


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Sarasota County School District	2 PROJECT NUMBER 580-91450-2S001
3 PROJECT/PROGRAM TITLE School District Intensive Reading Initiative Pilot <p align="center">TAPS 22A185</p>	4 AUTHORITY LI 106 2021-2022 GAA USDE or Appropriate Agency FAIN#:
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2021 - 07/30/2022 Program Period:07/01/2021 - 07/30/2022
7 AUTHORIZED FUNDING Current Approved Budget: \$704,006.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$704,006.00	8 REIMBURSEMENT OPTION Quarterly Advance to Public Entity
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>07/30/2022</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2022</u> Last date for receipt of proposed budget and program amendments: <u>06/30/2022</u> 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 : <u>07/01/2021</u> 	
10 DOE CONTACTS Program: Lindsey Brown Phone: (850) 245-5060 Email: Lindsey.Brown@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 095553129 FEIN#: F596000847001
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. Any unexpended general revenue funds must be returned by check issued to the Florida Department of Education, with the final expenditure report. The check must clearly identify the project number for which funds are being returned. In the event that the Governor and Cabinet are required to impose a mandatory reserve on the current year appropriation, this Agreement shall be amended to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve in the appropriation. 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;"> <div data-bbox="152 1772 753 1885"> <p><u>Lindsey Brown</u> Authorized Official on behalf of Richard Corcoran Commissioner of Education</p> </div> <div data-bbox="797 1780 1089 1856"> <p><u>11/1/21</u> Date of Signing</p> </div> <div data-bbox="1192 1717 1511 1818" style="text-align: right;">  <p>FLORIDA DEPARTMENT OF EDUCATION fldoe.org</p> </div> </div>	

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: FDOE FILESHARE 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: <p align="center">School District Intensive Reading Initiative Pilot</p> <p align="center">TAPS NUMBER: 22A185</p>	<p align="center">DOE USE ONLY</p> Date Received <p align="center">9/15/2021</p>								
B) Name and Address of Eligible Applicant: Sarasota County Schools 1960 Landings Blvd. Sarasota, FL 34231		Project Number (DOE Assigned) <p align="center">580-91450-2S001</p>								
C) Total Funds Requested: \$ 704,006.00 <hr/> <p align="center">DOE USE ONLY</p> Total Approved Project: \$ 704,006.00	D) Applicant Contact & Business Information <table border="1"> <tr> <td data-bbox="477 562 841 611"> Contact Name: Tara Konrardy </td> <td data-bbox="841 562 1209 611"> Telephone Numbers: 941-927-9000 x34641 </td> </tr> <tr> <td data-bbox="477 611 841 659"> Fiscal Contact Name: Mitsi Corcoran </td> <td data-bbox="841 611 1209 659"> 941-927-9000 x31300 </td> </tr> <tr> <td data-bbox="477 659 841 751"> Mailing Address: Sarasota County Schools 1960 Landings Blvd Sarasota, FL, 34231 </td> <td data-bbox="841 659 1209 751"> E-mail Addresses: Tara.konrardy@sarasotacounty.schools.net Mitsi.Corcoran@sarasotacounty.schools.net </td> </tr> <tr> <td data-bbox="477 751 841 863"> Physical/Facility Address: Sarasota County Schools 1960 Landings Blvd Sarasota, FL, 34231 </td> <td data-bbox="841 751 1209 863"> DUNS number: 095553129 FEIN number: F596000847001 </td> </tr> </table>		Contact Name: Tara Konrardy	Telephone Numbers: 941-927-9000 x34641	Fiscal Contact Name: Mitsi Corcoran	941-927-9000 x31300	Mailing Address: Sarasota County Schools 1960 Landings Blvd Sarasota, FL, 34231	E-mail Addresses: Tara.konrardy@sarasotacounty.schools.net Mitsi.Corcoran@sarasotacounty.schools.net	Physical/Facility Address: Sarasota County Schools 1960 Landings Blvd Sarasota, FL, 34231	DUNS number: 095553129 FEIN number: F596000847001
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Physical/Facility Address: Sarasota County Schools 1960 Landings Blvd Sarasota, FL, 34231	DUNS number: 095553129 FEIN number: F596000847001									
<p align="center">CERTIFICATION</p> <p>I, Dr. Brennan Asplen, (<i>Please Type Name</i>) 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.</p> <p>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.</p> <p>E) <u></u> Superintendent Signature of Agency Head, Dr. Brennan Asplen Title</p> <p align="right">9/15/21 Date</p>										



ATTACHMENT 1

School District Intensive Reading Initiative Pilot Assurances

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

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

Assurance 1, Target Population: The LEA will prioritize kindergarten through fifth grade students enrolled in a public school who either scored below a Level 3 on the English Language Arts (ELA) assessment in the prior year or who the district has determined through progress monitoring to be below grade level.

Assurance 2, Qualified Personnel: The LEA will ensure that personnel are certified or endorsed in reading and have demonstrated effectiveness in teaching reading (i.e., local reading coordinators, reading coaches, specialists, interventionists or other instructional staff).

Assurance 3, Designated Instructional Time: The LEA will provide a minimum of 120 hours of additional reading opportunities per student, beyond the regular school day, i.e., before school, after school, weekend and/or summer.

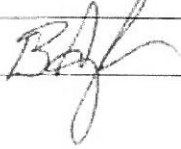
Assurance 4, Evidence-Based Program(s)/Practice(s): The LEA will use evidence-based program(s)/practice(s) pursuant to s. 1011.62(9) F.S. in order to implement explicit and systematic instructional strategies.

Assurance 5, Parent Communication Plan: The LEA will develop and implement a communications plan to provide relevant information and ongoing communication with families about the intensive reading pilot, and provide resources to help reinforce students' reading skills at home.

Assurance 6, Annual Reporting: The LEA will annually report to the Department no later than June 30, 2022, on the following:

- a. program expenditures by category;
- b. numbers of students served by the pilot program by grade level;
- c. student outcomes as evidenced by progress monitoring results or 2021-2022 ELA assessment results; and
- d. best practices and lessons learned during implementation which may benefit expansion of the pilot to the statewide level.

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

Signature: 	Date: 9/15/21
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**FLORIDA DEPARTMENT OF EDUCATION
Request for Application (RFA Discretionary)**



Sarasota County Schools
Revised 10-18-2021

Bureau / Office

Division of Public Schools
Just Read, Florida!

