

Cooperative Agreement Between
The Florida Department of Education
AND
Hamilton County School District

I. Purpose

THIS COOPERATIVE AGREEMENT is entered into by and between the State of Florida, Department of Education, with headquarters in Tallahassee, Florida (hereinafter referred to as the "DEPARTMENT"), and Hamilton County School District (hereinafter referred to as the "PROVIDER"), for the purpose of implementing the non-competitive, discretionary project **Florida Diagnostic and Learning Resources System Associate Centers (FDLRS ACs)**.

II. Authority

- A. Pursuant to the following funding authority the PROVIDER is charged with carrying out the activities of the discretionary project:
1. Public Law 108-446, Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Part B, Section 611,
 2. Catalog of Federal Domestic Assistance (CFDA) # 84.027A (www.cfda.gov)
 3. Catalog of Federal Domestic Assistance (CFDA) # 84.173A (www.cfda.gov)
 4. 2019 General Appropriations Act, Line 114, Special Categories, Grants and Aids – Exceptional Education from General Revenue Fund
 5. Catalog of State Financial Assistance (CSFA) #48.065
(www.myfloridacfo.com/aadir/docs/CSFACodesTable12-14-11.pdf)
- B. The PROVIDER represents that it is fully qualified and eligible to receive these funds to provide the services identified herein.
- C. The DEPARTMENT is authorized to disburse the funds under this agreement.
- D. Both parties shall be governed by applicable State and Federal laws, rules and regulations.

The specific terms and conditions of this agreement are as follows:

III. Budget Period and Effective Date

- A. The budget period for this agreement will be **July 1, 2019 – June 30, 2020**.
- B. The project period for this agreement will be the date signed by all parties through June 30, 2020.
- C. The Executed Agreement Notification (DOE 250) states the effective (start) and end date for the project period, unless the project is terminated earlier consistent with provisions of this cooperative agreement. The following items are incorporated by reference and are hereby made a part of this agreement:
1. This agreement

2. Standard Project Narratives, Attachment A
 - a) Project Abstract
 - b) Baseline Data
 - c) Established Need
 - d) Description of Alternate Methods for Trainings and Meetings
 - e) Support of the Bureau of Exceptional Education and Student Services (BEESS) Strategic Plan and State Performance Plan
 - f) Evaluation Plan
 - g) Support for Strategic Plan
 - h) General Education Provisions Act
 - i) Equitable Services for Private School Participation
3. Project Performance Accountability (Schedule of Deliverables), Attachment B
 - a) Product
 - b) Training
 - c) Service Delivery
4. DOE 101 Budget Narrative Form for the fiscal year, Attachment C
5. Coordinating Council Attestation – Additional Assurances for FDLRS ACs, Consolidated Application Certification, and ESE Director Assurances - Certification of Duties and Responsibilities, Attachment D
6. General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with, as applicable:
 - a) 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education (USED).
 - b) Chapter 2, Code of Federal Regulations 200, Uniform Grant Guidance requiring agencies to submit a common assurance for participation in federal programs funded by the USED.
 - c) Applicable regulations of other Federal agencies.
 - d) State regulations and laws pertaining to the expenditure of state funds and the Project Application and Amendment Procedures for Federal and State Programs (Green Book). The complete text may be found at www.fldoe.org/grants/greenbook.

Attachments A, B, C and D are to be completed using the templates provided by the DEPARTMENT and emailed to BEESSDiscretionaryProjectTeam@fldoe.org

IV. Scope of Work

The PROVIDER will dedicate the funds outlined in the Budget Narrative Form (DOE 101) to the support, coordination, and implementation of activities related to this discretionary project.

A. Funding Purpose and Priorities –

Statutory authority for implementing:

- FDLRS ACs: Section 1006.03, Florida Statutes (F.S.)
- Florida Inclusion Network (FIN): Section 1003.57(1)(f), F.S.

The FDLRS ACs will provide an array of instructional and family support services to exceptional student education (ESE) programs in school districts statewide. The four central functions of each FDLRS ACs are child find, parent services, human resources development (HRD), and technology. The 19 FDLRS ACs serve Florida's school districts, Florida School for the Deaf and the Blind and Florida's university laboratory/developmental research schools.

The discretionary projects collaborate with school districts, agency and support personnel, communities, families, and other educational personnel providing support services for educators, parents, school administrators, and students with exceptionalities. Funding also supports implementation of the Professional Development Alternatives (PDA). PDA modules are designed to provide Florida teachers with widely available, easily accessible opportunities to increase their competencies in the ESE area.

FIN facilitators are also funded through the FDLRS ACs. The role of the FIN facilitator is to support the mission and project priorities of the FIN. The purpose of the collaboration between the local FIN Facilitators and FIN Administration is to maintain a statewide network of facilitators, consultants, and practitioners who work collaboratively within a regional structure to assist schools and school districts in the implementation of effective and inclusive educational best practices.

B. Program Expectations –

The purpose of the 19 FDLRS ACs is to provide the following programs and services for individuals working with ESE students, families, and support agencies:

- Assist in the location, identification, evaluation and initiation of appropriate education or other needed services for children and youth, birth through 21 years of age who have, or are at risk of developing, special or unique needs and are not enrolled in public school.
- Plan collaboratively with school districts, ESE departments, staff development offices, and other professional learning entities to provide information, professional learning and technical assistance and follow-up related to effective instructional strategies and service delivery models for the education of children and youth who are exceptional or have unique needs.
- Assist school districts and families who have children who are exceptional or have special or unique needs to develop effective partnerships allowing shared responsibility to improve the education of all children and youth.
- Assist and support school district professional staff and families of students with disabilities in the appropriate use of assistive and instructional technology, assistive technology (AT), related services, universal design principles and technology that enhance learning and communication.
- Assist schools and school districts in the implementation of inclusive educational practices.

Expected outcomes for deliverables for the FDLRS ACs are identified by functions and include the following:

- **Child Find**
 - Locate children who are potentially eligible for services under the IDEA, and link them with needed services.
 - Promote general public awareness of programs and services available for young children who have or are at risk of developing disabilities.
 - Provide service coordination and support for diagnostic screening, placement and training.
- **Parent Services**
 - Provide information, training, and support to school districts and families, in order to promote effective parent participation in the education of children who are exceptional or have special needs.
 - Provide assistance in the development of family friendly programs, training and

support for services for children with disabilities, and support partnerships between schools and parents to support student achievement.

- **HRD**
 - **Collaboratively plan and provide information, training, technical assistance, consultation and resources related to effective instructional strategies and models for the education of children and youth who are exceptional or have unique needs based on locally assessed needs and established priorities.**
 - **Conduct needs assessments, as applicable, and personnel development with multi-level professional development activities at the awareness, comprehensive, integration, application, and follow-up levels.**
- **Technology**
 - **Provide assistance and support in the appropriate use of a variety of technologies for students, teachers, professional staff, and parents.**
 - **Provide support services in the areas of AT, instructional technology, Universal Design for Learning (UDL), accessible instructional materials/National Instructional Materials Accessibility Standards (AIM/NIMAS) Florida services, and virtual and online instruction.**

For these five county school districts, expectations for the Regional Local Assistive Technology Specialist (RLATS) include the following: Hamilton, Highlands, Leon, Marion and Washington.

- **Provide assistance and support to district and school staff in the region to support assessments and evaluations for assistive and instructional technologies, face-to-face and online accommodations, and testing accommodations that will improve achievement of students with disabilities.**
- **Provide assistance and support to district and school staff in the region and with the Problem Solving and Response to Intervention (PS/RtI) discretionary project to support the participation and progress of students with disabilities in a highly effective, universal, and differentiated core curricula based on the Florida Standards.**
- **Conduct and coordinate with the PS/RtI Regional Technology Coordinators to provide professional development or technical assistance to teachers and others who provide services to students with disabilities in the region.**
- **Provide assistance and support to district and school staff in the region and the PS/RtI discretionary project to determine data collection procedures and report on progress related to the utilization of technology.**
- **Provide data as directed by the PS/RtI discretionary project, to include all data needed for the annual AT evaluation report.**
- **Coordinate with the technology unit of the PS/RtI project when planning and hosting multi-regional RLATS meetings and activities.**
- **Provide assistance and support at two face-to-face meetings with the PS/RtI Technology unit, one in the fall and one in the spring, for planning and oversight activities.**

Deliverables for FDLRS ACs include services and products provided through FIN, with a focus on inclusion. FIN will maintain a regional network of facilitators, consultants, and practitioners to assist districts and schools in the implementation of effective and inclusive educational practices. Inclusion is a priority of BEESS.

Expected outcomes for the deliverables for FIN will be delivered using a multi-tiered system of support aligned with a data-driven problem-solving process and the BEESS Strategic Plan.

