

**Florida Department of Education
Project Award Notification**

6.03(1)

1 PROJECT RECIPIENT Taylor County School District	2 PROJECT NUMBER 620-1240S-1C001
3 PROJECT/PROGRAM TITLE ESSER B.E.S.T. High Quality Curriculum for Reading <p style="text-align: right;">TAPS 21A160</p>	4 AUTHORITY 84.425D CARES ACT USDE or Appropriate Agency FAIN#: S425D200052
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 01/01/2021 - 07/31/2022 Program Period: 01/01/2021 - 07/31/2022
7 AUTHORIZED FUNDING Current Approved Budget: \$21,729.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$21,729.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 07/31/2022 Date that all obligations are to be liquidated and final disbursement reports submitted: 09/20/2022 Last date for receipt of proposed budget and program amendments: 06/30/2022 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : 05/29/2020 	
10 DOE CONTACTS Program: Cari Miller Phone: (850) 717-8639 Email: Cari.miller2@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="display: flex; justify-content: space-between;"> <div> Comptroller Office Phone: (850) 245-0401 </div> <div> Duns#: 106027881 FEIN#: F596000878002 </div> </div>
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. Other: 	
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;"> Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div style="text-align: center;"> 2/10/21 Date of Signing </div> <div style="text-align: right;"> FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small> </div> </div>	

DOE-200
Revised 07/15

APPROVED

APR 06 2021

By Taylor County
School Board

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496		A) Program Name: High-Quality Curriculum for Reading TAPS NUMBER: 21A160		DOE USE ONLY Date Received Project Number (DOE Assigned)									
B) Name and Address of Eligible Applicant: Taylor County School District													
C) Total Funds Requested: \$ <u>21,729.00</u> DOE USE ONLY Total Approved Project: \$ _____		D) Applicant Contact & Business Information <table border="1"> <tr> <td>Contact Name: Sharon Harbcock</td> <td>Telephone Numbers: 850-438-2500 850-438-2503</td> </tr> <tr> <td>Fiscal Contact Name: Ashley Valentine</td> <td></td> </tr> <tr> <td>Mailing Address: Taylor County School District 318 North Clark Street Berry, FL 32347</td> <td>E-mail Address: Sharon.harbcock@taylor.k12.fl.us Ashley.Valentine@taylor.k12.fl.us</td> </tr> <tr> <td>Physical/Facility Address: Taylor County School District 318 North Clark Street</td> <td>DUNS number: 106027881 FEIN number: F596000878002</td> </tr> </table>				Contact Name: Sharon Harbcock	Telephone Numbers: 850-438-2500 850-438-2503	Fiscal Contact Name: Ashley Valentine		Mailing Address: Taylor County School District 318 North Clark Street Berry, FL 32347	E-mail Address: Sharon.harbcock@taylor.k12.fl.us Ashley.Valentine@taylor.k12.fl.us	Physical/Facility Address: Taylor County School District 318 North Clark Street	DUNS number: 106027881 FEIN number: F596000878002
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CERTIFICATION

I, Dr. Danny Glover, Jr., (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) Danny Glover Jr. Title Superintendent Date December 10, 2010
 Signature of Agency Head _____ Date _____



High-Quality Curriculum for Reading

TAPS 21A160

Project Design-Narrative

In order to participate, the Local Educational Agency (LEA) will assure that this program will abide by all federal, state and local laws and must agree and sign the programmatic, fiscal, and reporting assurances hereto as Attachment 1, complete the Budget Narrative DOE101 and DOE 100A, and address each of the following:

1. Describe how the LEA will prioritize elementary schools with the greatest achievement gap for participation. (Assurance 1)

The LEA will allocate funds to each of the schools within the Taylor County School District serving students in Kindergarten through 3rd grade based upon the number of Children from Low Income Families (CLIF) students in those grade levels. Each CLIF student will generate \$29.56 of HQ Curriculum for Reading funding for the school site. Schools will then prioritize students needing support and intervention.

Taylor County Primary School & Steinhatchee School

Phonemic Awareness- The need for the instructional practice of Phonemic Awareness is evident in the current beginning of the year and Mid-year progress monitoring. I-ready AP1 data indicates 41% of K-2 student scoring 1 grade level below and 10% of K-2 students scoring 2 grade levels below in Phonemic Awareness. With an emphasis placed of the practice of phonemic awareness, mid-year AP2 data indicates some growth in this foundational skill area. I-ready AP2 data indicates 27% of K-2 students scored 1 grade level below and 4% scoring 2 grade levels below.