TAPS Number

22A185

Program Name

School District Intensive Reading Initiative Pilot

Specific Funding Authority(ies)

FY2021/22 General Appropriations Act, Line 106

Funding Purpose / Priorities

Funding for the School District Intensive Reading Initiative Pilot provides additional reading intervention opportunities to students in kindergarten through grade 5 enrolled in a public school who either scored below a Level 3 on the English Language Arts (ELA) assessment in the prior year or who the district has determined through progress monitoring to be below grade level.

Total Funding Amount

\$6,000,000. Each school district shall receive \$300,000 plus a pro rata share of the balance of the appropriation based on the district's 2020-2021 K-5 student Full-Time Equivalent (FTE), in accordance with the attached allocation schedule.

Type of Award

Discretionary Non-Competitive

Budget / Program Performance Period

DOE 900D March 2021

Performance period is July 1, 2021 – June 30, 2022

Target Population(s)

The School District Intensive Reading Initiative Pilot’s target population are students in kindergarten through grade 5 enrolled in a public school who either scored below a Level 3 on the English Language Arts (ELA) assessment in the prior year or who the district has determined through progress monitoring to be below grade level.

Eligible Applicant(s)

Collier, Escambia, Gulf, Highlands, Lafayette, Indian River, Pasco, St. Johns, Santa Rosa, and Sarasota school districts

Application Due Date

September 16, 2021

The due date refers to the date of receipt in the Office of Grants Management.

For Federal programs, the project effective date will be the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.

For State programs, the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1 of the fiscal year. The ending date can be no later than June 30, of the fiscal year unless otherwise specified in Florida Statutes or proviso.

Matching Requirement

None

Contact Persons

Program Contact

Lindsey Brown
Executive Director of Just Read, Florida! Director, Office of Grants Management
850-245-5060
Lindsey.Brown@fldoe.org

Grants Management Contact

Felicia Williams-Taylor
850-245-0417
Felicia.Williams-Taylor@fldoe.org

Assurances

The Florida Department of Education (FDOE) has developed and implemented a document entitled **General Terms, Assurances and Conditions for Participation in Federal and State Programs** to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these**

General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book.

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Note: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

Program-Specific Assurances

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**.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued. The Risk Analysis must be submitted with the application. If an agency is submitting applications for multiple programs, only one Risk Analysis is required.

School Districts, State Colleges, and State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doi610.xls>

Funding Method

Quarterly Advance to Public Entity

For quarterly advances of non-federal funding to state agencies and local educational agencies (LEAs) made in accordance within the authority of the General Appropriations Act. Disbursements must be documented and reported to DOE at the end of the project period. The recipient must have detailed documentation supporting all requests for advances and disbursements that are reported on the final DOE financial report.

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE101S. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All accounts, records, and other supporting documentation pertaining to costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All must be available upon request.

Funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at:

<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report by the dates specified on the DOE 200 form, Project Award Notification.

Financial Consequences

The contract manager shall periodically review the progress made on the activities and deliverables listed. If the contractor fails to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the contract manager may approve a reduced payment or request the contractor redo the work or terminate the contract. Failure to meet each project deliverable will result in a decrease in payment commensurate to an applicable unit cost for the deliverable. The exact amount for each deliverable will be determined upon program and budget review and identified in the final project award. The contract manager must assess one or more of these consequences based on the severity of the failure to perform and the impact of such failure on the ability of the contractor to meet the timely and desired results. These financial consequences shall not be considered penalties.

Allowable Expenses:

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

The Local Educational Agency (LEA) may use the funds for:

Salaries and stipends for reading coaches, specialists, interventionists, and other instructional staff qualified to provide reading intervention as defined in section 1011.62 (9)(d)1., Florida Statutes, during the school year or a summer program;

Salaries or stipends for local reading coordinators to facilitate a district-managed reading intervention response to improve student reading outcomes; or

Curriculum, resources, and materials necessary to implement explicit and systematic instructional strategies.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will be kept secure.

Unallowable Expenses:

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

Pre-award costs

Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)

Meals, refreshments or snacks

End-of-year celebrations, parties or socials

Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)

Out-of-state travel without FDOE pre-approval

Overnight field trips (e.g. retreats, lock-ins)

Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)

Gift cards

Decorations

Advertisement

Promotional or marketing items (e.g., flags, banners)

Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)

Land acquisition

Furniture

Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)

Tuition

Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)

Dues to organizations, federations or societies for personal benefit

Clothing or uniforms

Costs for items/services already covered by indirect costs allocation

Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the

Reference Guide for State Expenditures, which may be found at www.myfloridacfo.com/aadir/reference_guide/.

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Grants Guidance found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl or the [Reference Guide for State Expenditures, www.myfloridacfo.com/aadir/reference_guide/](http://www.myfloridacfo.com/aadir/reference_guide/).

Any equipment purchases not listed on the original budget approved by the FDOE require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book at:

<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

Administrative Costs including Indirect Costs

DOE 900D March 2021

Chapter 1010.06 F.S. Indirect cost limitation - State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, state university, school district, or any other entity.

State of Florida, Executive Order 11-116

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at:

<http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

State of Florida, Executive Order 20-44

In accordance with Executive Order 20-44, each grantee meeting the following criteria: 1) all entities named in statute with which the agency must form a sole source, public private agreement and 2) all entities that, through contract or other agreement with the State, annually receive 50% or more of their budget from the State or from a combination of State and Federal funds shall provide to the department an annual report in the format required by the department. This report shall detail the total compensation for the entities' executive leadership teams. Total compensation shall include salary, bonuses, cashed in leave, cash equivalents, severance pay, retirement benefits, deferred compensation, real-property gifts, and any other payout. In addition, the grantee shall submit with the annual report the most recent Return of Organization Exempt from Income Tax, Form 990, if applicable, or shall indicate that the grantee is not required to file such Form 990. This report shall be submitted by March 1 of each year. Executive Order 20-44 may be obtained via this link:

https://www.flgov.com/wp-content/uploads/orders/2020/EO_20-44.pdf

For Federal Programs - General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to:

<http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

For Federal Programs - Equitable Services for Private School Participation – If Applicable

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local education agency(ies) service area. For details, refer to:

<https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>.