In partnership with districts, FIN facilitates the implementation of best practices for inclusive education through:

- **Data-driven, student-focused planning and problem-solving across districts and schools.**
- **Data-driven professional development and technical assistance to increase knowledge and skills of district and school personnel.**
- **Coaching and resources for district and school personnel to build and sustain capacity.**
- **Sharing information to build collaborative relationships between families, schools, and districts.**

Each regional FIN team collaborates with districts and schools to collect data on educational placement and student achievement. These data are used to create or adjust the district or school's Plan for inclusive Education, and to monitor and evaluate the effectiveness of FIN services.

FIN Services are structured and provided as follows:

- **FIN regional teams analyze district data to prioritize and develop an integrated, systematic plan of action to provide targeted and multi-tiered supports and services to districts.**
- **FIN regional teams use a data-driven process, including the Best Practices for Inclusive Education Assessment (BPIE) to assess needs within each region, customize services, and provide in-depth and meaningful support.**
- **FIN services include professional development, technical assistance, and the provision of resources for best practices for inclusive education.**
- **District FIN facilitators travel within their region to provide services as defined by regional, district, and school action plans.**
- **FINs may also collaborate and provide services statewide, as needed, by FDOE and other FIN regions.**

C. Target Population –

Infants and toddlers and students in prekindergarten-grade 12; students identified as at-risk; exceptional students (students who are gifted and students with disabilities); and community agencies, district administrators, families, paraprofessionals, related services providers, school administrators, student services, and teachers.

The total amount for the 2019-20 budget period is:

IDEA, Part B:	\$ 893,067
GAA - General Revenue:	\$ 21,071

V. Funding Method

The option(s) indicated below will be the funding method for the full budget and performance period noted in section III. B. 2 above. Discretionary project funds may not be used to supplant existing programs or funding. Supporting documentation for expenditures is required for all funding methods and should be kept on file with the PROVIDER.

Federal Cash Advance (Public Entities only as authorized by the FDOE):

Federal cash advances will be made by state warrant or electronic funds transfer to PROVIDER for disbursements. For federally-funded programs, requests for federal cash advance must be made through the DEPARTMENT'S Florida Grants System (FLAGS). Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

- The BEESS project liaison and project manager will verify, on a quarterly basis, that the project's activities and deliverables are progressing in a satisfactory manner, consistent with the scope of work, project narrative and performance expectations.

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 the DEPARTMENT at the end of the project period. The PROVIDER must have detailed documentation supporting all requests for advances and disbursements that are reported on the final Project Disbursement Report (DOE 399).

VI. Responsibilities

A. Responsibilities of the PROVIDER

1. In order to receive funding, must have on file with DEPARTMENT Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book.
 - a) For School Districts, State Colleges, State Universities, and State Agencies - The certification of adherence, currently on file with the DEPARTMENT'S Bureau of the Comptroller, 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.
 - b) For Private Colleges, Community-Based Organizations and Other Agencies - In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.
2. Must complete the appropriate Risk Analysis form (DOE 610 or DOE 620) and approval must be obtained by DEPARTMENT prior to an award being issued.
 - a) For School Districts, State Colleges, State Universities, and State Agencies – An approved DOE 610 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 may be found at www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls.
 - b) For Governmental and Non-Governmental Entities – A DOE 620 is required to be submitted each state fiscal year (July 1-June 30) prior to an award being issued for that agency. An amendment is required if significant changes in circumstances in the management and operation of the agency occurs during the state fiscal year after the form has been submitted. The DOE 620 may be found at www.fldoe.org/core/fileparse.php/5625/urlt/doe620.xls.

- c) For non-public entities - Grants Fiscal Management Training and Assessment must be completed annually. The agency head and/or the agency's financial manager/chief financial officer must complete this training within sixty (60) days of the date of execution (Block 12) on the DOE 250, Agreement Notification. Training and assessment information can be found at <https://app1.fldoe.org/grants/trainingAssessment/login.aspx>. Non-participation in the training program may result in termination of payment(s) until training has been completed.
 3. Maintain sufficient staff necessary to support the activities of this discretionary project.
 4. Carry out all management activities necessary to maintain and administer this discretionary project.
 5. Ensure the discretionary project will support the BEESS Strategic Plan.
 6. Ensure the work of this discretionary project impacts State Performance Plan Indicators.
 7. Provide fiscal and programmatic oversight for all sub-recipients to ensure transparency and hold sub-recipients accountable for meeting performance measures.
 8. Submit a final Project Disbursement Report (DOE 399) to the DEPARTMENT Office of the Comptroller by the date specified on the DOE 250, Agreement Notification.
- B. Responsibilities of the DEPARTMENT
1. Cooperate in a timely manner with the PROVIDER staff in all matters requiring consultation between the two parties as described herein.
 2. Allocate funds necessary to for the implementation of the discretionary project as described in this agreement.
 3. Review, monitor and promptly report any issues or concerns regarding performance, work products and deliverables to ensure PROVIDER is in compliance with project requirements.
 4. Review the budget submitted by the PROVIDER and promptly (within fifteen working days of receipt) notify the PROVIDER of any concerns regarding the budget.
 5. Participate, as applicable, as a stakeholder in the selection process of the leadership of the discretionary project.
- C. Deliverables and Reports
- The PROVIDER will provide staff and resources on a monthly basis to perform the responsibilities, tasks and activities specified above and the quarterly deliverables provided in Attachment B.

VII. Modification of Cooperative Agreement, Project Budget Changes, Repayment and Termination

- A. Amendments: Either party may request modification of the provisions of this agreement.
1. Changes that are mutually agreed upon shall be valid only when reduced to writing, duly signed by each of the parties hereto, and attached to the original cooperative agreement. Amendments to this cooperative agreement are subject to the provisions of the Project Application and Amendment Procedures as outlined in the General Assurances, Terms, and Conditions outlined in the Green Book.

2. The PROVIDER must contact their BEESS project liaison, in writing, to discuss changing or delaying meeting a specific performance target/unit for a deliverable. Changes to deliverables must be requested in writing, via a program amendment request, at least four weeks prior to the end of the quarter in which the deliverable units are to be completed.
- B. **Project Budget:** Changes to the budget that do not impact the total agreement amount will not require a formal amendment, however the PROVIDER must request all changes to the project budget in writing, along with a modified Budget Narrative Form (DOE 101) and a written justification outlining the need for the change. The requested change must be approved in writing by the DEPARTMENT. Changes that impact (increase/decrease) the total annual project amount will be reduced to writing and duly signed by each of the parties hereto, and attached to the original agreement.
- C. **Subsequent/Continuation Years:** Subject to appropriation and availability of funds, for additional years or continuation of services, the PROVIDER must submit an updated budget, budget narrative and any other necessary documents to describe the continuation of services, including revising Attachment A and Attachment B.
- D. **Repayment:** Any balance of unobligated funds which has been advanced or paid must be refunded to the DEPARTMENT and any funds paid in excess of the amount to which the PROVIDER is entitled under the terms and conditions of the agreement must be refunded to the DEPARTMENT.
- E. **Termination:** Either party may terminate this agreement by providing written notice of termination to the other party sixty (60) days prior to the actual date of termination unless the parties mutually agree to terminate the agreement, in which case the agreement shall terminate on a date agreed upon by the parties. All work in progress will be continued until the actual date of termination.

VIII. Default and Remedies

If the necessary funds are not available to fund this agreement as a result of action by Congress, the State Legislature, the Department of Financial Services, or the Office of Management and Budgeting, all obligations on the part of the DEPARTMENT to make any further payment of funds hereunder shall, if the DEPARTMENT so elects, be terminated. The DEPARTMENT shall nevertheless be obligated to reimburse PROVIDER for all costs properly incurred through the date of termination.

IX. Record Keeping and Audit Requirements

- A. The PROVIDER shall retain sufficient records, and other supporting documentation pertaining to costs incurred, demonstrating its compliance with the terms of this agreement for a period of five (5) years from the date of the end of this agreement or the date any audit report is issued for this agreement, shall allow access to all records pertaining to the agreement to the DEPARTMENT'S Inspector General, General Counsel, and other representatives, the State Auditor general, the Florida Department of Financial Services, Florida Office of Program Policy and Government Accountability, the Chief Financial Officer, and auditors from USED.
- B. The DEPARTMENT may unilaterally cancel this agreement if the PROVIDER refuses to allow public access to all documents, papers, letters, and material made or received in conjunction with the agreement that are subject to Chapter 119, Florida Statutes, and are not exempt from public inspection by s. 119.07 (3), F.S., or by other provisions of general or special law.
- C. In fulfilling its obligations under this agreement and Chapter 119, F.S., PROVIDER must comply with the requirements outlined in s. 119.0701, F.S. If PROVIDER fails to comply with a public records request pursuant to Chapter 119, F.S., the DEPARTMENT may take any action under this

agreement necessary to ensure compliance with Florida's public records laws, including, but not limited to, demanding compliance with a public records request, seeking indemnification from PROVIDER regarding an action brought to enforce a public records request sent to PROVIDER, or terminating the agreement. Pursuant to s. 119.0701, F.S., Recipient must:

1. Upon request from the DEPARTMENT'S custodian of public records, provide the DEPARTMENT with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, F.S., or as otherwise provided by law;
2. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the agreement term and following completion of the agreement if the PROVIDER does not transfer the records to the DEPARTMENT; and
3. Upon completion of the agreement, transfer, at no cost, to the DEPARTMENT all public records in possession of the PROVIDER or keep and maintain public records required by the DEPARTMENT to perform the service. If the PROVIDER transfers all public records to the DEPARTMENT upon completion of the agreement, the PROVIDER shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the PROVIDER keeps and maintains public records upon completion of the agreement, the PROVIDER shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the DEPARTMENT, upon request from the DEPARTMENT'S custodian of public records, in a format that is compatible with the information technology systems of the DEPARTMENT.