Phonics/Sound Partners- The need for the addition of the Sound Partners program with emphasis on practice of phonics to be added to the TCPS K-2 Tier 3 program is evident is the current beginning of the year and mid-year progress monitoring. I-ready AP1 data indicates 55% of K-2 students scored 1 grade level below and 22% scored 2 grade levels below. AP2 mid-year data indicates 50% of K-2 students scored 1 grade level below and 14% scored 2 grade levels below in the area of phonics.

Taylor County Elementary School

TCES – Data Set:

TCES currently uses i-Ready as diagnostic and progress monitoring tool, i-Ready differentiated literacy path online, and Ready print as a part of Tier 1 instruction.

In December 2020 students took AP2 iReady diagnostic for mid-year progress monitoring. This data shows that 30 percent of our 3rd graders have a significant deficiency in Vocabulary and Comprehension of both Literature and Informational Text. These students scored in the Red (high risk) area which means they are at least two grade levels behind. These findings are consistent with fluency assessment data from the STAR test which provides an estimated oral fluency rate for students. This data showed that between 31-33% of tested 3rd graders fell below the 50th percentile using the fluency norms chart provided in the new B.E.S.T Standards: ELA on page 209. This chart is the Hasbrouck-Tindal Norms Chart.

*From Hasbrouck, J. & Tindal, G. (2017). An update on compiled OFR norms (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

2. Describe how the LEA will use the most recent student reading assessment data to identify the reading need for a particular program and/or instructional practice. (Assurance 2)

K-3 i-Ready results from December 2020, will serve as the basis for determining students in need of instructional intervention for the second semester. All schools within the LEA use the process outlined in the District Comprehensive Reading Plan to determine reading needs of Tier 2 and Tier 3 students.

Data analysis will again be completed after the third i-Ready assessment is completed in the Spring of 2021 to determine the students in need of intervention when the 2021-2022 school year begins.

3. Describe how the select K-3 program and/or instructional practice aligns to the B.E.S.T. ELA Standards and the science of reading (explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary and comprehension, as applicable to need), has strong, moderate or promising levels of evidence as defined by ESSA with an effect size of .20 at a minimum, and meets the need of the target population. (Assurance 3)

Implementing School	Program	Instructional Practice	Status	ESSA Evidence Level	Effect Size
Taylor Primary (TCPS)	Sound Partners	Phonemic Awareness, Phonics, Sight Words, Oral Reading	New	Strong	.58
Steinhatchee (SS)	Sound Partners	Phonemic Awareness, Phonics, Sight Words, Oral Reading	New	Strong	.58
Taylor Elementary (TCES)	Quick Reads	Phonics, Word Recognition, Fluency, Comprehension	New	Strong	.21

TCPS and SS Tier 3- is interested in adding Sound Partners Curriculum as an additional intervention to meet the needs of struggling 2nd graders. Sound Partners focuses on phonemic awareness, phonics, sight words, and oral reading practice for grades K-5. This program has an effect size of .58 per the Evidence for ESSA website and the What Works Clearing House site. (<https://www.evidenceforessa.org/programs/reading/sound-partners-struggling-readers>) (<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/475>).

TCPS and SS plan to use the Sound Partners Curriculum in our Tier 3 push in and pull out groups.

Proposes to implement practice of phonemic awareness and the use of the Sound Partners reading program to support phonics instruction for grades K-2:

Teachers, coaches, and/or interventionists will first use beginning of the year and mid-year progress monitoring data to determine the instructional need of students. They will then form intervention groups of students who are reading at approximately the same level. Teachers will implement daily 20-minute lessons that incorporate phonemic awareness and phonics skills to support the foundational skills necessary to be fluent readers.

Intervention groups will provide daily explicit instruction about sounds, letters, and their relationship. Five to ten minutes within the 20-minute lesson will be dedicated to phonemic awareness. Lessons teach students to manipulate speech sounds with letters. Students will work with phonemes, rhymes, words, syllables, and onsets and rimes. The B.E.S.T. Standards connection within this practice are the Phonological Awareness benchmarks.

