

**Florida Department of Education
Project Award Notification**

6.03(1)

1 PROJECT RECIPIENT Taylor County School District	2 PROJECT NUMBER 620-1241C-1CR01
3 PROJECT/PROGRAM TITLE CRRSA ESSER II - Academic Acceleration <p align="center">TAPS 22A172</p>	4 AUTHORITY 84.425D CARES ACT USDE or Appropriate Agency FAIN#: S425D210052
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2021 - 09/30/2023 Program Period: 07/01/2021 - 09/30/2023
7 AUTHORIZED FUNDING Current Approved Budget: \$800,395.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$800,395.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 09/30/2023 Date that all obligations are to be liquidated and final disbursement reports submitted: 11/20/2023 Last date for receipt of proposed budget and program amendments: 08/30/2023 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 : 01/05/2021 	
10 DOE CONTACTS Program: Mari Presley Phone: (850) 248-9426 Email: Mari.Presley@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: Pre-Award costs are authorized for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19. 	
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> <p align="center"><i>Angelia Rivers</i></p> <hr/> <p align="center">Authorized Official on behalf of Richard Corcoran Commissioner of Education</p> </div> <div style="width: 45%; text-align: center;"> <p>9/30/2021</p> <hr/> <p>Date of Signing</p> </div> <div style="width: 10%; text-align: center;">  FLORIDA DEPARTMENT OF EDUCATION fldoe.org <p align="center" style="color: red; font-weight: bold; font-size: 1.2em;">APPROVED</p> </div> </div>	

OCT 19 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: Elementary and Secondary School Emergency Relief (ESSER II)-ACADEMIC ACCELERATION TAPS NUMBER: 22A172	DOE USE ONLY Date Received <div style="text-align: center;">8/11/2021</div>						
B) Name and Address of Eligible Applicant: Taylor County School District 318 N. Clark St. Perry, FL 32347		Project Number (DOE Assigned) 620-1241C-1CR01						
C) Total Funds Requested: \$800,395 <hr style="width: 20%; margin-left: 0;"/> <div style="text-align: center;">DOE USE ONLY</div> Total Approved Project: \$ 800,395.00	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Alicia Beshears Fiscal Contact Name: Ashley Valentine </td> <td style="width: 40%;"> Telephone Numbers: (850)838-2500 (850)838-2503 </td> </tr> <tr> <td> Mailing Address: Taylor County School District 318 N. Clark St Perry, FL 32347 </td> <td> E-mail Addresses: Alicia.beshears@taylor.k12.fl.us Ashley.valentine@taylor.k12.fl.us </td> </tr> <tr> <td> Physical/Facility Address: Taylor County School District 318 N. Clark St Perry, FL 32347 </td> <td> DUNS number: 106027881 FEIN number: F596000878002 </td> </tr> </table>		Contact Name: Alicia Beshears Fiscal Contact Name: Ashley Valentine	Telephone Numbers: (850)838-2500 (850)838-2503	Mailing Address: Taylor County School District 318 N. Clark St Perry, FL 32347	E-mail Addresses: Alicia.beshears@taylor.k12.fl.us Ashley.valentine@taylor.k12.fl.us	Physical/Facility Address: Taylor County School District 318 N. Clark St Perry, FL 32347	DUNS number: 106027881 FEIN number: F596000878002
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Physical/Facility Address: Taylor County School District 318 N. Clark St Perry, FL 32347	DUNS number: 106027881 FEIN number: F596000878002							
CERTIFICATION <p>I, <u>Dr. Danny Glover, Jr.</u>, 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>								
<table style="width: 100%;"> <tr> <td style="width: 40%; vertical-align: bottom;"> E) Signature of Agency Head </td> <td style="width: 30%; vertical-align: bottom;"> Superintendent of Schools Title </td> <td style="width: 30%; vertical-align: bottom;"> 07/22/2021 Date </td> </tr> </table>			E) Signature of Agency Head	Superintendent of Schools Title	07/22/2021 Date			
E) Signature of Agency Head	Superintendent of Schools Title	07/22/2021 Date						

Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E.** The original signature of the appropriate agency head is required. The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
- **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.