Narrative Section

Scope of Work/Narrative

Local Educational Agencies (LEA) of the School District Intensive Reading Initiative Pilot shall:

1. Provide a project abstract (or summary).

Sarasota County Schools (SCS) seeks funds to support an innovative Intensive Reading Initiative for Students with Disabilities (IRISD), a district-wide project which integrates powerful, research-based reading programs with quality materials, expert training provided by BBB Educational Enterprises, and a Literacy Lessons Lead Teacher (LLLT) to help manage the implementation of the program.

SCS will contract with BBB Educational Enterprises, a company that partners with districts and schools to bring the right solutions in support of students' needs, to provide expert training. This training will consist of eight days of training for teachers of the targeted and prioritized students and will address the following topics:

- foundations for teaching reading;
- benchmark assessment kit materials;
- Leveled Literacy Intervention; and
- comprehensive phonics continuum using the Fountas and Pinnell *Comprehensive Phonics, Spelling, and Words Study Guide* to understand the nine areas of developing word-solving systems as related to the alphabetic system that characterizes English.

In addition to funding the multiple days of training, the grant will cover substitutes for staff participating in the training. Funds will support 3 substitute teachers per elementary school site.

The grant will also support a county-based Literacy Lessons Lead Teacher (LLLT) to help manage the program and to work with school-based teachers involved with IRISD, extra duty hours for extended day intervention and acceleration for targeted student, and instructional materials related to the program.

Sarasota County Schools believes that 1) parent and family engagement is a shared responsibility and that 2) parent and family engagement encourages high quality instruction for all learners. As such, we will host two parent and family engagement trainings hosted at three sites (South, Central, and North). Participating families will receive "At Home Reading Kits" containing leveled readers for parents and families to practice and apply strategies to help their children at home.

2. Describe the project design and the project objectives/activities to be implemented. Include a description and a timeline for completion of each deliverable (e.g., product completion, training development/delivery, services to be delivered).

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost (optional)
Pay (Salary and Benefits) a .25 Literacy Lesson Lead Teacher position* to provide training, coaching, modeling, and feedback for teachers who provide	Highly-qualified staff member to fulfill the role of the Literacy Lessons Lead Teacher	<ul style="list-style-type: none">• Personnel Action Report (PAR) Form• Sample of Calendar /Schedule of Activity	6/30/2022	\$28,571.83

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost (optional)
instruction to targeted, prioritized students identified as SWD/ESE not meeting proficiency as evidenced by a level 1 or 2 on FSA or iReady and/or retained <i>*Note: Braided funding for 1.0 Lit Lessons Lead Teacher</i>		<ul style="list-style-type: none"> • Sample Notes and Documents from training, follow-up activities, and coaching sessions 		
Substitutes for Staff who provide instruction to targeted, prioritized students identified as SWD/ESE not meeting proficiency as evidenced by a level 1 or 2 on FSA or iReady and/or retained	Payroll (salary and benefits) for Substitute Teachers	<ul style="list-style-type: none"> • Substitute Authorization Forms • Payroll Records 	6/30/2022	\$97,229.31
Training of teachers who provide instruction to targeted, prioritized students identified as SWD/ESE not meeting proficiency as evidenced by a level 1 or 2 on FSA or iReady and/or retained	Participation in Training conducted by BBB Educational Enterprises, Inc. through a Professional and Technical Services Contract	<ul style="list-style-type: none"> • Contract • Sign in Sheets • Exit Tickets/Other Feedback • Course Evaluation by Teachers 	6/30/2022 (submitted/collected following each training)	\$19,797.00
Extra Duty Hours for Intervention and Acceleration to offer additional reading opportunities for targeted, prioritized students identified as SWD/ESE not meeting proficiency as evidenced by a level 1 or 2 on FSA or iReady and/or retained to improve academic proficiency	Application and practice of evidence-based strategies and high-impact instructional skills gained from specialized training designed to address the needs of for targeted, prioritized students identified as SWD/ESE not meeting proficiency as evidenced by a level 1 or 2 on FSA or iReady and/or retained	<ul style="list-style-type: none"> • Time Logs • Sample Lesson Plans from Intervention/ Acceleration sessions • Attendance/Participation records of targeted, prioritized students • Progress Monitoring Data from Beginning of Year, Mid, and End of Year diagnostic administration • Teacher administered formative assessment 	6/30/2022	\$45,591.19
Provide teachers with high-quality reading instructional materials to include Leveled Literacy Intervention Kits, Fountas and Pinnell Comprehensive Phonics, Spelling, and Words Study Guide, Fountas and Pinnell Phonics, Spelling, and Word Study Systems	Purchase of instructional materials	<ul style="list-style-type: none"> • Purchase Orders • Documentation of Receipt/Delivery • Sample Lesson Plans from Intervention/ Acceleration evidencing the use of instructional materials 	6/30/2022	\$483,467.01
Parent and Family Engagement Training (Two events at three locations – North, Central, South)	Purchase of Benchmark Education At Home Reading Kits for parents and families to apply strategies Teacher Pay (Stipends and Benefits) to deliver PFE Training	<ul style="list-style-type: none"> • Purchase Orders • Documentation of Receipt/Delivery • Invitations, Flyers, and RSVP • Contracts for Teachers to deliver training 	6/30/2022	\$29,349.66

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost (optional)
		<ul style="list-style-type: none"> • Sign In Sheets/Logs of family participants • Training Resources • Participant Survey/Training Evaluation 		

3. Provide the baseline data against which performance will be measured. Given the expectations for the project, identify the starting point from which progress will be measured; e.g., standardized test scores, needs assessment results and qualitative data (or in the absence of existing data, provide initial data collection plans).

The baseline data against which the performance of IRISD will be measured and collected in January 2022. Data sources will include 2021 FSA scores for grade K-5 Students with Disabilities (SWD), SWD retained in SY20-21, and/or Beginning of the Year iReady Diagnostic Data (K-3).

- Students with Disabilities (SWD) who scored level 1 or 2 on the 2021 FSA:
 - 76 retained 3rd grade students
 - 287 4th grade students
 - 401 5th grade students

Against this baseline, targeted and prioritized SWD participating in IRISD should show improvement for SY21-22; that is, fewer SWD retained per grade level.