In addition, students will receive daily phonics lessons in letter-sound relationships and spelling patterns. 10 minutes within the 20-minute lesson will be dedicated phonics. The B.E.S.T. Standards connection within this practice are the Phonics and Word Analysis benchmarks.

As student's phonemic awareness and phonics knowledge increases students will spend 10-15 minutes per lesson focused on oral reading. Interventionist will support the readers in blending and decoding grade level passages. These grade level texts will help to build a reading vocabulary of high frequency words as well as words that need to be decoded. The B.E.S.T. Standards connection within this practice are the Phonics and Word Analysis benchmarks.

Professional Development will be provided to teachers and interventionists using the Phonemic Awareness National Reading Panel's recommendations for foundational skills progression as well as the Sound Partners Professional Development resources.

Sound Partners and Phonemic Awareness weekly progress monitoring assessments will be used to determine student reading progress.

TCES – Data Set:

TCES currently uses i-Ready as diagnostic and progress monitoring tool, i-Ready differentiated literacy path online, and Ready print as a part of Tier 1 instruction.

In December 2020 students took AP2 iReady diagnostic for mid-year progress monitoring. This data shows that 30 percent of our 3rd graders have a significant deficiency in Vocabulary and Comprehension of both Literature and Informational Text. These students scored in the Red (high risk) area which means they are at least two grade levels behind.

Appendix E: Reading Foundations from Florida's B.E.S.T. Standards and Benchmarks reminds us that students should practice reading familiar text to build fluency. Therefore, repeated readings are helpful and assist in the building of automaticity and accuracy as well as increasing rate. Appendix E also states that work in fluency should also include a comprehension

component. Thus, using the Quick Reads program can also be helpful in building proficiency in these areas.

TCES plans to implement recommendation from the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide:

Recommendation 1: Teach Students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Quick Reads is a systematic approach to reading a variety of high interest text that offer quality vocabulary experiences and rich non-fiction text. Students will build a base for knowledge while expanding their comprehension skills.

Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters.

Quick Reads will offer opportunities for students experience successful readings and to practice sounds in speech.

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

Quick Reads will offer opportunities for students to encounter unknown words to decode and analyze.

***Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.**

Quick Reads will provide high interest texts that can be read repeatedly and shared at home. Students will have an opportunity to focus on their fluency which will assist with better comprehension. Teachers at TCES will have professional development using Quick Reads. They will use the program in small groups of students reading at or near the same level. The instruction will last for 15 to 20 minutes 3 to 4 times per week as the program call for. The instructional practices linked to Recommendation #4 include the oral reading of texts. Quick Reads provides about 15 minutes of oral reading for students. The teacher or interventionist will support the readers by demonstrating and promoting fluency and rapid word solving. The texts are leveled and increase in difficulty as students move through the program. This progression helps to build a reading vocabulary of high frequency words. The B.E.S.T. Standards for fluency support the need for this practice.

TCES Tier 2- Quick Reads program by Savvas/Pearson Publishing aligns to the B.E.S.T. ELA Standards and the science of Reading as it focuses on the foundational skills and progression of Fluency and Comprehension. TCES currently uses i-Ready as their diagnostic and progress monitoring tool, i-Ready differentiated literacy path online, and Ready print as a part of Tier 1 instruction. Research supports that this supplemental program has found to have positive effects. (<https://www.evidenceforessa.org/programs/reading/quickreads-struggling-readers>) confirms the effectiveness of this program. It helps to mitigate reading deficiencies with struggling readers.

This intervention program is designed for grades 2-6. TCES plans to use Quick Reads as a Tier 2 intervention option, as well as add it as a Tier 3 solution for 3rd.

4. Describe how the curriculum extends beyond direct classroom instruction and provides options for

parents/families to support learning in the home. (Assurance 4)

The TCPS/SS Tier 2 Program has easy to follow lessons that teachers are able to live stream via Microsoft Teams meeting as well as upload videos of themselves using the program for our Virtual/TEC students. The MTSS Coordinator created weekly progress monitoring probes that can be sent home for parents to use for continued practice and review of the skills students are working on in their Tier 2 groups.