**Academic Acceleration Narrative
Taylor County School District
TAPS 22A172**

1. District Plan

Taylor County School District (TCSD) will provide remediation opportunities to mitigate learning loss for students in grades kindergarten through grade 12 that were experienced as a result of the Novel Coronavirus Disease 2019 ("COVID-19") during the 2020-2021 school year. These efforts include, but are not limited to, students with disabilities, students experiencing homelessness, students who attend virtual classes or classes offered through an online learning environment during the school year, and students in foster care. These opportunities for remediation and intervention will (or have) take place during the regularly scheduled school day in both whole and small group settings, after school, and during summer school. During the school day, identified students may be scheduled into an intensive class or a lab to receive small group interventions based on the most current FSA/EOC/progress monitoring data. After the first progress monitoring occurs, more students may be served in these classes, or in after school programs/tutoring. At the end of the first semester, both classroom grades and mid-year progress monitoring data are used to determine further needs. These students may then be scheduled into an intensive class, lab, or receive after school tutoring to help remediate any deficiencies identified.

2. Pre and Post Assessments

TCSD will use multiple data points in order to target students' academic needs and provide timely interventions. This will include the most recent Florida Standards Assessments (FSA) and End-of-Course (EOC) scores and previous year classroom grades to aide in initial placement of students. Upon initial placement and within the first three weeks of school, baseline progress monitoring (pre-assessment) will be conducted to tailor instruction, guide flexible grouping, and serve to monitor growth for the 2021-2022 school year. A minimum of two other progress monitoring assessments will be given in the fall and spring (post-assessment) to monitor and adjust instructional paths, as well as determine the impact of instruction. The chart below illustrates the TCSD's progress monitoring plan:

Name of Assessment	Grades Assessed	Frequency	Purpose
FSA	3-10 (Reading and Math)	Annual	Summative- initial placement and effect of instruction
EOC	Subject area specific	Annual	Summative- initial placement and effect of instruction

I-Ready	K-8	3 x year	Progress monitoring; formative; diagnostic; pre/post to determine effect of instruction
STAR	9-12	3 x year	Progress monitoring; formative; diagnostic; pre/post to determine effect of instruction
USA Test Prep	9-12	3 x year	Progress monitoring; formative; diagnostic; pre/post to determine effect of instruction

Interventions

The TCSD will monitor the implementation of all progress monitoring and ensure that district's K-12 comprehensive evidence-based reading plan is being implemented in a systematic manner, based on data to meet the needs of students. These interventions are standards-aligned, address gaps and reduce barriers to meet grade level expectations, provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills. Further, these interventions provide multiple opportunities to practice targeted skills and receive feedback including students who require accommodations (IEP, ESOL, or 504). Specific evidence-based materials for use are outlined with evidence links provided:

Grades K-5

BrightFish Learning- <https://www.brightfishlearning.com/research-based-design/>

Heggerty- <https://heggerty.org/research/>

Voyager Sopris Sound Partners and Stepping Stones to Literacy-

https://www.voyagersopris.com/docs/default-source/essa/essa_flyer_soundpartners_2019_final.pdf?

Wonders Curriculum- <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/essa-evidence-for-wonders.pdf>

I-Ready- <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact>

Generation Genius-

<https://www.generationgenius.com/Full WestEd Report on Generation Genius.pdf>

SAVAAS Quick Reads- <https://www.savas.com/index.cfm?locator=PS15K4>

Read 180 and System 44- [https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067 ESSA Evidence Overview Read180 HR.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20210810%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20210810T184319Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=464272b2db2377e2d96406c1150918d13e577d0d9a55d9ca14b3a2f4936a18dc](https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067%20ESSA%20Evidence%20Overview%20Read180%20HR.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20210810%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20210810T184319Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=464272b2db2377e2d96406c1150918d13e577d0d9a55d9ca14b3a2f4936a18dc)

Phonics for Reading by Anita Archer- <https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/phonics-for-reading-research-summary.pdf>

Journeys- [https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235 ESSA 2019 NTL Evidence-Overviews Revision Journeys FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20210811%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20210811T141706Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=08db927d4803892f4f17e3cc6fc5537df6b08e07efdd192b4a821b636c5a42e6](https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235%20ESSA%202019%20NTL%20Evidence%20Overviews%20Revision%20Journeys%20FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20210811%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20210811T141706Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=08db927d4803892f4f17e3cc6fc5537df6b08e07efdd192b4a821b636c5a42e6)