- Students with Disabilities who score at or below the 45th percentile on the beginning of the year diagnostic data (iReady)
 - 153 Kindergarten students
 - 203 1st grade students
 - 306 2nd grade students
 - 396 3rd grade students

Against this baseline, targeted and prioritized SWD participating in IRISD should show improvement for SY21-22; that is, fewer SWD at or below the 45th percentile and at the beginning of the year (2022-2023) diagnostic data (iReady).

4. Describe how the project will be evaluated, both qualitatively and quantitatively.

SCS will use multiple means to evaluate the success of IRISD. Qualitative measures will include the following:

- Teachers involved in BBB Educational Enterprises Inc. training will be surveyed on the effectiveness of the instruction provided.
- Teachers working with the LLLT will be surveyed on the LLLT’s effectiveness, with particular attention to additional services SCS could provide to support teachers.

- Targeted and prioritized students participating in additional reading opportunities will be given pre- and post-program self-report surveys measuring attitudes toward reading, learning, and school (such as the McKenna and Kear survey).
- Parents/guardians of targeted and prioritized students participating in the additional reading opportunities will be given pre- and post-program surveys assessing their students' attitudes toward reading, learning, and school.

Quantitative measures will include, but are not limited to the following:

- iReady scores;
- FSA scores; and
- retention rates.

- 5. Assurance 1, Target Population:** Describe how the LEA will prioritize kindergarten through fifth grade students enrolled in a public school who either scored below a Level 3 on the English Language Arts (ELA) assessment in the prior year or who the district has determined through progress monitoring to be below grade level.

Sarasota County Schools will target and prioritize grades K-5 Students with Disabilities (SWD) not demonstrating proficiency as evidenced by 2021 FSA levels 1 or 2 (retained 3rd grade, 4th, and 5th grade) and/or Beginning of the Year iReady Diagnostic Data (K-3) and/or retained.

Based on current students enrolled in Sarasota County Schools during the 2021-2022 school year:

- Students with Disabilities (SWD) who scored level 1 or 2 on the 2021 FSA:
 - 76 retained 3rd grade students
 - 287 4th grade students
 - 401 5th grade students
- Students with Disabilities who scored at or below the 45th percentile on the beginning of the year diagnostic data (iReady)
 - 153 Kindergarten students
 - 203 1st grade students
 - 306 2nd grade students
 - 396 3rd grade students

Targeted, prioritized students will be invited to participate in a additional reading opportunities during these extended day and year programs.. The number of targeted and prioritized Students with Disabilities participating in the extended learning opportunities will depend upon parent enrollment in extended day/year opportunities and available high-quality staff at each school site.

Further, it is expected that all Students with Disabilities not meeting proficiency as evidenced by a level 1 or 2 on FSA or iReady and/or retained will benefit from the highly specialized training that Exceptional Student Education teacher participants (assigned as the teacher of record for SWD students) receive in evidence-based, high-impact strategies utilizing high-quality reading materials as part of the IRISD.

- 6. Assurance 2, Qualified Personnel:** Describe how the LEA will ensure that personnel are certified or endorsed in reading and have demonstrated effectiveness in teaching reading (i.e., DOE 900D March 2021

local reading coordinators, reading coaches, specialists, interventionists or other instructional staff providing additional reading support).

Sarasota County Schools is committed to highly qualified instructional staff with specialized training to meet the needs of all learners including students identified as SWD.

Current elementary exceptional student education staff with Reading Endorsement or certification in Reading K-12:

SCHOOL	Number of ESE Teachers providing Instruction	Total Number of ESE Teachers including Instructional Support (i.e. ESE Liaison) and Gifted Teachers
Alta Vista	3	3
Ashton	4	5
Atwater	4	4
Bay Haven	0	2
Brentwood	4	6
Cranberry	3	3
Emma E. Booker	2	2
Englewood	2	2
Fruitville	3	10
Garden	4	4
Glenallen	2	4
Gocio	0	0
Gulf Gate	3	5
Lakeview	3	3
Lamarque	5	5
Laurel Nokomis	2	7
Oak Park	1	2
Phillippi Shores	3	3
Southside	2	3
Tatum Ridge	4	6
Taylor Ranch	2	2
Toledo Blade	0	1
Tuttle	2	3
Venice	1	2
Wilkinson	4	6

Participants of the training associated with the IRISD will be expected to start/complete coursework or take the Reading Subject Area Exam then add the Endorsement/Certification to their professional certificate.

The same instructional staff participating in the training cohort will plan and deliver impactful, evidenced based, standards driven instruction (intervention and acceleration) using high-quality curriculum materials providing additional reading opportunities for targeted students beginning January 2022.

~~**7. Assurance 3, Designated Instructional Time:** Describe how the LEA will provide a minimum of 120 hours of additional reading opportunities per student, beyond the regular school day, i.e., before school, after school, weekend and/or summer.~~

7. Assurance 3, Designated Instructional Time: The LEA is encouraged to offer 120 hours of additional reading opportunities per student, during the school day or beyond the regular school day, i.e., before school, after school, weekend and/or summer.

Targeted, prioritized Students with Disabilities not demonstrating proficiency as evidenced by progress monitoring data and/or FSA scores, will be identified and invited to participate in additional reading opportunities to include intervention and acceleration before/after school/Saturdays (beginning January 2022) and/or during extended day programs (June and July 2022) with available funds .

The number of targeted and prioritized Students with Disabilities participating in the extended learning opportunities will depend upon parent determination to enroll the students in extended day/year opportunities and available high-quality staff. High-quality staff will earn their hourly rate to plan and deliver intervention and acceleration opportunities in reading.

Hours of interaction with students will be determined at each site and will depend upon the needs of the students and the availability of the teachers involved in the program.

a. Assurance 4, Evidence-Based Program(s)/Practice(s): Describe how the LEA will use evidence-based program(s)/practice(s) pursuant to s. 1011.62(9) F.S. in order to implement explicit and systematic instructional strategies.

IRISD is based on Fountas and Pinnell’s *Leveled Literacy Intervention System (LLI)*. Integrated with Marie Clay’s Literacy Lessons™ (Lit Lessons) and *The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide* and *The Fountas & Pinnell Phonics, Spelling, and Word Study System (PWS)*, IRISD provides a potent program for addressing reading delays among students with disabilities.

