in.H x 12 in.D Single-Face Starter Unit Color: (PLEASE SPECIFY WHEN ORDERING) Top/Back/Shelf Color: (PLEASE SPECIFY WHEN ORDERING)	[REDACTED]	[REDACTED]	[REDACTED]
23	92-70099	Russwood Inspire Wood Library Shelving - 60 in.H x 12 in.D Single-Face Adder Unit Color: (PLEASE SPECIFY WHEN ORDERING) Top/Back/Shelf Color: (PLEASE SPECIFY WHEN ORDERING)	[REDACTED]	[REDACTED]	[REDACTED]
5	92-70133	Russwood Palette Flare Table Choose Casters: (PLEASE SPECIFY WHEN ORDERING) Table Height: (PLEASE SPECIFY WHEN ORDERING) Laminate Top Color: (PLEASE SPECIFY WHEN ORDERING) Edgeband Color: (PLEASE SPECIFY WHEN ORDERING) Metal Leg Color: (PLEASE SPECIFY WHEN ORDERING)	[REDACTED]	[REDACTED]	[REDACTED]
30	93-05062-CHAR	SMITH SYSTEM Flavors Chairs - 18 in.H Leg Base, Grade 6+ - Charcoal	[REDACTED]	[REDACTED]	[REDACTED]
1	92-82030	Nautilus Circulation Desk - 32 in.H Small Circulation Group Wood Finish: (PLEASE SPECIFY WHEN ORDERING) Laminate Top Color: (PLEASE SPECIFY WHEN ORDERING)	[REDACTED]	[REDACTED]	[REDACTED]
3	92-70104	Russwood Inspire Wood Library Shelving - 42 in.H x 24 in.D Double-Face Starter Unit Color: (PLEASE SPECIFY WHEN ORDERING) Top/Back/Shelf Color: (PLEASE SPECIFY WHEN ORDERING)	[REDACTED]	[REDACTED]	[REDACTED]
15	92-70105	Russwood Inspire Wood Library Shelving - 42 in.H x 24 in.D Double-Face Adder Unit Color: (PLEASE SPECIFY WHEN ORDERING) Top/Back/Shelf Color: (PLEASE SPECIFY WHEN ORDERING)	[REDACTED]	[REDACTED]	[REDACTED]
2	92-70098	Russwood Inspire Wood Library Shelving - 60 in.H x 12 in.D Single-Face Starter Unit Color: (PLEASE SPECIFY WHEN ORDERING) Top/Back/Shelf Color: (PLEASE SPECIFY WHEN ORDERING)	[REDACTED]	[REDACTED]	[REDACTED]



112 E. South Street, PO Box 0964
 Tremont, IL 61568-0964
 TEL [REDACTED]
 FAX [REDACTED]
 www.thelibrarystore.com

QUOTE: 826330

Customer Number: [REDACTED]
 Issue Date: 5/15/2023
 Expiration Date: 7/14/2023
 Bid Code: DESIGN

Qty	Item	Item Description	Retail Price	Your Price	Ext Price
9	92-70099	Russwood Inspire Wood Library Shelving - 60 in.H x 12 in.D Single-Face Adder Unit Color: (PLEASE SPECIFY WHEN ORDERING) Top/Back/Shelf Color: (PLEASE SPECIFY WHEN ORDERING)	[REDACTED]	[REDACTED]	[REDACTED]
2	93-04181	Russwood Teachers Desk Wood Finish: (PLEASE SPECIFY WHEN ORDERING) Laminate Top Color: (PLEASE SPECIFY WHEN ORDERING)	[REDACTED]	[REDACTED]	[REDACTED]
3	90-10008-BLACK	High Back Executive Mesh Chair - Black	[REDACTED]	[REDACTED]	[REDACTED]
3	92-70054	Russwood Palette Soft Lounge Seating - Square Chair, Fabric Fabric Seat: (PLEASE SPECIFY WHEN ORDERING) Fabric Back: (PLEASE SPECIFY WHEN ORDERING)	[REDACTED]	[REDACTED]	[REDACTED]
2	92-70023	Russwood Palette Soft Lounge Seating - Curved Bench, Fabric Fabric Color: (PLEASE SPECIFY WHEN ORDERING)	[REDACTED]	[REDACTED]	[REDACTED]
1	92-70043	Russwood Palette Soft Lounge Seating - Round Ottoman, Fabric Fabric Color: (PLEASE SPECIFY WHEN ORDERING)	[REDACTED]	[REDACTED]	[REDACTED]



112 E. South Street, PO Box 0964
 Tremont, IL 61568-0964
 TEL [REDACTED]
 FAX [REDACTED]
 www.thelibrarystore.com

QUOTE: 826330

Customer Number: [REDACTED]
 Issue Date: 5/15/2023
 Expiration Date: 7/14/2023
 Bid Code: DESIGN

Qty	Item	Item Description	Retail Price	Your Price	Ext Price
2	92-70051	Russwood Palette Soft Lounge Seating - Square Seat, Fabric	[REDACTED]	[REDACTED]	[REDACTED]
	Fabric Color: (PLEASE SPECIFY WHEN ORDERING)				



Sub-Total:	[REDACTED]
Tax:	[REDACTED]
Shipping:	[REDACTED]
Quote Total (USD):	[REDACTED]

Shipping Information:

Your quote will ship via semi-truck with a power lift gate to lower the items to ground level. You will be responsible for unloading the items from the lift gate.
 *Please contact us if other services are needed so we can provide a more accurate shipping quote.

Comments:

- Pricing valid for listed items and quantities only
- Shipping charges are subject to change after 30 days
- To ensure you receive your quoted prices, quote number 826330 must be referenced at the time of purchase
- *Please note: While we will strive to hold pricing where possible, due to current economic conditions, product and shipping costs are changing rapidly and we may be forced to revise your quote prior to expiration.**

Prepared By: Tosha Landesz
E-Mail: [REDACTED]
Phone: [REDACTED]