Grades 6-8

Read 180 and System 44- [https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067 ESSA Evidence Overview Read180 HR.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20210810%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20210810T184319Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=464272b2db2377e2d96406c1150918d13e577d0d9a55d9ca14b3a2f4936a18dc](https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067%20ESSA%20Evidence%20Overview%20Read180%20HR.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20210810%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20210810T184319Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=464272b2db2377e2d96406c1150918d13e577d0d9a55d9ca14b3a2f4936a18dc)
Grades 6-8 I-Ready- <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact>

Read 180 and System 44- [https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067 ESSA Evidence Overview Read180 HR.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20210810%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20210810T184319Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=464272b2db2377e2d96406c1150918d13e577d0d9a55d9ca14b3a2f4936a18dc](https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067%20ESSA%20Evidence%20Overview%20Read180%20HR.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20210810%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20210810T184319Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=464272b2db2377e2d96406c1150918d13e577d0d9a55d9ca14b3a2f4936a18dc)

StudySync- <https://edreports.org/reports/overview/studysync-2017>

Vocabu-Lit- <https://www.perfectionlearning.com/pub/common/series/vlit-research-notes.pdf>

Failure Free Reading- <https://www.failurefreeonline.com/educator/research.php>

Grades 9-12

Nearpod- file:///C:/Users/alicia.beshears/Downloads/ESSA_Funding_Guide_April_2020.pdf

Flocabulary- file:///C:/Users/alicia.beshears/Downloads/ESSA_Funding_Guide_April_2020.pdf

USA Test Prep- https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies_for_ESSA_Criteria_.pdf

APEX- <http://cdn.apexlearning.com/al/ESSA-efficacy-based-interventions.pdf>

3. Professional Development

TCSD has recently provided professional development trainings to each school's multi-tiered system of supports (MTSS) coordinator and instructional coach(es). These trainings were provided by the district's head data scientist/MTSS coordinator. Each site MTSS coordinator will provide similar professional development at their school site for instructional and non-instructional staff members on the use of TCSD's MTSS. These professional developments occurred over the summer and were recorded so that all school based MTSS coordinators and Instructional coaches could revisit and retrieve information, as well as appropriate forms, letter, and other pertinent documents required and outlined in the district's MTSS plan. During the school year additional opportunities for professional development will be made available to instructional and non-instructional staff based on each site's need. The instructional coach and the school-level administrators are responsible for determining needed professional development but must differentiate and intensify these trainings based on site/teacher specific progress monitoring data throughout the data collection cycles. All sites provide teachers with time weekly to meet for professional development including lesson study and Professional Learning Communities (PLC's). In addition, each site's instructional coach delivers training in multisensory and reading interventions and collaborates with the Panhandle Area Educational Consortium (PAEC), as well as multiple discretionary projects to meet additional professional development needs.

4. Communication

TCSD utilizes several parent communications tools throughout the district. Parents have access to the district's Student Information System (SIS), FOCUS, as well as the district's Learning Management System (LMS), CANVAS. Both programs provide real-time data including classroom curriculum and assignments, grades, attendance, and behavior. Grade K-5 also use ClassDojo, a school communication platform that teachers and families use daily to communicate any needs/successes of students. Grades K-5 also send weekly Wednesday folders home with homework, graded assignments, newsletters, etc. for parents to review, provide any concerns, sign and return. Progress monitoring reports are provided district-wide in grades K-12 during the mid-point of each nine weeks along with any progress monitoring parental reports. In addition, printed report cards are also sent home in grades K-12 outlining performance and attendance at the end of each grading period (9 weeks). Attendance notifications are sent daily for students that miss one or more periods, as well as letters when students begin missing school repeatedly. Finally, when a student is identified as needing additional supports related to behavior, academics, attendance, or mental health, parent meetings are scheduled to begin the MTSS process in order to provide the appropriate supports to students.

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM**

A) Name of Eligible Recipient/Fiscal Agent:

Taylor County School District

B) DOE Assigned Project Number:

620-1241C-1CR01

C) TAPS Number:

22A172

(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
6300	110	Salary-Instructional/curriculum development coordinator \$40 per hour x 8 hours per day x 12 months	1	\$ 76,481.00	100			
6300	210	Retirement benefits @10.82%		\$ 8,275.00	100			
6300	220	Social Security benefits@ 7.65%		\$ 5,851.00	100			
6300	230	Medical Insurance-board contribution @3450		\$ 3,450.00	100			
6300	230	Worker's compensation @1.37%		\$ 1,048.00	100			
6100	130	Salary-Pupil Support Services coordinators 2 @ \$31 per hour x 8 hours per day x 11 months	2	\$ 104,282.00	100			
6100	210	Retirement benefits @10.82%		\$ 11,283.00	100			
6100	220	Social Security benefits @7.65%		\$ 7,978.00	100			
6100	230	Medical Insurance-board contribution @3450 each		\$ 6,900.00	100			
6100	230	Worker's compensation @1.37%		\$ 1,429.00	100			
5100	150	Salary-Basic Instruction Teacher Aides for 2021-2022 School year 16 aides @ \$11.60 per hour x 7 hours per day x 9 months	16	\$ 233,887.00	100			
5100	210	Retirement benefits@ 10.82%		\$ 25,307.00	100			
5100	220	Social Security benefits @7.65%		\$ 17,892.00	100			
5100	230	Medical Insurance-board contribution @3450 each		\$ 49,680.00	100			
5100	230	Worker's compensation @1.37%		\$ 3,204.00	100			
5100	510	Teacher Classroom Supplies-221 instructional x \$500 each		\$ 110,500.00	100			

5100	642	Noncapitalized Furniture, Fixtures and Equipment		\$ 3,123.00				
5100	360	Rentals-Annual software subscription for Curriculum Associates-iReady Teacher Toolbox with access math, reading, and writing and personalized instructional learning paths		\$ 51,264.00	54.27			
6400	310	Professional and Technical Services Curriculum Associates-Iready Professional Development (3 sessions @ 2250 per session including primary, elementary, and middle school) Powerschools Performance Matters Training 1 session @ 1500		\$ 8,250.00	8.35			
5100	520	Textbooks-Hegerty phonics and phonemic awareness curriculum		\$ 12,944.00	60			
6500	690	Computer software-CANVAS Learning Management System tp provide course availability to students (including quarantined)		\$ 20,389.00	100			
		Indirect Costs @4.62%		\$ 36,978.00				
D) TOTAL				\$ 800,395.00				

DOE 101S- Print version - Page 1 of 2

July 2015



DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section

Printed Name: _____

Signature: _____

Title: _____

Date: _____

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes.

Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

.....

Title:

.....

Date:

.....

DOE 101S- Print version - Page 2 of 2
July 2015



Budget Narrative Form Instructions

- A) Enter Name of Eligible Recipient/Fiscal Agent
- B) Enter DOE Assigned Project Number
- C) Enter TAPS Number
- D) Enter the Total Amount for (5)

(1) Function Code – *For School Districts Only* – Enter the Function Code, as required in the *Financial and Program Cost Accounting and Reporting for Florida Schools Manual*, which best classifies the overall purpose or objective of the goods or services budgeted

(2) Object Code – Enter the Object Code which best classifies the goods or services budgeted. *School Districts* - Use the three-digit Object Code as required in the *Financial and Program Cost Accounting and Reporting for Florida Schools Manual*; *Colleges and Universities* - Use the first three digits of the Object Codes listed in the *Florida Accounting Information Resource Manual*; *Non-public entities* – Use the Object Codes that are used in the respective entity's/agency's chart of accounts.

(3) Account Title and Narrative - Provide the Account Title that applies to the Object Code listed in (2) and a detailed Narrative that includes a description of each good or service budgeted and its purpose or use. For example:
Salaries – Describe the type(s) of position(s) requested and the major responsibilities/duties of each position(s). Use a separate line to describe each type of position.

Other Personal Services – Describe the type of service(s), its purpose or use, and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.

Professional/Technical Services – Describe the services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.

Contractual Services and/or Inter-agency agreements – Describe the services to be rendered and the type of entity or agency (name, if available).

Travel – Describe each type of travel to be supported with project funds, such as conference(s), local travel, in- or out-of-district, and out-of-state. Do not list

individual names. List individual position(s) when travel funds are being requested to perform necessary activities.

Materials and Supplies - Describe the type of item to be purchased and its purpose or use.

Capital Outlay - Describe the type of item/equipment to be purchased and its purpose or use.

Indirect Cost - Refer to the DOE *Project Application and Amendment Procedures for Federal and State Programs (Green Book)* for additional guidance regarding indirect cost.

- *School Districts Only* - Provide the percentage rate from the district's Approved Indirect Cost Plan.

- *Colleges and Universities Only* – Provide the percentage rate (maximum of 5%) approved by the DOE.