Leveled Literacy Intervention System (LLI), developed by Irene Fountas and Gay Su Pinnell and published by Heinemann, provides daily, intensive, small-group instruction for students who struggle with reading and writing. LLI has a proven track record in helping students increase reading volume and engagement to deepen and expand their comprehension with close reading. The instructional component of LLI serves to elevate the expertise of teachers who are working with small groups of struggling readers to maximize growth. LLI includes a process for monitoring student progress through a series of planned lessons. The program provides a systematic assessment to determine each student’s instructional reading level. Teachers implement daily 30-minute lessons that incorporate a variety of research-based instructional approaches with small groups of three children who are reading at approximately the same level. LLI (both the instructional program and materials) shows strong research evidence of effectiveness on reading achievement (“Leveled Literacy Intervention.” WWC Intervention Report, September 2017).

Literacy Lessons™ (Lit Lessons) were developed by Marie Clay, the internationally known researcher whose pioneering work in early literacy is the basis for Reading Recovery. Lit Lessons include teaching procedures that have been progressively refined and revised in response to the experiences of Reading Recovery professionals, new research, and changes in education systems around the world. Designed to reach children in special education settings who are struggling with beginning reading and writing but are not eligible for Reading Recovery, Lit Lessons include early literacy interventions that build on children’s strengths as the foundation for learning, are directed toward a curriculum of in-the-head processes for working with written language, utilize reading and writing activities, and maximize children’s contributions to their own learning. Specialist teachers are trained to use Reading Recovery instructional procedures to design individual lessons for their students with the goal of accelerating their literacy learning. Students selected for Lit Lessons are in the beginning stages of learning to read and write and identified based on the results of their assessment with *An Observation Survey of Early Literacy Achievement*.

Like Reading Recovery, Literacy Lessons includes a strong professional development component, implementation standards and guidelines, and data collection. The What Works Clearinghouse (WWC) rated Reading Recovery as positive or potentially positive across all four domains — alphabets (phonics and phonemic awareness), fluency, comprehension, and general reading achievement. And among all programs reviewed by the WWC, Reading Recovery received the highest rating in general reading achievement. The National Center for Intensive Intervention (NCII) reviewed Reading Recovery research, listing three studies that show large effect sizes for Reading Recovery students. With Reading Recovery as a theoretical base for the teaching procedures in Literacy Lessons, this program is expected to yield similar results.

The What Works Clearinghouse Educator’s Practice Guide for *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Reading* identifies four recommendations with moderate to strong levels of evidence for evidenced-based instructional strategies:

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words.
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

All these evidence-based instructional strategies are addressed by *The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide (PWS)*.

A collection of lessons designed to expand and refine children’s reading and writing powers, *PWS* helps children attend to, learn about, and efficiently use information about sounds, letters, and words. *PWS* aligns to all twelve of the following research principles on effective phonics instruction:

- phonics instruction taught in a sequence that ranges from simple to more complex in a cumulative process;
- development of strong phonological awareness, including awareness of individual phonemes or sounds;
- instruction in how to look at print and name individual symbols;
- learning that letters and sounds are connected in a systematic way (the alphabetic principle);
- synthetic approaches (moving through words sound by sound and/or letter by letter) and analytic approaches (noticing parts and patterns in words and taking words apart);

- support in noticing and seeking word patterns and their relationships to sounds, leading to expansion of word-solving ability;
- emphasis on the structure of words and the ability to use this knowledge flexibly to take words apart;
- the development of a repertoire of known words so that problem solving takes place against a background of accurate reading;
- the provision of a flexible range of in-the-head strategic actions to apply as students read or write for comprehension and fluency;
- robust teaching of vocabulary and spelling;
- instruction in the simple and complex relationships between graphic symbols and phonemic elements, as well as base words, word roots, and etymology; and
- explicit phonics instruction that takes place within a comprehensive approach so that learners have ample opportunities to apply their understandings as they engage in meaningful reading and writing.

PWS includes research-based features for planning and teaching efficiently and systematically:

- Explicit lessons with materials appropriate for whole-group instruction (5–10 minutes) and for individual, partners, or small-group application (10–15 minutes)
- Sounds, Letters, and Words in PreK lessons are pre-organized in the suggested sequence for ease of use and convenient teaching
- Organization by the recommended sequence in grade PreK, lessons teach five of the nine areas of learning, Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Spelling Patterns, and Word-Solving Actions
- Master Lesson Guide: Suggested Sequence for Phonics Lessons: a convenient chart for planning and extending learning across the year
- Organization by nine areas of learning in grades K-1, and six in grades 2-5, — Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High-Frequency Words, Word Meaning/Vocabulary, Word Structure, and Word-Solving Actions
- Inquiry approach that encourages students to construct understandings and notice more about letters, sounds, and words
- Specific connections to *Sing a Song of Poetry* (K-2), to *Words That Sing: Poetry Charts for Shared Reading*(K-3), and to *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection* and *Shared Reading Collection* titles as mentor texts and examples for generalizing and applying principles
- Guidance for assessing students’ learning within the lessons and in the online Assessment Guide found in Online Resources
- Digital classroom and teacher materials in Online Resources, such as Gamemaker, a tool to create and customize games and lesson activities

The Fountas and Pinnell Shared Reading Collections include mentor texts through which the phonics, spelling, and word study can be taught and practiced. The Fountas and Pinnell Shared Reading Collection builds a strong early reading foundation with books that engage and excite. Shared reading provides an important opportunity for children to “step up together” into more challenging texts, and to use them as mentor texts as they gain independence and extend oral language. These texts consist of a variety of genres, with accompanying lesson folders. Six small copies of each book, as well as audiobooks, are provided for children to revisit during independent reading. These shared reading mentor texts will be directly related to the phonics, spelling, and word study lessons also included in IRISD.

Because the two go hand in hand, training will be provided to help teachers engage and excite young readers with these texts. ESE teachers will be “Trained in extensive phonics with an in-text comprehensive approach.” They will use Leveled Literacy Intervention AND Comprehensive Phonics, Spelling, and Word Study by Fountas and Pinnell with shared reading mentor texts. All four recommendations made by IES in the Foundational Skills to Support Reading for Understanding in K-3 guide are reinforced by these practices.

All the instructional materials used in IRISD are evidence-based programs that support the high-impact, instructional expectations of the Florida Department of Education.

