



# The Florida Senate

## Local Funding Initiative Request

### Fiscal Year 2021-2022

LFIR # 1149

1. Project Title
2. Senate Sponsor
3. Date of Request

**4. Project/Program Description**

Florida Reading Corps program. A Florida reading corps program is established to provide AmeriCorps members with a data-based problem-solving model of literacy instruction to use in helping to train local Head Start program providers, other prekindergarten program providers who teach early literacy and numeracy skills, including comprehensive, scientifically based reading and numeracy instruction to children age 3 to 5.

5. State Agency to receive requested funds
- State Agency contacted?

**6. Amount of the Nonrecurring Request for Fiscal Year 2021-2022**

Type of Funding	Amount
Operations	600,000
Fixed Capital Outlay	0
<b>Total State Funds Requested</b>	<b>600,000</b>

**7. Total Project Cost for Fiscal Year 2021-2022 (including matching funds available for this project)**

Type of Funding	Amount	Percentage
Total State Funds Requested (from question #6)	600,000	25%
<b>Matching Funds</b>		
Federal	1,200,000	50%
State (excluding the amount of this request)	0	0%
Local	600,000	25%
Other	0	0%
<b>Total Project Costs for Fiscal Year 2021-2022</b>	<b>2,400,000</b>	<b>100%</b>

8. Has this project previously received state funding?

Fiscal Year (yyyy-yy)	Amount		Specific Appropriation #	Vetoed
	Recurring	Nonrecurring		

9. Is future funding likely to be requested?
- a. If yes, indicate nonrecurring amount per year.
- b. Describe the source of funding that can be used in lieu of state funding.
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**10. Has the entity requesting this project received any federal assistance related to the COVID-19 pandemic?**

If yes, indicate the amount of funds received and what the funds were used for.



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\$800,000 of CARES funds was received from the Georgia Department of Education to support the Georgia Math Corps program in Southwest Georgia.

#### 11. Details on how the requested state funds will be expended

Spending Category	Description	Amount
<b>Administrative Costs:</b>		
Executive Director/Project Head Salary and Benefits		0
Other Salary and Benefits		0
Expense/Equipment/Travel/Supplies/Other		0
Consultants/Contracted Services/Study		0
<b>Operational Costs: Other</b>		
Salary and Benefits	Staff to support Tutors: Senior Program Manager - \$68,000 + 1 Literacy Specialists @ \$68,000 + HQ Finance team support @ 26,500 = \$162,500	162,500
Expense/Equipment/Travel/Supplies/Other	Program Supplies: \$7,500 DCF Training in Childcare (\$100 per tutor x 75 tutors): Tutor recruitment materials (\$1,000 per job fair x 3 fairs = \$3,000)	10,500
Consultants/Contracted Services/Study	AmeriCorps Tutors (75 AT x \$5,000 = \$375,000); Center for Advancing Research to Practice Evaluation: (\$3,500 monthly x12 months = 42,000) ; Teacher pipeline CDA test fee: (40 AT x \$250 per AT= \$10,000)	427,000
<b>Fixed Capital Construction/Major Renovation:</b>		
Construction/Renovation/Land/Planning Engineering		0
<b>Total State Funds Requested (must equal total from question #6)</b>		<b>600,000</b>

#### 12. Program Performance

##### a. What specific purpose or goal will be achieved by the funds requested?

Funding will support Florida Reading Corps in our ability to strengthen and expand the organization's reach and support of Florida's youngest students in building strong literacy and numeracy skills during their PreK learning. By providing one million dollars in state funds, Florida Reading Corps will be able to expand from 30 to 55 tutors supporting more than 1,000 of our most at risk students to ensure they are prepared to succeed when they enter Kindergarten.