The TCPS/SS Tier 3 proposed Sound Partners program offers a student/parent home connection with leveled readers and multi-sensory games that can be sent home to engage students to read and practice at home.

The TCES Tier 2 Program lessons and passages may be printed and sent home for parents to review and reinforce repeated readings in each weekly student communication folder. Parents will receive informational letters and materials to reinforce reading skills and words addressed in the program.

5. Describe the LEAs capacity to implement the program and/or instructional practice with fidelity. (Assurance 5)

TCPS's PreK-2 data shows a deficit in Phonemic Awareness skills. The TCPS leadership team has made the practice of Phonemic Awareness a focus priority. The MTSS Coordinator and Instructional Coaches have been working alongside PreK-2 teachers to support PD that has an enhanced focus on Phonemic Awareness instructional practices. With great success, teachers are using a variety of supplemental instructional resources to highlight phonemic awareness instructional practices. K-1st grade teachers are focusing on the practice of phonemic awareness in class 3 to 5 times a day once with their whole class (10-minute lessons) and then again with their Tier 2 determined students in a small group setting. Teachers use the MTSS Tier 2 Phonemic Awareness Progress Monitoring Assessments packet, designed by MTSS Coordinator to track student's progression of skills worked on that week. TCPS is reporting good teacher buy in with the simplistic and directive instructional practices as well as the convenience of having the Progress Monitoring Assessments ready made for them.

Roll out of the phonemic awareness focused practice with Tier 3 2nd grade is expected to have the same positive results as all teachers K-2 are receiving PD on best practices to support foundational skills in reading.

For embedding the practice of strong Phonological Awareness and Phonemic Awareness instruction in the PreK classes, some PD will be needed as well as coaching and support. Our TCPS VPK aides have provided MTSS Tiered support with other programs and are fast learners and adapt well to new programs. Professional development and observation opportunities will be provided for the Steinhatchee School Phonemic Awareness focused practice implementation.

TCPS plans to use the new Sound Partners Curriculum in our Tier 3 pull out groups. The Three MTSS Para-pro Interventionists currently providing intervention support have over 25 years of experience working with struggling students. Under the guidance of the HQ Certified, MTSS Coordinator we expect implement the program to fidelity with no issues.

TCES will use the Quick Reads program with 3rd graders who score on the Red At-Risk range on iReady diagnostic assessments. Trained Teachers will implement the program 3 to 4 times per week for 15 minutes per day in small groups.

- 6. Provide the supportive evidence of the identified program that proves evidence-level is strong, moderate, or promising as defined by ESSA, and has an effect size of .20 at a minimum. In addition, provide evidence that the studies on the identified program were conducted with students that are similar to the LEAs target population. (Assurance 6)**

See the research cited in Assurance 3 above for the selected HQ Reading intervention programs. The selected programs have been researched by the school level teams. Our research indicates the effect size and student demographic studies meet the criterion and correlate to the needs of our Taylor County students.

Taylor County Primary School

Research base for the practice of Phonemic Awareness:

Report of the National Reading Panel, 2000; and Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, 2009, The report provided an effect size for: phonemic awareness (0.86)

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

Hattie, J.C (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. NY: Routledge.

What Works Clearing House website, Phonemic Awareness Focused Curriculum size. (<https://ies.ed.gov/ncee/wwc/Intervention/274>). The report provided an effect size:.27

Research base for the practice of Phonics with Sound Partners:

What Works Clearing House

website,https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_soundpartners_092110.pdf

Evidence for ESSA- Sound Partners Effect Size .58.

<https://www.evidenceforessa.org/programs/reading/sound-partners-struggling-readers>

The studies that highlight these recommendations are:

- Jenkins, J.R., Peyton, J.A., Sanders, E. A., & Vadasy, P.F. (2004) Effect size .25
- Vadasy, P.F., Jenkins, J.R., & Pool, K. (2000) Effect size .33
- Vadasy, P.F., Sanders, E.A., & Peyton, J.A. (2005) Effect size .30
- Vadasy, P.F., Sanders, E.A., & Peyton, J.A. (2005) Effect size .25
- Vadasy, P.F., Sanders, E.A., & Peyton, J.A. (2006) Effect size .29

Sound Partners Research Base, Efficacy Study (<https://eric.ed.gov/?id=EJ742197>)

Randomized Controlled Trial Examining 67 Students, Grade K.