- D. **IF THE PROVIDER HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE PROVIDER'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 850-245-0735 & contractcustodian@fldoe.org, Florida Department of Education, Attn: Contract Custodian 325 W. Gaines Street, Suite 344, Tallahassee, FL 32399-0400.**
- E. The PROVIDER must retain all appropriate time-distribution records that substantiate an equitable distribution of time and effort by fund source. Employees working under multiple grant programs must maintain time and effort reports reflecting after-the-fact distribution of actual activities at least monthly, to coincide with pay periods. Employees working under one grant program must certify semi-annually that they worked solely on the program for the period covered by the certification.
- F. The PROVIDER agrees to maintain financial procedures and support documents, in accordance with generally accepted accounting principles, to account for the receipt and expenditure of funds under this agreement.
- G. These records shall be available at all reasonable times for inspection, review, or audit by as specified above. "Reasonable" shall be construed according to circumstances, but ordinarily shall mean normal business hours of 8:00 a.m. to 5:00 p.m. (ET), Monday through Friday.
- H. The PROVIDER shall also provide the DEPARTMENT with records, reports or financial statements upon request for the purposes of auditing and monitoring the funds awarded under this agreement.
- I. The PROVIDER will comply with the requirements of the Federal Single Audit Act and/or the Florida Single Audit Act (<http://m.flsenate.gov/Statutes/215.97>), as applicable.

X. Notice of Contact

- A. All notices provided under or pursuant to this agreement shall be in writing and addressed to the individuals listed in 1, 2, and 3 below.
1. The name and address of the DEPARTMENT Grant Manager/Specialist for this agreement is:
Tresa McCloud
325 West Gaines St. Suite 332
Tallahassee, Florida 32399-0400
Email: Tresa.McCloud@fldoe.org
 2. The name of the DEPARTMENT BEESS Project Liaison for this agreement is:
April Katine
325 West Gaines St. Suite 614
Tallahassee, Florida 32399-0400
Email: April.Katine@fldoe.org
 3. The name and address of the representative of the PROVIDER responsible for administration of this agreement is:
Carol Milton
5683 US HWY 129 South, Suite 1
Jasper, Florida 32052
Email: carol.milton@fdlrsgateway.com
- B. In the event that different representatives or addresses are designated by either party after execution of this agreement, notice of the name, title and contact information for the representative shall be provided as specified in VII above.

XI. Return on Investment (State funded discretionary projects only)

The PROVIDER 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 agreement. Beginning at the end of the first full quarter following execution of the agreement, the recipient shall provide these quarterly reports to the DEPARTMENT within thirty (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 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 BEESS project liaison. All questions should be directed to the project manager.

XII. Financial Consequences

Failure to complete or achieve performance targets for a deliverable will result in payment reduction in accordance with the cost per unit of deliverables, as stated in the award. The BEESS project liaison shall periodically review the progress made on the deliverables approved in the award. In the event that performance targets/deliverable units are not met within the quarter in which they are scheduled, and the PROVIDER fails to submit an amendment request, as stated below, the DEPARTMENT may deem it necessary to notify the fiscal agency head, in writing.

At least four weeks prior to the end of any quarter during the award period, the PROVIDER must contact the BEESS project liaison in writing to discuss changing or delaying meeting a specific performance target/unit for a deliverable. A justification for this request must be provided to the project liaison.

The BEESS project liaison shall review the progress made on the deliverables approved in the agreement (award). In the event the project liaison determines that changes must be made to one or more deliverables on the Schedule of Deliverables (SOD) document, the PROVIDER will be instructed to complete and submit a program amendment request to the FDOE Office of Grants Management.

Changes to deliverables must be requested in writing, via a program amendment request, prior to the end of the quarter in which the deliverable units are to be completed.

Changes to a deliverable could include one or more of these areas on the SOD:

- Type
- Title/Description
- BEESS Strategic Plan
- Indicators
- Source Documentation Maintained by the Project to Support the Deliverable
- Funding Source
- Total Budget for Deliverable
- Performance Requirements: Grant Year Total Deliverable Units
- Cost Per Unit
- Performance Targets/Deliverable Units to be Completed per Quarter

Changes to a deliverable could also result in the need for a budget amendment request.

- Reference: Green Book, Section B – Project Amendments)

- Amendment request forms may be obtained at: www.fldoe.org/finance/contracts-grants-procurement/grants-management/departments-of-edu-grants-forms.shtml.

In the event that performance targets/deliverable units are not met within the quarter in which they are scheduled, and the PROVIDER fails to submit an amendment request, as stated above, the Department may deem it necessary to notify the fiscal agency head, in writing. Failure to complete or achieve performance targets for a deliverable will result in payment reduction in accordance with the cost per unit of deliverables, as stated in the agreement (award).

XIII. Other Terms and Conditions

A. This agreement shall be interpreted and construed in accordance with the Laws of the State of Florida.

- 1. In the event any provision contained in the agreement is held to be unenforceable by a court of competent jurisdiction, the validity, legality, or enforceability of the remainder of the agreement shall not be affected or impaired thereby, and shall be administered by the parties as if the invalid provision had never been included herein.**

B. The PROVIDER agrees to comply with the Americans With Disabilities Act (Public Law 101-336, 42 U.S.C. Section 12101, et seq.), if applicable, which prohibits discrimination by public and private entities on the basis of disability in the areas of employment, public accommodations, transportation, State and local government services, and in telecommunications.

C. Pursuant to s. 216.347, F.S., no funds awarded under this agreement may be used for the purpose of lobbying the Legislature, the judicial branch, or a State agency.

D. Travel expenses will be reimbursed only if expressly authorized by the terms of this agreement. Bills for any travel expenses shall be submitted in accordance with s. 112.061, F.S.

- 1. Prior approval must be obtained from BEESS for any out-of-state travel conducted by discretionary project staff or district staff who are subcontractors through the project. Proposed travel should be included in the discretionary project's budget identifying the conference or meeting, location of the meeting or conference, date of the meeting or conference, number of travelers and their roles and responsibilities with the discretionary project.**
- 2. Each budgeted out-of-state conference or meeting must be on a separate budget line item. Approval by BEESS for budgeted travel is contingent upon whether the justification for travel is relevant to the purpose of the project and supports the delivery of professional development or participation in national meetings sponsored or co-sponsored by the USED Office of Special Education Programs or its affiliated technical assistance networks.**
- 3. For each out-of-state meeting or conference, the discretionary project must provide the approved FDOE, school district or university travel authorization form and approved travel reimbursement form to the BEESS project liaison following the completion of travel, as requested.**
- 4. Discretionary project funds cannot be used for any out-of-state travel conducted by school district staff who are not employed by the discretionary project, unless approved by BEESS.**
- 5. Out-of-state travel to a specific meeting or conference that is not submitted in the initial project application budget and narrative must be submitted to and approved by BEESS prior to travel. If the approved project application did not include an out-of-state travel line item, a budget amendment will also be required.**

- E. Indirect costs shall only apply to federal programs. Per chapter 1010.06 F.S., state funds appropriated by the Legislature to the Division of Public Schools within the DEPARTMENT may not be used to pay indirect costs to a university, Florida College System institution, school district, or any other entity.
1. For School Districts - The DEPARTMENT has been given the authority by USED to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by the DEPARTMENT'S Comptroller.
 2. For State Agencies, Public Universities and State Colleges - The DEPARTMENT will allow an indirect cost (administrative and/or overhead) up to 8 percent or the PROVIDER'S rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000 and for items of equipment, alterations, renovations and flow-through funds ("pass through" to another entity) on programs issued by the DEPARTMENT. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, the DEPARTMENT will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the discretionary project.
- F. Any equipment purchased under this program must follow the UGG found at 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. Furniture and equipment purchases that are not listed on the original budget approved by the DEPARTMENT will require an amendment submission and approval by the DEPARTMENT prior to the purchase by the fiscal agency awarded the funding. A physical inventory of the property must be taken and the results reconciled with the property records at least once every fiscal year in accordance with Rule 69I-72.006, Florida Administrative Code (F.A.C.). [www.flrules.org/gateway/ruleNo.asp?id=69I-72.006]. Upon request, the inventory must be provided to BEESS.
- G. Allowable Expenses: Funds may be used by the PROVIDER solely in support of discretionary project activities for the purposes specified herein. Funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes and are subject to DEPARTMENT approval of the submitted agreement budget which specifies planned expenditure categories and costs. All expenditures must be consistent with applicable state of Florida and federal laws, regulations, and guidance.
1. Allowable expenditures may include the items or services listed below. This is not an all-inclusive list; the PROVIDER is expected to consult with their BEESS project liaison with questions regarding allowable costs.
 - Costs associated with employing appropriate staff for administering the discretionary project
 - Office materials and supplies
 - Relevant costs associated with the administration of the project, including
 - travel reimbursement
 - meeting room rentals
 - consultant fees
 - printing
 - conference registration and fees