##### b. What activities and services will be provided to meet the intended purpose of these funds?

The vast majority of children who are behind when they enter kindergarten do not pass critical third grade reading assessments. Reading Corps is a proven intervention that accelerates literacy skills and Kindergarten readiness for high need preschoolers and provides critical resources that improve academic achievement in high-need communities. Reading Corps screens all students in a site to identify children who are behind on early literacy skills, develops individualized tutoring plans to meet each child's needs, provides full time tutors who work with PreK teachers to implement evidence-based interventions, formative assessments at least every three weeks to ensure growth, extensive data systems that provide quality assurance, and multi-layer coaching that build the capacity of schools to implement data-driven decision making and increase the instructional capacity in schools. Tutors provide literacy support for all the students in an assigned classrooms.

##### c. What direct services will be provided to citizens by the appropriation project?



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The PreK program focuses on integrating the “Big Five” Essential Early Literacy Predictors outlined by the National Early Literacy Panel (2008) into all aspects of the daily classroom routine, including: 1) conversational skills, 2) vocabulary and background knowledge, 3) book and print rules, 4) phonological awareness (i.e., rhyming and alliteration), and 5) alphabetic knowledge (i.e., letter name recognition and letter sound correspondence). Reading Corps tutors enrich the language and literacy instruction at program sites through creating a literacy rich learning environment. The Reading Corps PreK program includes both an immersive “push-in” component, where tutors provide 1) whole-class literacy enrichment for all students, 2) targeted small group experiences, and 3) one-on-one interventions, where tutors provide individualized support to students struggling with emergent literacy skills.

**d. Who is the target population served by this project? How many individuals are expected to be served?**

In a county where more than 30% of preschoolers live in poverty, Reading Corps serves those who are among the most at risk: 97.03% of Florida Reading Corps students are eligible to receive free and reduced price lunch, an indicator of poverty. This is higher than the average of Miami-Dade students overall (73.3%) (M-DCPS Statistical Highlights, 2018-2019).

Florida Reading Corps students are more likely to be Black (70.2%) or Multi-Racial (4.8%) than students in the school district as a whole. In comparison, just 22.3% of students district-wide are Black, Non-Hispanic, and just 1.5% are identified as other. About one in five (22.5%) Reading Corps students are Hispanic, versus 68.4% district-wide. And just 2.5% of Reading Corps students are White, Non-Hispanic, as compared to 7.5% district-wide.

Our 50 tutors will each serve 20 students each resulting in more than 1,000 students receiving individualized tutoring support in Miami-Dade County during the 2021-22 school year.

**e. What is the expected benefit or outcome of this project? What is the methodology by which this outcome will be measured?**

Tutors embedded in the classroom will provide in-person and virtual interventions to children on a daily basis. Reading Corps tutors follow a Literacy & Math Rich Schedule that guides the individual, small group, and class-wide interventions. Each intervention is designed to build a specific early math or reading skill, such as letter name recognition and counting. Our goals are that by the end of the school year:

- 90% of 4-5 year olds will meet or exceed their target growth in literacy and early numeracy skills needed for Kindergarten
- 80% of children will complete family literacy and numeracy activities at home with a parent or guardian
- 70% of all children will meet or exceed their age-level benchmarks for each skill.

The outcomes are measured through the use of the PELI (Preschool Early Learning Indicators) assessment tool as well as the EMI (Early Math Indicator).

**f. What are the suggested penalties that the contracting agency may consider in addition to its standard penalties for failing to meet deliverables or performance measures provided for the contract?**

The suggested penalties if deliverables or performance measures are not met are loss of funding and impact on eligibility for future funding.

**13. The owners of the facility to receive, directly or indirectly, any fixed capital outlay funding. Include the relationship between the owners of the facility and the entity.**

N/A



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#### 14. Requestor Contact Information

a. First Name  Last Name

b. Organization

c. E-mail Address

d. Phone Number  Ext.

#### 15. Recipient Contact Information

a. Organization

b. Municipality and County

#### c. Organization Type

- For Profit Entity
- Non Profit 501(c)(3)
- Non Profit 501(c)(4)
- Local Entity
- University or College
- Other (please specify)

d. First Name  Last Name

e. E-mail Address

f. Phone Number

#### 16. Lobbyist Contact Information

a. Name

b. Firm Name

c. E-mail Address

d. Phone Number