(4) FTE - (Only applicable for items classified as *Salaries* and *Other Personal Services* (Refer to (2) Object Code.) Enter the total number of positions (as FTEs*) that will be supported with these funds. *Full-Time Equivalent (FTE based on the standard workweek for the type of position) is the number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

(5) Amount - Enter the total amount budgeted for each line item.

(6) Percent Allocated – For each line item, enter the appropriate percentage that is allocated or applicable to this project (see pages 3-4 for examples).

(7) - (9) Allowable, Reasonable and Necessary - DOE USE ONLY.

(6) PERCENT ALLOCATED

If the cost entered in (5) for each service/commodity listed in (3) is not the total cost of this service/commodity, enter the appropriate percentage in (6) that is applicable to this project. If the cost entered in (5) for each service/commodity listed in (3) is the total cost for this service/commodity and is applicable to this project, enter 100% in (6).

Example A

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	OBJECT	ACCOUNT TITLE & NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	
6200	110	Salaries - Provides for supervision of all project activities; specific areas for supervision/ coordination are listed by position below. Supervisor /Grant Administration/National Instructional Materials Accessibility Standards Coordinator /Professional Development and Training	2	\$120,000	100%	The total cost for the two positions listed in (5), a Supervisor and a Coordinator (2.0 FTE), are charged to this project. Therefore, the percent of the cost for Salaries and Benefits allocated to this project is 100%.
6200	210	Retirement (9.85%)		\$11,820	100%	
6200	220	FICA (6.20%)		\$7,440	100%	
6200	223	Medicare (1.45%)		\$1,740	100%	
6200	231 / 232	Health / Life (11.90%)		\$14,280	100%	
6200	240	Worker's Comp. (1.26%)		\$1,512	100%	
TOTAL				\$156,792		

Example B

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	OBJECT	ACCOUNT TITLE & NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	
7900	430	Utilities - Electricity, water and sewage charges for the facility where this project is housed.		\$10,000	50%	The total cost for utilities for the facility where this project is housed is \$20,000 annually. However, this project only occupies 50% of the facility. Therefore, the percent of the cost for Utilities allocated to this project is 50%.
TOTAL				\$10,000		

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(6) PERCENT ALLOCATED (continued)

Example C

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	OBJECT	ACCOUNT TITLE & NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	
6300	331	In County Travel - Travel cost for staff to and from agency headquarters to designated program sites for the purpose of performing activities related to the administration and supervision of project.		\$1,980	100%	The mileage estimated for travel for district staff to and from the county office to the program sites was estimated to be 4,500 miles annually @ \$0.44/mile. Therefore, the percent of the cost for In County Travel allocated to this project is 100%.
			TOTAL	\$1,980		

Example D

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	OBJECT	ACCOUNT TITLE & NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	
NA for Private Entities	350	Purchased Services - Contract with ABC Company for the repair/ maintenance of the office equipment; one laser printer and copier.		\$1,250	25%	The total cost for the maintenance contract for this equipment is \$5,000. It has been determined that this project only uses this equipment 25% of the time. Therefore, the percent of the cost for Purchased Services allocated to this project is 25%.
			TOTAL	\$1,250		

**Elementary and Secondary School Emergency Relief (ESSER II) Fund
under the Coronavirus Response and Relief Supplemental Appropriations
(CRRSA) Act**

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

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

- I. The LEA will use ESSER II funds for activities allowable under section 313(d) of the CRRSA Act, as follows:

(d) **USES OF FUNDS.**—A local educational agency that receives funds under this section may use the funds for any of the following:

(1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins 25 Act”), or subtitle B of title VII of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

(2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

(4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(8) Planning for, coordinating, and implementing activities during long-term closures,

including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(10) Providing mental health services and supports.

(11) Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by

(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.

(B) Implementing evidence-based activities to meet the comprehensive needs of students.

(C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

(13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

2. The LEA acknowledges that the U.S. Department of Education generally does not consider the following to be an allowable use of ESSER II funds:
 - 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or
 - 2) expenditures related to state or local teacher or faculty unions or associations.
3. (For school district LEAs and sponsors of charter schools) 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, based on the district's total unweighted FTE and the charter school's total unweighted FTE reported in the 2020-21 survey 3.
4. 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 315 of the CRRSA Act. In addition, the LEA will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
5. The LEA will comply with all reporting requirements, and submit required 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 LEA shall be prepared to provide detailed accounting of the use of funds provided hereunder, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirus and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.
6. 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):

Dr. Danny Glover, Jr.

Signature: 	Date: 3-26-21
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