2. Purchase of the following types of devices and services require prior approval from BEESS. The justification for these kinds of devices and a detailed description must be included in the budget narrative. The justification must also include an explanation of why the device is necessary, how the devices will be kept secure, and the cost efficiency, if.
 - Tablets and portable media players (e.g., iPads and iPods)
 - Air cards
 - Internet connectivity services
 - Personal digital assistants, cell phones, and similar devices (including cost to support such devices)
- H. Unallowable Expenses: Funds may not be used on any expenditure not in accordance with the approved project budget or that does not conform to the requirements specified in EDGAR for federal programs (www2.ed.gov/policy/fund/reg/edgarReg/edgar.html) or in the Department of Financial Service's – Reference Guide for State Expenditures (www.myfloridacfo.com/aadir/reference_guide).
 1. Unallowable expenditures may include the items or services listed below. This is not an all-inclusive list.
 - Advertisement
 - Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
 - Clothing or uniforms
 - Costs for items or services already covered by indirect costs allocation
 - Decorations
 - Dues to organizations, federations or societies for personal benefit
 - End-of-year celebrations, parties or socials
 - Entertainment (field trip without approved academic support is considered entertainment)
 - Game systems and game cartridges (e.g., Wii, Nintendo and PlayStation)
 - Gift cards
 - Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
 - Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
 - Land acquisition
 - Meals, refreshments or snacks
 - Overnight field trips (e.g., retreats, lock-ins)
 - Pre-award costs
 - Promotional or marketing items not directly related to the support and implementation of the project (e.g., flags, banners, t-shirts, pencils)
 - Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
 - Tuition
 2. Prior written approval must be obtained from the DEPARTMENT for the purchase of any furniture or equipment.
- I. The PROVIDER shall coordinate with and assist the BEESS project liaison DEPARTMENT'S contract manager in the performance of the latter's responsibilities, which include without limitation:
 1. Monitoring the activities of the PROVIDER.

2. Receiving and reviewing the reports of the PROVIDER to determine whether the objectives of the agreement are being accomplished.
 3. Receiving and reviewing the invoices for payment of funds to assure that the requirements of the agreement have been met and that payment is appropriate.
 4. Evaluating the process used by the PROVIDER to monitor the activities of any subcontractor or assignee.
 5. Accessing, directly, the subcontractors and assignees, as the BEESS project liaison deems necessary.
- J. The PROVIDER shall ensure the following information is posted on the PROVIDER'S website:
1. Disbursement data consistent with the level of detail required by s. 215.985(4)(a)1., F.S., for state agencies.
 2. Contract data consistent with the requirements of s. 215.985(14)(a), F.S., for state agencies.
 3. All reports that include metrics and return on investment calculations.
 4. Public versions of independent business evaluation reports which highlight project-specific performance.
 5. Employee positions and salary information.
 6. An organizational chart.
 7. Audits, tax returns, and financial reports and summaries.
 8. All statutorily required reports.

XIV. 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 State of Florida, 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 www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf.

XV. Additional Assurances for all BEESS Discretionary Projects

- A. The PROVIDER accepts responsibility for implementing all project activities as specified in this application or subsequent amendments. The PROVIDER will ensure that activities essential to project effectiveness, including reimbursement of travel expenses for persons from other school districts or agencies, employment of substitutes for teachers in other school districts or payment of consulting fees for persons to provide services to other school districts, will be implemented in an efficient and timely manner.
- B. The PROVIDER agrees to collaborate with other entities (i.e., other BEESS discretionary projects, school districts and other agencies or organizations) during the project year under the direction of BEESS staff.
- C. When assistance is requested by a school district, the PROVIDER will give priority to school districts that have been targeted for improvement related to an SPP Indicator, BEESS Strategic Plan or to those school districts that BEESS determined are "in need of assistance or intervention."

- D. Fees will not be charged for any service provided under the auspices of the discretionary project without prior written approval from BEESS.
- E. Products developed for statewide dissemination must be submitted for content and policy review by BEESS prior to their release for reproduction and distribution. This applies to all products except those used for awareness (excluding newsletters designed for dissemination on a statewide basis which must be submitted to the BEESS project liaison for review), field test or validation purposes. The fiscal agent will ensure that product developers adhere to policies and procedures set forth in the current Product Guidelines, available from the BEESS Resource and Information Center (BRIC), at 850-245-0475, or email at bric@fldoe.org.
- F. Products produced by or developed in connection with BEESS discretionary projects remain the exclusive property of the State of Florida, unless ownership has been explicitly waived. Products include all print, audio-visual, computer programs and internet websites fully or partially developed with project resources, fiscal and personnel resources. Prior approval for such products must be obtained by the designated BEESS project liaison and must contain a funding statement acknowledging the use of state or federal funds for development and dissemination. Questions regarding product development, ownership or funding statements should be directed to the BRIC.
- G. All reasonable precautions to protect personally identifiable student information are taken. Personally identifiable information stored on a database is protected from access by unauthorized persons. Disclosure of any personally identifiable information to a third party without prior written consent of a student's parent or guardian or the consent of an adult student, as applicable, is prohibited. The PROVIDER may disclose personally identifiable information without such consent only if ordered to comply with a law or regulation or in response to a search warrant, subpoena or court order. If the PROVIDER is legally compelled to disclose personally identifiable information to a third party, the PROVIDER will attempt to notify the applicable parents or guardians, or adult student, unless doing so would violate the law or court order.
- H. Discretionary projects with websites will maintain current and updated information specifically related to the project's primary focus. In accordance with federal and state requirements, websites must comply with Section 508 to ensure accessibility to the public. When referencing information and products that were developed by another BEESS discretionary project or are the primary responsibility of another BEESS discretionary project, the project will link directly to the other project's website, rather than summarize or excerpt information.
- I. Discretionary project staff will participate in status updates via telephone, e-mail or face-to-face meeting, as requested by the project liaison. Data reflecting project activities conducted throughout the year will be maintained and kept current in the BEESS PTS. By entering data into this system, the discretionary project director is acknowledging that this data is true and accurate. Data concerning implementation of activities and deliverables may be entered at any time. However, discretionary projects must enter data into the PTS at least quarterly, by the 15th day following the end of each project quarter, or the next business day if the 15th day is on the weekend or a state holiday. Questions regarding the PTS should be directed to the BEESS project liaison at 850-245-0475.
- J. All equipment (computers, servers, modems, phone lines) and software will be maintained in proper working order and upgraded as necessary to ensure efficient operation.

XVI. Additional Assurances for FDLRS AC and FIN

Submission of this application hereby ensures that the applicant and all participating school districts will implement the discretionary project consistent with the requirements of Section 1006.03, F.S., and with the prescribed project priority areas to provide support services to enable school districts to meet the full educational opportunities goal for students with disabilities. Certification of this application by the superintendents of a multi-district service area ensures the existence of a cooperative agreement for the operation of the project in accordance with the prescribed joint resolution. Consistent with this certification, the applicant and all participants also make the following assurances. Failure to adhere to these assurances will result in notification to the fiscal agent district that the discretionary project is non-compliant and that continued funding is endangered.

The center will function under the auspices of an administrative structure that operates as follows:

- A. The center will operate in accordance with the **Center-Required Operating Procedures** provided by BEESS, which addresses the administrative structure, including members and procedures for the coordinating council, and provision of services for each priority function area.
- B. The coordinating council, in collaboration with the fiscal agent school district and in accordance with the **Center-Required Operating Procedures**, shall select one full-time FDLRS employee as center manager through a competitive hiring process with a minimum of **75 percent of time allocated to project management duties**. In circumstances when the FDLRS manager assumes duties for the fiscal agent school district, no more than 25 percent of time may be allocated to activities that are not directly related to FDLRS project management duties and responsibilities. All costs associated with time allocated to non-FDLRS project management duties must be borne by the fiscal agent school district. Time and effort logs must be maintained regardless of the funding source that is supporting costs associated with non-FDLRS project management duties.
- C. The FDLRS project manager will ensure there is a job description and staff assignment for each FDLRS function and for each FIN facilitator.
- D. IDEA, Part B, funds will be used to support students with disabilities ONLY, with no direct services provided to students. IDEA, Part B, funds cannot be used to support the gifted program. Therefore, any staff members who are involved with the gifted program will be paid from general revenue funds consistent with the percentage of time allocated to the gifted program.
- E. The fiscal agent will make the sub-grants to participating school districts consistent with policies and procedures provided in State Board of Education Florida Administrative Code under Finance and Accounting, Rule 6A-1.099, Cooperative Projects and Activities, <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1051594&type=1&file=6A-1.099.doc>.
- F. Procurement of assistive technology equipment and software are permitted **ONLY** when used for the purposes of preview, trial use, awareness training and skill-building activities within the service area. Discretionary projects are prohibited from purchasing assistive technology for an individual student's use.
- G. All FDLRS staff shall be permitted to travel to all school districts within the center service area to perform project activities. FIN personnel will be permitted to travel to all school districts within their regions.
- H. All FIN project staff will be permitted to travel to participate in regional and, as applicable, statewide activities, including statewide staff meetings and workgroup meetings that are necessary for the implementation of project or network activities, and to improve or develop competencies needed to provide quality training or other services to stakeholders.
- I. Minutes of all coordinating council and, as applicable, advisory committee meetings will be kept on file at the FDLRS ACs, available for review and considered part of the monitoring process.