Training and Curriculum Needs for ESE Teachers

Evidence from research on professional development identifies several features necessary for professional development to be effective. The SCS IRISD is designed to provide the most benefits to teachers involved in the program.

Research suggests that PD is more successful when teachers have more frequent opportunities to practice what they have learned and receive explicit feedback on it based on multiple sources of data (e.g., observations, samples of student work). The SCS Literacy Lessons Lead Teacher (LLLT) will provide active learning opportunities for teachers to observe, receive feedback, and analyze student work (as opposed to traditional PD which involves passively listening to presentations). When functioning as a coach, the LLLT will be able to provide real-time feedback during the implementation of a lesson to ensure that students are accurately and deeply acquiring subject matter knowledge. The LLLT will allow dynamic give and take, trial and error forms of learning with continuous cycles of reflection and action to foster teacher growth.

Additionally, the LLLT will ensure coherence and fidelity to the program, through regular interactions with teachers to verify that content and activities are consistent with school curriculum and district goals; the needs of students; and school, district, and state policies. Research shows that PD activities that are ongoing throughout the school year and include 20 hours or more of contact time bring much more benefit to all involved than one-and-done events. To that end, the LLLT will facilitate this beneficial sustained duration. Finally, the LLLT will support collective participation. When groups of teachers participate in PD activities together, they build an interactive learning community.

- b. Assurance 5, Parent Communication Plan:** Describe how the LEA will develop and implement a communications plan to provide relevant information and ongoing communication with families about the intensive reading pilot and provide resources to help reinforce students’ reading skills at home.

The involvement of parents in their children’s literacy development is one of the most effective supports for children’s academic success. The IRISD will provide families with an overview of the program by providing access to a Fountas & Pinnell *Leveled Literacy Intervention System* (LLI) through an LLI Parent Connection letter(s) (available in multiple languages), online resources and a product access code provided to the teachers to differentiate for ongoing family support. This access would be extended throughout the remainder of the 2021-2022 school year and throughout the additional hours of reading opportunities given to the students. These letters and resources will provide families with tips on how to reinforce students’ early literacy skills at home. In addition, teachers will assure that parents receive ongoing daily information regarding follow up reading and assignments, including books to read at home, tips for activities, and information regarding student progress and attendance in the intervention program.

A multi-faceted approach to outreach is a critical key to helping parents help their children develop stronger literacy. Therefore, the IRISD will employ the following strategies for communicating with parents:

- initial outreach to identified students’ parents/guardians via posted letter, email, and via phone (all in home language, as necessary);
- regular updates on students’ progress to parents/guardians via posted letter, email, and materials sent home with students (all in home language, as necessary);
- an online resource hub on the SCS website for easy-access and regular updates, also with FAQs for the program;
- scheduled face-to-face or virtual (depending on circumstances) meetings with parents/guardians at beginning, middle, and end of program (translators available, as necessary); and
- Sharing progress monitoring data in parent-friendly language.

Further, under the direction of the Lit Lessons Lead Teacher, teachers participating in this specialized training will provide parent and family literacy training for up to 100 families. Two parent trainings (one in January and estimated for March) will be planned at three school locations (North, Central, and South county). Family participants will receive an “At Home Reading Kit” from Benchmark Education with 5-8 content-area leveled texts for families to practice the evidence-based literacy strategies learned during the training at home with their child.

- c. **Assurance 6, Annual Reporting:** Describe how the LEA will annually report to the Department no later than June 30, 2022, on the following:
 - program expenditures by category;
 - numbers of students served by the pilot program by grade level;
 - student outcomes as evidenced by progress monitoring results or 2021-2022 ELA assessment results; and
 - best practices and lessons learned during implementation which may benefit expansion of the pilot to the statewide level.

The SCS IRISD Team will collect data throughout the year of the grant funding.

- A dedicated bookkeeper, in conjunction with a district Financial Service Specialist, will track all program expenditures by category, which will be provided to FDOE in a clearly articulated spreadsheet produced from the district’s ESD Business System.
- The Office of Accountability and Choice will maintain a database that monitors the students served at each school site and grade level, their hours actively involved participating in additional reading opportunities (beyond the regular school day) and the activities of intervention and acceleration in which they are engaged.
- This database will also track student outcomes in LLI and Lit Lessons. Those outcomes will be correlated with the SY21-22 ELA assessment results.
- At the end of the program year, a meeting of all SCS stakeholders will be facilitated to discuss and record lessons learned during the implementation of the program, identify best practices to be utilized in future iterations of the program, and articulate a process for expanding the pilot to a statewide implementation.
- The ESSER II funded Progress Monitoring Assessment Specialist will be responsible for monitoring, collecting, and submitting requested information annually to the Florida Department of Education no later than June 30, 2022.

Return on Investment (State funded projects only)

The recipient is required to provide quarterly return on investment program activities reports to the Department. Return on investment reports should describe programmatic results that are consistent with the expected outcomes, tasks, objectives and deliverables detailed in the executed grant agreement. Beginning at the end of the first full quarter following execution of the grant agreement, the recipient shall provide these quarterly reports to the Department within 30 days after the end of each quarter and thereafter until notified that no further reports are necessary. This report shall document the positive return on investment to the state resulting from the funds provided under the agreement. These reports will be summarized and submitted to the Office of Policy and Budget and are requested so Legislative staff can review the project results throughout the year and develop a basis for budget review in the event subsequent funding is requested for future years.

Reports should summarize the results achieved by the project for the preceding quarter and be cumulative for succeeding quarters. Although there may be some similarity between activity reports and deliverables submitted to the Department as specified in the grant agreement for payment purposes, please note, that this return on investment report is separate and apart from those requirements. All reports shall be submitted to the designated project manager for the Department. All questions should be directed to the project manager.

The ESSER II funded Progress Monitoring Assessment Specialist will gather information from applicable stakeholders, prepare, and submit quarterly Return on Investment (ROI) program activities reports to the FDOE, articulating the alignment of programmatic results of IRISD with the expected outcomes, tasks, objectives and deliverables detailed in the executed grant agreement. These ROI will facilitate review by legislative staff so that project results can serve as a basis for the determination of subsequent funding. Each ROI will summarize project achievements for the preceding quarter and will be cumulative for succeeding quarters.