The purpose of this study was to evaluate the effectiveness of code-oriented supplemental instruction for kindergarten students at risk for reading difficulties. Paraeducators were trained to provide 18 weeks of explicit instruction in phonemic skills and the alphabetic code. Students identified by their teachers meeting study eligibility criteria were randomly assigned to 2 groups: individual supplemental instruction and control. Students were pretested in December, mid-tested, and post-tested in May-June of kindergarten. At posttest, treatment students significantly outperformed controls on measures of reading accuracy, reading efficiency, oral reading fluency, and developmental spelling. Treatment students had significantly higher linear growth rates in phonemic awareness and alphabetic knowledge during the kindergarten treatment. At a 1-year follow-up, significant group differences remained in reading accuracy and efficiency. Ethical challenges of longitudinal intervention research are discussed. Findings have policy implications for making supplemental instruction in critical early reading skills available.

7. Describe how the LEA will provide quality initial and ongoing training on the program/practice purchased, and ongoing support for effective implementation. (Assurance 7)

The MTSS Coordinators and Instructional Coaches will provide professional development for teachers and paraprofessionals and additional coaching support of all Tier 2 and Tier 3 practice to the need intervention programs. Additional grant funding will be provided by the LEA to assist with training of intervention staff.

The Taylor County School District will partner with the P.A.E.C. Rural Connect Summer Literacy PD to provide teachers and interventionist with rich PD concurrent with programs and practices to be implemented.

8. Describe how the LEA will implement the selected program/practice with fidelity in identified elementary schools in 2021-22. (Assurance 8)

Needed professional development and coaching support the practice to the need will be provided to teachers and paraprofessionals that will be implementing all Tier 2 and Tier 3 intervention to our identified Kindergarten through 3rd grade students. Additional funding for professional development will be secured out of Title I and/or the FEFP Reading Allocation.

Monitoring of the implementation of Sound Partners will be completed by the MTSS Coordinator at Taylor County Primary and Steinhatchee School through completion of professional development with the staff that will provide this intervention and follow-up classroom walkthroughs and observations during intervention sessions to ensure fidelity of implementation.

Monitoring of the implementation of Quick Reads will be completed by the Instructional Coach at Taylor County Elementary School through completion of professional development with the staff that will provide this intervention and follow-up classroom walkthroughs and observations during intervention sessions to ensure fidelity of implementation.

9. Describe how the LEA will leverage State Regional Literacy Directors (SRLDs) for support for effective implementation of the program/practice. (Assurance 9)

The LEA will leverage the SRLDs to support school leadership teams, instructional coaches, and intervention teachers with guidance and support through the implementation of the selected intervention.

10. Describe what pre/post assessment tool will be utilized to measure progress and impact on student reading achievement. (Assurance 10)

I-Ready ELA gap analyses will be completed to determine if the selected intervention program is indeed closing the achievement gap of students with an 85%, or higher, attendance rate.

11. Describe how the LEA will provide equitable services to students and teachers in non-public schools as required under 18005 of Division B of the CARES Act, including provision of notice of this funding opportunity, consultation, and collection of the required assurance described herein. (Assurance 11)

Federal consultation has been completed with both private schools located within the LEA. Both declined participation in this HQ Reading Curriculum opportunity.

12. Describe how the LEA will provide a proportionate allocation to charter schools within its district, provide of notice of this funding opportunity and collect the required assurance described herein. (Assurance 12)

There are currently no charter schools within the LEA.

ATTACHMENT 1

Elementary and Secondary School Emergency Relief (ESSER) Fund under the Coronavirus Aid, Relief, and Economic Security (CARES) Act

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Assurance 1: Prioritize elementary schools with the greatest achievement gap for participation.

Assurance 2: Identify need for a particular program and/or instructional practice based on most recent student assessment data.

Assurance 3: Select a K-3 program and/or an instructional practice aligned to the B.E.S.T. ELA Standards and the science of reading (explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary and comprehension, as applicable to need) with strong, moderate or promising levels of evidence as defined by ESSA, has an effect size of .20, at a minimum, and meets the needs of the target population.