- J. All personnel are employed through the fiscal agent district using a competitive hiring process based on current FDLRS and FIN job descriptions, unless an approved written waiver has been obtained from BEESS.
- K. Services in all functions and FIN will be made available on a 12-month basis to all personnel involved in the education of students with exceptionalities, including basic and exceptional student education teachers, administrators, supervisors, resource staff and support personnel; parents; agency and organization personnel; and private school personnel.
- L. All project staff will be allowed to travel to participate in regional and, as applicable, statewide activities, including function meetings, that are necessary for the implementation of project or network activities, and to improve or develop competencies needed to provide quality training or other services to consumers, notwithstanding restrictions within the fiscal agent or participating districts.
- M. Services will be based on assessed program needs relating to project outcomes and may not supplant existing facilities, resources or services.
- N. FDLRS ACs will collaborate with the FDLRS Administration and FIN Administration project to ensure seamless delivery of services at the local, regional and state levels.
- O. The FIN director at the FIN administration discretionary project will determine the way of work and activities necessary to facilitate a regional approach to professional development and technical assistance within the five Florida Inclusion Network regions. To accomplish this goal, the Florida Inclusion Network director will work in conjunction with FDLRS managers, FIN facilitators, the FDOE project liaison, and school district staff, when appropriate.
- P. Hire, support travel, and provide work space and office equipment for a full-time RLATS to support district LATS, and other district and school staff in the region in conducting assistive and instructional technology assessments for ESE students and supporting the use of assistive technology in the classroom. PS/Rtl project staff will be consulted on the development of the local RLATS job description, and included, as appropriate, in the selection process for any new RLATS.
- Q. Ensure that the RLATS is approved to travel to all service districts and is able to use RLATS funds to ensure equitable services are provided in support of assistive technology to students with disabilities in all service districts.

In witness hereof, the parties have caused this agreement to be executed by and between them:

STATE OF FLORIDA DEPARTMENT OF EDUCATION

BY: [Signature]

NAME: Richard Corcoran J. Alvarez

TITLE: Commissioner Cheryl Stelf

DATE: 8/5/19

HAMILTON COUNTY SCHOOL DISTRICT

BY: [Signature]

NAME: R. L. MITCHELL

TITLE: SUPERINTENDENT

DATE: 5/12/19

In witness hereof, the parties have caused this agreement to be executed by and between them:

STATE OF FLORIDA DEPARTMENT OF EDUCATION

BY: _____

NAME: Richard Corcoran

TITLE: Commissioner

DATE: _____

HAMILTON COUNTY SCHOOL DISTRICT

BY: Rex L Mitchell

NAME: REX L MITCHELL

TITLE: SUPERINTENDENT

DATE: 5/17/19

ATTACHMENT A – Standard Project Narratives (including Baseline Data)

ATTACHMENT B - Project Performance Accountability (Schedule of Deliverables)

ATTACHMENT C - DOE 101 Budget Narrative Forms

**ATTACHMENT D – Coordinating Council Attestation – Additional Assurances for FDLRS ACs,
Consolidated Application Certification - FDLRS AC and ESE Director Assurances –
Certification of Duties and Responsibilities**

ATTACHMENT A – Standard Project Narratives (including Baseline Data)

SCOPE OF WORK

Project Abstract

Applicants are required to provide a description of the key elements and primary focus of the project.

Response: The Florida Diagnostic and Learning Resources System Associate Centers (FDLRS ACs) provide an array of instructional and family support services to exceptional student education (ESE) programs in school districts statewide. The four central functions of each FDLRS AC are child find, parent services, human resources development (HRD), and technology. The 19 FDLRS ACs serve Florida's school districts, Florida School for the Deaf and the Blind and Florida's university laboratory/developmental research and charter schools. The discretionary projects collaborate with school districts, agency and support personnel, communities, families, and other educational personnel providing support services for educators, parents, school administrators, and students with exceptionalities. Funding also supports the implementation of the statewide Professional Development Alternatives (PDA) program. PDA modules are designed to provide Florida teachers with widely available, easily accessible opportunities to increase their competencies in the ESE area.

Florida Inclusion Network (FIN) facilitators are also funded through the FDLRS ACs, and their role is to support the priorities of FIN. The purpose of the FIN discretionary project is to maintain a regional network of facilitators to assist schools and school districts in the implementation of effective and inclusive educational practices.

Statutory authority for implementing the FDLRS AC discretionary projects which include the Florida Inclusion Network are:

- FDLRS ACs: Section 1006.03, Florida Statutes (F.S.)
- FIN: Section 1003.57(1) (f), F.S.

Pursuant to the following funding authority the PROVIDER is charged with carrying out the activities of the discretionary project:

- Public Law 108-446, Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Part B, Section 611,
- Catalog of Federal Domestic Assistance (CFDA) # 84.027A (www.cfda.gov)
- Catalog of Federal Domestic Assistance (CFDA) # 84.173A (www.cfda.gov)
- 2019 General Appropriations Act, Line 112, Special Categories, Grants and Aids – Exceptional Education from General Revenue Fund
- Catalog of State Financial Assistance (CSFA) #48.065 (www.myfloridacfo.com/aadir/docs/CSFACodesTable12-14-11.pdf)

The targeted populations served by the FDLRS Associate Centers (FACs) include:

- Infants and toddlers and students in prekindergarten-grade 12;
- Students identified as at-risk;
- Exceptional students (students who are gifted and students with disabilities); and

- Community agencies, district administrators, families, paraprofessionals, related services providers, school administrators, student services, and teachers.

The purpose of the 19 FDLRS ACs is to provide the following programs and services for individuals working with ESE students, families, and support agencies:

- Assist in the location, identification, evaluation and initiation of appropriate education or other needed services for children and youth, birth through 21 years of age who have, or are at risk of developing, special or unique needs and are not enrolled in public school.
- Plan collaboratively with school districts, ESE departments, staff development offices, and other professional learning entities to provide information, professional learning and technical assistance and follow-up related to effective instructional strategies and service delivery models for the education of children and youth who are exceptional or have unique needs.
- Assist school districts and families who have children who are exceptional or have special or unique needs to develop effective partnerships allowing shared responsibility to improve the education of all children and youth.
- Assist and support school district professional staff and families of students with disabilities in the appropriate use of assistive and instructional technology, assistive technology (AT), related services, universal design principles and technology that enhance learning and communication.
- Assist schools and school districts in the implementation of inclusive educational practices.

Expected outcomes for deliverables for the FDLRS ACs are identified by functions and include the following:

- Child Find
 - Locate children who are potentially eligible for services under the IDEA, and link them with needed services.
 - Promote general public awareness of programs and services available for young children who have or are at risk of developing disabilities.
 - Provide service coordination and support for diagnostic screening, placement and training.
- Parent Services
 - Provide information, training, and support to school districts and families, in order to promote effective parent participation in the education of children who are exceptional or have special needs.
 - Provide assistance in the development of family-friendly programs, training and support for services for children with disabilities, and support partnerships between schools and parents to support student achievement.
- HRD
 - Collaboratively plan and provide information, training, technical assistance, consultation and resources related to effective instructional strategies and models for the education of children and youth who are exceptional or have unique needs based on locally assessed needs and established priorities.
 - Conduct needs assessments, as applicable, and personnel development with multi-level professional development activities at the awareness, comprehensive, integration, application, and follow-up levels.
- Technology
 - Provide assistance and support in the appropriate use of a variety of technologies for students, teachers, professional staff, and parents.
 - Provide support services in the areas of AT, instructional technology, Universal Design

for Learning (UDL), accessible instructional materials/National Instructional Materials Accessibility Standards (AIM/NIMAS) Florida services, and virtual and online instruction.

For these five county school districts, expectations for the Regional Local Assistive Technology Specialist (RLATS) include the following: Hamilton, Highlands, Leon, Marion and Washington.