- First ROI sent on or before November 30, 2021.
- Second ROI sent on or before February 28, 2022.
- Third ROI sent on or before May 30, 2022.
- Final ROI sent on or before August 30, 2022.

Support for Strategic Plan

Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan, outlined at: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>.

This project will help SCS meet two of the goals included in the State Board of Education's K-20 Strategic Plan. FDOE aspires to the "highest student achievement, as indicated by evidence of student learning gains at all levels." This program targets students with disabilities in grades K-5 who have scored level 1 or 2 on the FSA or who are not meeting i-Ready proficiency for their grade level with the goal of demonstrating increased learning gains.

FDOE also strives for "quality efficient services, as measured by evidence of return on investment." All educational programs cost money, but the best programs ultimately result in monetary gains and savings. Although there are different ways to estimate the benefits associated with educational programs, almost all assign a dollar-value to non-economic outcomes, even when there is disagreement on how best to "monetize" non-economic benefits. For example, what is the "worth" of a child's love of reading or enjoyment in learning? In helping SWD to improve their reading skills, IRISD can measurably improve both of these attitudes, which is a positive ROI.

High quality educational programs have been proven to promote healthy development, generating future savings by precluding more expensive interventions later in a child’s life. For example, studies show that participation in high-quality educational programs can help children avoid grade repetition, early parenthood, and incarceration – all outcomes that imply large costs for government and society. Furthermore, children who participate in such programs are more likely to be employed later in life; thus, revenue from their taxes and enhanced buying power can positively contribute to the economy.

High quality early childhood programs have been shown to yield between \$4 and \$12 in return for each \$1 invested. While it is impossible to predict with 100% accuracy the dollar value that IRISD will provide as a ROI, we believe that the quality of the interventions involved in the IRISD, integrated with a systematic teacher professional development program, will prove to meet the “quality efficient services, as measured by evidence of return on investment” goal of the FDOE.

Conditions for Acceptance

The requirements listed below should be met for applications to be considered for review:

1. Application is received in the Office of Grants Management within the timeframe specified by the RFA
2. Application includes required forms: DOE 100A Project Application Form and DOE 101S Budget Narrative Form
3. All required forms must have the assigned TAPS Number included on the form
4. All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
 - **NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**
 - An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
 - The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
 - The department will also accept a typed signature, if the document is uploaded by the individual signing the document.
5. Application must be submitted electronically to the Office of Grants Management via ShareFile.

Project Performance Accountability Information, Instructions, and Form

NOTE: The following pages are included in the RFA (DOE 900D) template and are to be completed by the applicant.

The Florida Department of Education has a standardized process for preparing applications for discretionary funds. This section of the RFA, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

The Department’s project managers will:

- track each project’s performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Scope of Work/Project Narrative and Performance Expectations, on a quarterly basis.

The Scope of Work/ Project Narrative must include the specific tasks that the grantee is required to perform.

Deliverables must:

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measurable, and verifiable. (*how many, how often, duration*). Effectiveness (*a method demonstrating the success such as a scale goals to be attained is necessary*). Evidence or proof that the activity took place (*Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project, training & technical assistance and the method of provision, number of clients or individuals served, the method of providing the service and frequency*). Criteria for acceptance may vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award.

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.

Project Performance Accountability Information, Instructions, and Forms

NOTE: The following pages are included in the RFA/P template and are to be completed by the applicant.

The Florida Department of Education has a standardized process for preparing proposals/applications for discretionary funds. This section of the RFA/P, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

The Department's project managers will:

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment.

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

The Project Narrative/Scope of Work must include the specific tasks that the grantee is required to perform.

Deliverables must:

- be directly linked/related to a specific line item/cost item that in turn links to specific task(s)/activity(ies)/service(s)
- identify the minimum level of service to be performed
 - be quantifiable, measureable, and verifiable. (*how many, how often, duration*). Effectiveness (*a method demonstrating the success such as a scale goals to be attained is necessary*) Evidence or proof that the activity took place. *Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project; training & technical assistance and the method of provision; number of clients or individuals served, the method of providing the service and frequency. Criteria for acceptance will vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award.*

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.

Project Performance Accountability Form

Revised 10-18-2021

Definitions

- **Scope of Work-** The major tasks that the grantee is required to perform
- **Tasks-** The specific activities performed to complete the Scope of Work
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence-** The tangible proof
- **Due Date-** Date for completion of tasks
- **Unit Cost-** Dollar value of deliverables

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost (optional)
Pay (Salary and Benefits) a .25 Literacy Lesson Lead Teacher position* to provide training, coaching, modeling, and feedback for teachers who provide instruction to targeted, prioritized students identified as SWD/ESE not meeting proficiency as evidenced by a level 1 or 2 on FSA or iReady and/or retained <i>*Note: Braided funding for 1.0 Lit Lessons Lead Teacher</i>	Highly-qualified staff member to fulfil the role of the Literacy Lessons Lead Teacher	<ul style="list-style-type: none"> • Personnel Action Report (PAR) Form • Sample of Calendar /Schedule of Activity • Sample Notes and Documents from training and coaching sessions 	6/30/2022	\$28,571.83
Substitutes for Staff who provide instruction to targeted, prioritized students identified as SWD/ESE not meeting proficiency as evidenced by a level 1 or 2 on FSA or iReady and/or retained	Payroll (salary and benefits) for Substitute Teachers	<ul style="list-style-type: none"> • Substitute Authorization Forms • Payroll Records 	6/30/2022	\$97,229.31
Training of teachers who provide instruction to targeted, prioritized students	Participation in Training conducted by BBB Educational Enterprises, Inc. through a	<ul style="list-style-type: none"> • Contract • Sign in Sheets 	6/30/2022 (submitted/	\$19,797.00