Assurance 4: Ensure the curriculum will have the capacity to extend beyond direct classroom instruction, and provide options for parents/families to support learning in the home.

Assurance 5: Ensure LEAs capacity to implement the program and/or instructional practice with fidelity.

Assurance 6: Submit supportive evidence of the program that proves evidence-level is strong, moderate, or promising as defined by ESSA, and has an effect size of .20, at a minimum. LEAs should review the evidence-base of the program/practice to ascertain whether the studies were conducted with students that are similar to the LEAs target population.

Assurance 7: Provide quality initial and ongoing training on the program/practice purchased, and ongoing support for effective implementation.

Assurance 8: Implement selected program with fidelity in identified elementary schools in 2021-22.

Assurance 9: Leverage State Regional Literacy Directors (SRLDs) for support for effective implementation of the program.

Assurance 10: Submit a quarterly report and a final report to the Department, as prescribed by the Department, that include updates on program implementation and pre/post assessment data to measure progress and impact on student reading achievement.

Assurance 11: The LEA will provide equitable services to students and teachers in non-public schools as required under 18005 of Division B of the CARES Act. The LEA will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 of the ESEA, as determined through timely and

meaningful consultation with representatives of non-public schools.

- The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a non-public school under the ESSER Fund.
- The LEA will ensure that a public agency will have title to materials, equipment, and property purchased with ESSER funds.
- The LEA will ensure that services to a non-public school with ESSER funds will be provided by a public agency directly, or through contract with, another public or private entity.
- To verify that expenditures hereunder for equitable services meets the criteria established in the Request for Applications, the LEA will collect the required assurance from non-public schools, as described in the Request for Applications.

Assurance 12: (For school district LEAs) The LEA will provide an allocation to all charter schools within its district. Unless otherwise agreed between the district and the charter school(s), the charter school allocation shall be not less than the pro-rata share of the district's total allocation, after calculation of equitable services, based on the district's total unweighted FTE for grades K-3. The allocations for new or significantly expanded charter schools shall be based on 2020-21 unweighted FTE enrollment data. In addition, to verify that expenditures hereunder by or for charter schools meets the criteria established in the Request for Applications, the LEA will collect the required assurance from charter schools, as described in the Request for Applications.

Assurance 13: The LEA and any other entity that receives ESSER funds through the subgrant awarded hereunder will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Assurance 14: The LEA will comply with all reporting requirements, and submit required quarterly reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require. The department may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and non-public schools, the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.

Assurance 15: The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Signature: <i>Darryl D. [unclear]</i>	Date: 12-14-20
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A) Taylor County School District
 Name of Eligible Recipient

B) _____
 Project Number (DOE Use Only)

TAPS Number 21A160

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
Taylor County Elementary School				
5100	510	Quick Reads Level A- 5 Intervention Kits @ 448.97 each Quick Reads Level B- 5 Intervention Kits @ 448.97 each Quick Reads :Level C- 3 Intervention Kits @ 448.97 each	0	5,836.61
5100	510	Consummable Supplies: Paper, folders, sentence strips, markers, pencils for intervention groups @ TCES	0	45.83
Taylor County Primary School				
5100	510	Consumable Supplies: Sound Partners Curriculum 42 - K-student reading pack level A, 42 - 1-student reading pack level B, 42 2-Student reading pack Level C 126 packs @ 69.00 each	0	8,694.00
5100	510	Sound Partners: 5 - Teacher Resource Kits Level A- K, 5 Teacher Resource Kits Level B- 1, 5 Teacher Resource Kit Level C-2 Total: 15 Kits @ \$349.00 Each	0	5,235.00
5100	510	Consumable Supplies: Storage crates, chart paper, data binders, tabbed dividers, paper, dry erase markers, pencils, pens	0	621.44
5100	510	Non-Capitalized Equipment - Portable CD Players 8 x 25.00	0	200.00
Steinhatchee School				
5100	510	Consumable Supplies: Storage crates, chart paper, data binders, tabbed dividers, paper, dry erase markers, pencils, pens	0	49.12
5100	510	Sound Partners: Teacher Resource Kits Level A- K, Teacher Resource Kits Level B- 1, Teacher Resource Kit Level C-2 Total: 3 Kits @ \$349.00 Each	0	1,047.00
C) TOTAL				
				21,729.00