- Provide assistance and support to district and school staff in the region to support assessments and evaluations for assistive and instructional technologies, face-to-face and online accommodations, and testing accommodations that will improve the achievement of students with disabilities.
- Provide assistance and support to district and school staff in the region and with the Problem Solving and Response to Intervention (PS/RtI) discretionary project to support the participation and progress of students with disabilities in a highly effective, universal, and differentiated core curricula based on the Florida Standards.
- Conduct and coordinate with the PS/RtI Regional Technology Coordinators to provide professional development or technical assistance to teachers and others who provide services to students with disabilities in the region.
- Provide assistance and support to district and school staff in the region and the PS/RtI discretionary project to determine data collection procedures and report on progress related to the utilization of technology.
- Provide data as directed by the PS/RtI discretionary project, to include all data needed for the annual AT evaluation report.
- Coordinate with the technology unit of the PS/RtI project when planning and hosting multi-regional RLATS meetings and activities.
- Provide assistance and support at two face-to-face meetings with the PS/RtI Technology unit, one in the fall and one in the spring, for planning and oversight activities.

Deliverables for FDLRS ACs include services and products provided through FIN, with a focus on inclusion. FIN will maintain a regional network of facilitators, consultants, and practitioners to assist districts and schools in the implementation of effective and inclusive educational practices. Inclusion is a priority of BEESS.

Expected outcomes for the deliverables for FIN will be delivered using a multi-tiered system of support aligned with a data-driven problem-solving process and the BEESS Strategic Plan.

In partnership with districts, FIN facilitates the implementation of best practices for inclusive education through:

- Data-driven, student-focused planning and problem-solving across districts and schools.
- Data-driven professional development and technical assistance to increase knowledge and skills of districts and school personnel.
- Coaching and resources for district and school personnel to build and sustain capacity.
- Sharing information to build collaborative relationships between families, schools, and districts.

Each regional FIN team collaborates with districts and schools to collect data on educational placement and student achievement. These data are used to create or adjust Plans for Inclusive Education and monitor and evaluate the effectiveness of FIN services.

FIN Services are structured and provided as follows:

- FIN regional teams analyze district data to prioritize and develop an integrated, systematic plan of action to provide targeted and multi-tiered supports and services to districts.
- FIN regional teams use a data-driven process, including the Best Practices for Inclusive Education Assessment (BPIE) to assess needs within each region, customize services, and provide in-depth and meaningful support.
- FIN services include professional development, technical assistance, and the provision of resources for best practices for inclusive education.
- District FIN facilitators travel within their region to provide services as defined by regional, district, and Plans for Inclusive Education.
- FINs may also collaborate and provide services statewide, as needed, by FDOE and other FIN regions.

Target Population –

Infants and toddlers and students in prekindergarten-grade 12; students identified as at-risk; exceptional students (students who are gifted and students with disabilities); and community agencies, district administrators, families, paraprofessionals, related services providers, school administrators, student services, and teachers.

Established Need

Identify the state, regional or district need based on analysis of the baseline data.

Response: District data related to preschool performance on the LEA profiles indicate that most districts are reaching the state targets for indicators related to growth and performance. Madison data reflects that growth targets were not met in the positive social-emotional skills and acquisition and use of knowledge and skills while in the program. Hamilton data indicates that although children were making growth in these two areas, they were not achieving age expectations by the time they were turning six. The districts of Hamilton, Madison, and Suwannee were well above the state average for children served in regular early childhood programs. Columbia and Lafayette counties did not meet targets for this indicator. Columbia, Madison, and Suwannee were successful in facilitating positive parent involvement at the elementary level. Lafayette and Hamilton did not meet this indicator but also have a much smaller population responding to the survey. Both districts were contacted for developing additional methodologies for reaching out to families to encourage parental response. FDLRS is collaborating locally with the Technical Assistance and Training System (TATS) to provide support to each district for inclusive service delivery, promoting visual supports and expansion of pilot classrooms in Columbia and Suwannee in 2018-19 to all districts for 2019-2020 for implementation of the Multi-Sensory Early Language Development initiative.

A significant concern for the FDLRS/Gateway Child Find function is the trend which reflects a decline in the number of referrals. The center has worked diligently this year to develop new methods for promoting the child find function with a major emphasis in the social media arena. Hamilton and Madison counties are the two districts with the major decline in referrals and activities are underway to promote efforts within those communities. Community mass screenings are currently underway which typically results in a large number of referrals for the districts. Although there are fewer referrals, the data indicates many of the children being referred are significantly in need of services. Another concern is the late referrals of some children with significant needs which indicates the need to reach out to target pediatricians that may not be aware of available services locally for families. One positive trend for the Child Find function is the increase in Part C to B transition meetings for students identified and served through Early Steps that may be transitioning to services within the districts. Currently, FDLRS has facilitated 59 transition meetings with the districts and Early Steps through the third quarter which is an increase over the 52 conducted in 2017-18. Ensuring that children have access to early intervention services is a major part of the child find mission at the center.

Training data for the center encompassing FDLRS/Gateway and FIN activities indicates that curriculum and instruction and behavior continue to be the two areas of professional development focus followed by technology and ESE policies and procedures. It should be noted that centers must categorize trainings into one topical area when entering data into the Project Tracking System which results in trainings being categorized into one topic but may address several. The Gateway center uses a training model of integration when providing professional development locally. Technology tools and behavior strategies are embedded within curriculum and instruction offerings. Behavior trainings include curriculum and instructional strategies as well as technology tools for managing behavior. It should be reflected that seclusion and restraint data was reviewed for the five districts as a part of the application process. Specific data was not included due to the fact that it is not currently an issue in any of the five districts. Behavior training initiatives focus on the use of de-escalation strategies and evacuation of immediate threat to avoid the need for seclusion and restraint of students. Technology training includes strategies for teaching curriculum, tools for providing access to curriculum and visual supports for promoting language and communication. A larger number of trainings in the area of ESE policies and procedures was provided this year. A huge training initiative in collaboration with Project 10 was conducted to retrain many veteran teachers as well as new teachers in Quality and Transition IEP development followed by Matrix of Services training. Overall, a total of 138 trainings have been provided for the current year to a total of 2025 participants through the third quarter. The summary of training data indicates participants are largely satisfied with professional development received with ratings of 74.7% in the highest category. FDLRS/Gateway is working collaboratively with FIN to provide professional development which will increase the performance of students with disabilities in the general curriculum. The FDLRS/Gateway Coordinating Council identified performance of students with disabilities as the most critical area of need within the districts for 2019-2020. The districts have made great strides in their rates for inclusion so the focus will be on ensuring higher rates of proficiency using the evidence-based tools and strategies available for students with disabilities. The majority of professional development offerings provided by the center are designed to address a school and/or district-based need identified through data in order to ensure that follow up support is provided for implementation. There has also been a shift toward the provision of job-embedded professional development that is focused and targeted to a specific need, teacher, and/or group of staff.

FDLRS/Gateway collaborates with the centers in Region 2 and the FDLRS Administration project to provide PDA modules for service area participants. FDLRS/Gateway hosted two facilitated modules through the third quarter with 33 completers. Currently, two PDA

Differentiated Reading Instruction courses are being offered with an anticipated 45 completers. Based on the new legislatively mandated reading requirements, the center has worked with local districts to identify additional facilitators for the PDA Reading Course which meets Competency 4 of the reading requirement. An anticipated three courses will be offered beginning the first quarter of 2018-2019 to address participants already identified via the wait list registration system. The annual PDA schedule will be developed regionally to ensure availability of all PDA courses offerings for 2019-2020.

The FDLRS student outcome database transitioned to the FDLRS impact database for 2018-2019. The center is currently working to transition service area participants to this system to collect student impact data for professional development offerings provided. Through the third quarter, 15 teachers had reported data for 516 students. The average score impact from a range of -100 to 100 was 30 reflecting a gain of .58%. The effect size reported by this system was 2.27% from a range of -9.99 to 9.99. The data reflects a positive impact for students.

Secondary transition continues to be an area of focus for the Gateway service area. All districts are in compliance with Transition IEPs as indicated by the LEA data profiles. Postschool outcomes continue to be a concern. The Gateway Secondary Interagency Council meets three times per year to address issues related to secondary transition. The Florida Department of Education assisted the Council by providing a presentation in March to enlighten districts on the data sources currently used in gathering the Florida Education and Training Placement Information Program (FETPIP) data which is used for reporting the postschool outcome data in the LEA profiles. The concern in capturing postschool outcome data for students crossing the Florida line was validated by this presentation. The state has currently lost contracts to capture data for students that may be working or going to school in Georgia and other northern states. The state is currently working to renegotiate contracts to capture this data which will result in an increase in ratings for post-school student outcome data for local districts. The council which is led by FDLRS/Gateway staff will continue to work collaboratively with districts and agencies to ensure that students and families have supports for secondary transition.

The districts of Columbia, Madison and Suwannee counties exceeded the LEA profile targets for 83% of schools facilitate parental involvement for students with disabilities. Hamilton and Lafayette were slightly below the state target. FDLRS has continued collaboration with districts to identify ways in which districts can increase participation in the surveys through monitoring and communication with target staff based on the monthly parent survey results provided by FLDOE.