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost (optional)
identified as SWD/ESE not meeting proficiency as evidenced by a level 1 or 2 on FSA or iReady and/or retained	Professional and Technical Services Contract	<ul style="list-style-type: none"> Course Evaluation by Teachers 	collected following each training)	
Extra Duty Hours for Intervention and Acceleration to offer additional reading opportunities for targeted, prioritized students identified as SWD/ESE not meeting proficiency as evidenced by a level 1 or 2 on FSA or iReady and/or retained to improve academic proficiency	Application and practice of evidence-based strategies and high-impact instructional skills gained from specialized training designed to address the needs of for targeted, prioritized students identified as SWD/ESE not meeting proficiency as evidenced by a level 1 or 2 on FSA or iReady and/or retained	<ul style="list-style-type: none"> Time Logs Sample Lesson Plans from Intervention/ Acceleration sessions Attendance/Participation records of targeted, prioritized students Progress Monitoring Data from Beginning of Year, Mid, and End of Year diagnostic administration 	6/30/2022	\$45,591.19
Provide teachers with high-quality reading instructional materials to include Leveled Literacy Intervention Kits, Fountas and Pinnell Comprehensive Phonics, Spelling, and Words Study Guide, Fountas and Pinnell Phonics, Spelling, and Word Study Systems	Purchase of instructional materials	<ul style="list-style-type: none"> Purchase Orders Documentation of Receipt/Delivery Sample Lesson Plans from Intervention/ Acceleration evidencing the use of instructional materials 	6/30/2022	\$483,467.01
Parent and Family Engagement Training (Two events at three locations – North, Central, South)	<p>Purchase of Benchmark Education At Home Reading Kits for parents and families to apply strategies</p> <p>Teacher Pay (Stipends and Benefits) to deliver PFE Training</p>	<ul style="list-style-type: none"> Purchase Orders Documentation of Receipt/Delivery Invitations, Flyers, and RSVP Contracts for Teachers to deliver training Sign In Sheets/Logs of family participants Training Resources Participant Survey/Training Evaluation 	6/30/2022	\$29,349.66

Note: Add additional lines if necessary

FLORIDA DEPARTMENT OF EDUCATION

A) Name of Eligible Recipient/Fiscal Agent:

Sarasota County Schools

B) DOE Assigned Project Number:

C) TAPS Number:

22A185

Revised 10-18-2021

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6400	130	Literacy Lessons Lead Teacher	.25	\$ 22,049.88				
6400	210	Retirement (10.82%)		\$ 2,385.80				
6400	220	Social Security (6.20%)		\$ 1,367.09				
6400	220	Medicare (1.45%)		\$ 319.72				
6400	230	Group Insurance		\$ 2,080.31				
6400	234	Cafeteria Benefits		\$ 148.53				
6400	240	Workers Compensation (1%)		\$ 220.50				
6400	140	Substitutes for Staff to participate in Training (ESE - Addressing Training and Curriculum Needs) Paid at the District Rate (\$152.09 - Masters/\$141.38 - Bachelors) 3 staff per school x 26 schools x 8 substitute days = 624 sub days (including charters)		\$ 94,904.16				
6400	220	Medicare (1.45%)		\$ 1,376.11				
6400	240	Workers Comp (1.0%)		\$ 949.04				
6400	310	Professional and Technical Services Contract for BBB Educational Enterprises, Inc. for Leveled Literacy Intervention Systems (LLI), Comprehensive Phonics, Spelling, and Word Study, and Fountas and Pinnell Phonics, Spelling, and Word Study Systems (9 full days)		\$ 19,797.00				
5100	120	Extra Duty Hours (paid at the regular rate of pay) for Intervention and Acceleration for targeted, prioritized students identified as SWD/ESE to include instruction, data-driven instructional planning, and enhanced progress monitoring activities. Average \$45.43/ hour x 4 hours per week (3 hours instruction, 1 hour intervention) x 12 weeks January - April = ~840 hours; 18 teachers, ~ 36 hours per student)		\$38,161.20				

5100	210	Retirement (10.82%)		\$4,129.04			
5100	220	Social Security (6.20%)		\$2,365.99			
5100	220	Medicare (1.45%)		\$553.34			
5100	240	Workers Compensation (1%)		\$381.61			
5100	510	Instructional Materials: Leveled Literacy Intervention Kits, Fountas and Pinnell Comprehensive Phonics, Spelling, and Words Study Guide, and Fountas and Pinnell Phonics, Spelling, and Word Study Systems + shipping		\$ 483,467.01			
6150	120	Pay (Stipend) for teacher participants to plan and deliver Parent and Family Literacy Training (3 school sites - South, Central, North x 2 events x 2 hours per event x 10 teachers for 100 families) up to \$30.34/hour x 120 hours		\$3,640.80			
		Retirement (10.82%)		\$393.93			
		Social Security (6.20%)		\$225.73			
		Medicare (1.45%)		\$52.79			
		Workers Compensation (1%)		\$36.41			
6150	510	Benchmark Education Read at Home Kits for Parent and Family Training: Participating families will receive a Science and/or a Social Studies grade-level Kit to apply strategies to support literacy learning at home		\$ 25,000.00			
D) TOTAL				\$ 704,006.00	\$		704,006.00

ATTACHMENT 1

School District Intensive Reading Initiative Pilot Assurances

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

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

Assurance 1, Target Population: The LEA will prioritize kindergarten through fifth grade students enrolled in a public school who either scored below a Level 3 on the English Language Arts (ELA) assessment in the prior year or who the district has determined through progress monitoring to be below grade level.

Assurance 2, Qualified Personnel: The LEA will ensure that personnel are certified or endorsed in reading and have demonstrated effectiveness in teaching reading (i.e., local reading coordinators, reading coaches, specialists, interventionists or other instructional staff).

Assurance 3, Designated Instructional Time: The LEA will provide a minimum of 120 hours of additional reading opportunities per student, beyond the regular school day, i.e., before school, after school, weekend and/or summer.


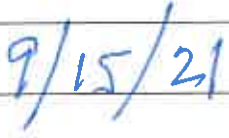
Assurance 4, Evidence-Based Program(s)/Practice(s): The LEA will use evidence-based program(s)/practice(s) pursuant to s. 1011.62(9) F.S. in order to implement explicit and systematic instructional strategies.

Assurance 5, Parent Communication Plan: The LEA will develop and implement a communications plan to provide relevant information and ongoing communication with families about the intensive reading pilot, and provide resources to help reinforce students' reading skills at home.

Assurance 6, Annual Reporting: The LEA will annually report to the Department no later than June 30, 2022, on the following:

- a. program expenditures by category;
- b. numbers of students served by the pilot program by grade level;
- c. student outcomes as evidenced by progress monitoring results or 2021-2022 ELA assessment results; and
- d. best practices and lessons learned during implementation which may benefit expansion of the pilot to the statewide level.

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

Signature: 	Date: 
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