Each FIN regional team identified district priorities using a systematic review of each district's 2018 LEA Profile and other data to determine support needs related to SPP Indicators 5a, 5b, 5c, and 3c. Districts were categorized into three tiers of support based on these data and aligned with the BEESS Multi-Tiered System of Supporting Districts (to include universal, supplementary, and intensive services and supports).

Determination of tiered placement for each district was based upon BEESS LEA Determination Criteria when applicable (i.e., Indicator 5a) and the BEESS SPP Best Practices for Inclusion Strategic Team's tiers as detailed below. All districts in the region receive Tier 1 services.

Indicator 5a

- Tier 1 met or exceeded the 2017-18 state target of 83%
- Tier 2 within 10% points of the 2017-18 state target
- Tier 3 more than 10% points below the state target

Indicator 5b

- Tier 1 met or did better than the 2017-18 state target of $\leq 7\%$
- Tier 2 met or did better than the 2017-18 state average of 13.8%
- Tier 3 percentages higher than the 2017-18 state average of 13.8%

Indicator 5c

- Tier 1 met or did better than the 2017-18 state target of $\leq 1.25\%$
- Tier 2 met or did better than the 2017-18 state average of 3.3%
- Tier 3 percentages higher than the 2017-18 state average of 3.3%

The information below identifies the district priorities in FIN/FDLRS Region 2 for the 2019-20 grant year:

The Tier 3 districts in FIN/FDLRS Region 2 are:

Indicator 5a: **Alachua, Citrus, Marion, FSDB**

Indicator 5b: **Alachua, Baker, Columbia, Dixie, Marion**

Indicator 5c: **Citrus, Duval, FSDB, Marion, Putnam**

Based on the analysis of the information gathered for the baseline data section of this application, the following services will be offered for Tier 3 districts, resulting in the improvement of student outcomes.

Services to Tier 3 districts include supports identified in Tiers 1 & 2. The districts identified above may also receive site-based action planning and direct services and *targeted support to identified schools*:

- Ongoing school-level planning, and problem-solving in collaboration with district teams, school leadership teams, grade level teams, content area teams, individual teachers, and other special projects
- School and classroom needs assessments
- Site-based, targeted professional development
- Classroom visits/observation/feedback
- Identify and implement progress monitoring and evaluation methods and strategies aligned with core and intensive instruction, including the following:
 - Methods of assessment (conversation, observation, products/student work)
 - Methods, timelines and frequency of data collection
 - Success criteria

The Tier 2 districts in FIN/FDLRS Region 2 are:

Indicator 5a: **Baker, Clay, Columbia, Dixie, Duval, Hamilton, Lafayette, Nassau, Putnam**

Indicator 5b: **Bradford, Citrus, Clay, Duval, Flagler, Hamilton, Levy, Madison, Putnam, St. Johns, Suwannee, Union**

Indicator 5c: **St. Johns**

Based on the analysis of the information gathered for the baseline data section of this application, the following services will be offered for Tier 2 districts, resulting in the improvement of student outcomes.

Services to Tier 2 districts include supports identified in Tier 1. The districts identified above may also receive the following supports:

- Collaborate with district-level staff and cadres to provide targeted support for identified schools with measurable outcomes:
 - Needs assessment
 - Site-based planning and problem-solving
 - Professional development
 - Repeated classroom visits/observation/feedback
- Ongoing, specific PD, TA, and follow-up to district- and school-level teams
- Data collection, evaluation, and progress monitoring for district- and school-level teams

The Tier 1 districts in FIN/FDLRS Region 2 are:

Indicator 5a: **Bradford, Flagler, Gilchrist, Levy, Madison, St. Johns, Suwannee, UF Lab School, Union**

Indicator 5b: **FSDB, Gilchrist, Lafayette, UF Lab School**

Indicator 5c: **Alachua, Baker, Bradford, Clay, Columbia, Dixie, Flagler, Gilchrist, Hamilton, Levy, Madison, Suwannee, UF Lab School, Union**

Based on the analysis of the information gathered for the baseline data section of this application, the following services will be offered for Tier 1 districts, resulting in the improvement of student outcomes.

- District team planning and problem-solving
- Data analysis and student-centered decision making
- Needs assessments: Surveys, interviews, checklists
- District-level professional learning:
 - Trainer training for cadres in effective inclusive practices
 - Co-training/co-facilitation with cadre members
 - Facilitate teams/cadres with implementation of district-level collaborative learning structures: CoPs, study groups, webinars, online learning courses
 - PD for school-based leadership (e.g., Principal's Academy)
 - Ongoing follow-up and collaboration from professional learning activities
- Provision of research-based resources and related materials
- District-level TA:
 - Consultation, mentoring, demonstration
 - Support for leadership
 - Assist district cadres in developing follow up plans and schedules for tier one schools
- Coordination of site visits to model schools
- Multi-project collaboration
- Support for family involvement to increase LRE and student achievement
- Follow-up activities and support for district cadres
- Data collection, evaluation and progress monitoring resources and tools:
 - Data gathering resources and coaching support for classroom walk-throughs
 - Strategies/tools to measure Impact of services on student outcomes
 - Strategies/tools to measure climate and culture

Best Practice for Inclusive Education (BPIE):

In accordance to section 1003.57(1)(f), Florida Statutes (F.S.), Clay, Duval and Nassau are in compliance with district BPIE. Clay and Nassau have completed all school BPIEs. Duval has 50% of schools in compliance currently with 100% expected by May 31, 2019. All of FDLRS

NEFEC counties will be in compliance for District BPIEs by May 15, 2019 and for school BPIEs by April, 22, 2019. All FDLRS/Springs districts are in compliance for District BPIE's.

The following is a summary of the BPIE indicators prioritized by districts within Region 2:

Region	FDLRS Action Center	District	Most Recent BPIE	DBPIE Priority Indicators
2	Crown	Clay	10/19/2017	11,16,17,21
2	Crown	Duval	1/23/2018	8,15,17,19,24
2	Crown	Nassau	1/20/2017	13,16,17,19
2	Gateway	Columbia	10/17/2018	5,17,24,26
2	Gateway	Hamilton	4/13/2018	7,17,22
2	Gateway	Lafayette	8/25/2017	10,17,27
2	Gateway	Madison	5/15/2017	12,14,16,17
2	Gateway	Suwannee	1/25/2018	14,16,26
2	NEFEC	Baker	9/29/2017	11,17,24,26,27
2	NEFEC	Bradford	12/5/2017	3,5,11,16,19,24
2	NEFEC	Flagler	1/13/2017	8,9,13,23,24,25
2	NEFEC	FSDB	5/23/2016	19,29
2	NEFEC	Putnam	1/19/2018	14,15,17,30
2	NEFEC	St. Johns	2/13/2017	4,11,20,24,25
2	NEFEC	Union	10/30/2018	11,16,27,28
2	Springs	Alachua	3/7/2019	8,10,16,26
2	Springs	Citrus	9/21/2016	11,13,15,17,20,26
2	Springs	Dixie	2/22/2019	6,7,15
2	Springs	Gilchrist	5/16/2017	7,15,27
2	Springs	Levy	3/6/2019	5,11,12,20
2	Springs	Marion	1/9/2019	11,24,27
2	Springs	UF Lab School	1/10/2018	10,15,26

Top 6 prioritized indicators for districts in Region 2:

1. 17 (10 districts selected)
2. 11 (8 Districts selected)
3. 16, 24 (both indicators had 7 districts select this)
4. 15, 26 (both indicators had 6 districts select this)

Description of Alternate Methods for Trainings/Meetings

Alternate methods of conducting meetings and training events must be considered by applicants in an effort to reduce the number of events requiring participants to travel outside of their district. Please describe alternate methods of training used and any new methods to be used for the upcoming fiscal year. Use the Request for Application for more specific information.

Response: The FDLRS network has been a leader in implementing the use of alternate methods for trainings and meetings. During the 2018 - 2019 project award period, the FDLRS network provided the following alternate professional learning options:

- Facilitated online professional development modules via the PDA program
- Facilitated online professional development modules focusing on differentiating mathematics, differentiating science, interpersonal interactions and Strategic Instruction Model (SIM) Concept Mastery Routines and SIM Unit Organizer Routines via the PDA program
- Online professional development modules focusing on differentiating instruction, informative assessment and assistive and instructional technology via PDA program
- Online professional development module targeting technology tools to support reading comprehension via the PDA program
- Online professional development modules on the Matrix of Services and Surrogate Parent training via the PDA program
- Independent study modules, focusing on effective teaching practices for students with disabilities and in the content area, positive behavior supports, inclusive practices for Prekindergarten (Pre-K), developmentally appropriate practices for Pre-K and a tutorial for the Battelle Developmental Inventory for Pre-K
- Kindergarten(K) - 6 and Middle Grades Online Content Review modules as a means for educators to prepare for certification exams and enhance their content knowledge
- Participation in Adobe Connect sessions for Manager Roundtables, Function Meetings and follow up sessions, training sessions, sharing of exemplary strategies, workgroup meetings and a number of other professional learning opportunities
- Virtual book studies and professional learning communities to enhance areas of expertise in order to increase services to the districts
- Five-part Webinar Series for Parents provided via FAC's websites.

Regionally, centers are using virtual meeting space to conduct regional meetings among managers and function personnel. In addition, regions are also collaborating on regional virtual learning activities which will be able to be replicated. At the local level, individual centers are utilizing virtual instruction in a variety of formats ranging from delivering online professional development and follow up, to incorporating online communication strategies for information sharing and conducting meetings. Time and money spent on travel has been reduced through the use of alternative delivery methods and the FDLRS network continues to emphasize additional utilization of virtual technologies.

In 2019-20, FDLRS/Gateway will continue use of the Adobe Connect and Zoom virtual meeting platforms to provide options for stakeholders to participate in scheduled meetings. Follow up sessions and/or individualized technical assistance will be provided virtually to stakeholders during planning or after-school sessions. The center will explore the use of various alternative formats for the provision of parent information/training to better meet the needs of stakeholders.

Support of the BEESS Strategic Plan/State Performance Plan (SPP)

Applicants must describe how specific project activities address the indicators of Florida's IDEA, Part B SPP, and the BEESS Strategic Plan as applicable. For each SPP Indicator and BEESS Strategic Plan target addressed by the project:

- Include reference to the measurable target for each indicator, as stated in the current SPP and BEESS Strategic Plan; and

- Describe the collaboration activities with other discretionary projects with regard to the SPP indicators and BEESS Strategic Plan.

Response: The data reflected in Florida's State Education Agency (SEA) Profile and individual district Local Educational Agency (LEA) Profile are utilized to determine project activities. Areas of emphasis outlined in BEESS Strategic Plan are also a guiding factor in determining programs and services to be offered and areas of need. This includes: highest student engagement, seamless articulation and maximum access, skilled workforce and economic development, and providing quality and efficient services.

According to the SEA Profile, Florida has 385,154 students identified as students with disabilities, out of a total PK – 12 Population of 2,832,180 or 14%. The FDLRS network provides programs and services which directly support the education of students with disabilities by working with educators, administrators, paraprofessionals, agencies, and families in the areas of Child Find, Parent Support, HRD/Professional Development, and Instructional/Assistive Technology. In reviewing Project Tracking System (PTS) data entries, more than half of the professional development offered is provided to general educators serving students with disabilities in the general education curriculum. In addition to ensuring access to the general curriculum, support to students with disabilities in the special education program is also an essential component of the educational continuum offered to students with disabilities.

FDLRS project personnel serve on the BEESS Strategic Plan Committee and there is also representation on the following sub-committees: Parent Involvement, Teachers and Leaders, Inclusion, Pre-K, K-12 Reading/Literacy and Math/Science, and Behavior/ Positive Behavior Interventions and Support (PBIS). Ongoing collaboration with discretionary projects is evident through a number of items including: implementation of the Multi-Tiered System of Supports (MTSS) - Small Group Planning and Problem Solving Process (SGPPS) online module and coordination of additional SGPPS project facilitators for use at the local level; collaboration on a new PBIS module and possible RtI module, collaboration with the FIN project and involvement with multiple workgroups to support the Strategic Plan.

In order to address the needs of students with disabilities, the following performance indicators from the BEESS Strategic Plan align with activities listed in this FDLRS' application:

- Among the children who entered preschool below age expectation, increase the percentage of those children whose rates of growth substantially increased by the time they exited the preschool program.
- Increase the percentage of children ages 3 through 5 with individual educational plans (IEPs) attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- Increase percentage of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented on or by their third birthdays.
- Increase the percentage of children with disabilities who score ready on the state Kindergarten Assessment.
- Increase the percentage of students with disabilities demonstrating proficiency and growth on statewide assessments.
- Increase percent of children with IEPs aged 6 through 21 educated in the least restrictive environment.
- Increase high school graduation rate and decrease dropout rate for students with disabilities.
- Increase student engagement through positive behavior practices, to achieve the mastery of the Florida State Standards.

- Increase supports for students with disabilities to obtain a standard diploma through access to the general curriculum.
- Increase equitable student outcomes (proficiency rates, graduations rates, and access to rigorous content and college/career opportunities) and close the achievement gap by reducing inappropriate identification of at-risk populations.
- Increase post-secondary options for students with disabilities.
- Increase efficiency and responsiveness of Child Find activities so that students with disabilities have timely access to Free Appropriate Public Education (FAPE).
- Increase the number of students with IEPs that contain appropriate, measurable goals for education, training, and employment; and that indicate student and outside agencies, as appropriate were invited to meeting.
- Increase the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
- Increase the number and percentage of effective and highly effective ESE teachers.
- Increase the percentage of ESE students taught by in-field teachers by 2% per year over the next five years, for a five-year target of 10%.

FDLRS collaborates with:

- The Florida Inclusion Network to ensure implementation of exemplary inclusive practices throughout the state.
- The MTSS-PS/RtI project to continue to expand the number of facilitators available to work with districts on implementing the Small Group Planning and Problem Solving (SGPPS). The MTSS Technology and Learning Connections (MTSS-TLC) for delivery of instructional and assistive technology, accessible educational materials (AEM) and universal design for learning (UDL).
- The Access Project in supporting regional trainers and securing FDLRS representation when needed. There will be FAC representation at an Access Points Train the Trainer scheduled for 2019-2020.
- Project 10 in securing facilitators for the VISION's conference and maintaining transition contacts at each center to assist with district support and assist with ongoing implementation of the Check and Connect initiative coordinated through the State Personnel Development Grant. In addition, we will collaborate with Project 10 so each FAC will have representation at the QIEP and TIEP Train the Trainer to be conducted in 2019-2020.
- FDLRS/Gateway specifically collaborates locally with:
 - FDLRS/Multidisciplinary Training and Diagnostic Program (MTDP) and the Center for Autism and Related Disabilities (CARD) in meeting the needs of students, parents, and educators.
 - TATS for the provision of professional development services to preschool classrooms, interagency council activities, and for working with district personnel to positively impact results on LEA preschool indicators related to inclusion, student performance, and transition.
 - Project 10 for training and technical assistance related to secondary transition issues and interagency council activities.
 - Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) to address professional development and technical assistance needs regarding behavior, seclusion/restraint, and mental health issues.

Evaluation Plan

Applicants will describe their methods to evaluate the product, service delivery, and training they provide. This description must address, if applicable, how the applicant will determine whether

- Recipients implemented or used the product, service delivery, and training received; and that
- The product, service product, and training achieved their intended outcomes.

Response: FDLRS ACs will evaluate progress on the successful implementation of the PDA modules, the Middle Grades Integrated Curriculum Online Content Review module and the Elementary K-6 Online Content Review module by maintaining demographic surveys, satisfaction surveys, and facilitator surveys in the Desire 2 Learn management system. An annual report providing a summary of module participants, satisfaction ratings, in/out of field status and connection to passing certification scores will be developed.

- FDLRS ACs meet with their Coordinating Councils a minimum of four times a year (2 in-person and 2 virtually) to analyze data, program services and completion of deliverables, collaborate on project initiatives and determine level of satisfaction by the districts. Data reviewed includes Project Tracking System (PTS), CHRIS Data, progress towards SPP Indicators and satisfaction surveys.
- Monitoring of personnel development activities offered by the FDLRS will follow guidelines provided in Florida's professional development evaluation protocol and include assessments at the completion of each activity and follow up surveys to identify continuous implementation and long-term impact of activities on increasing the number of highly qualified teachers and increased student achievement.
- Customer satisfaction surveys will be gathered at the conclusion of each personnel development initiative conducted by either the FDLRS AC managers or the FDLRS network functions.
- In addition, FDLRS has developed and is implementing the FDLRS Impact Database (FID). This system successfully provides a statewide database for FDLRS personnel to have participants enter pre and post data on students prior to and after implementing strategies and programs which they learned from FDLRS.
- Project activities will be reported quarterly in the required PTS. Activities entered in this system are aligned with the BEESS strategic plan.
- In addition, online surveys of needs assessments and satisfaction surveys will be conducted with service area stakeholders to assist in guiding center activities.

Support for Strategic Plan

Applicant must describe how the project will incorporate one or more of the goals located in Florida's State Board of Education Strategic Plan including the identification of targeted State Performance Plan Indicators. For further guidance, use the following URLs for more information:
<http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

Response: The FDLRS ACs support Florida's Department of Education's state goals of:

1. Highest Student Achievement
2. Seamless Articulation and Maximum Access
3. Skilled Workforce
4. Quality and Efficient Services

Activities related to these areas are identified in the performance accountability section of this application. In addition, FDLRS ACs are responsive to requests from FDOE to assist with facilitation, implementation, information dissemination and coordination of local activities related to the Florida State Standards, state goals, statewide initiatives and the BEESS strategic plan.

FDLRS ACs, in collaboration with BEESS initiatives, support FDOE's initiatives focusing on reading, math and science and those of the Just Read, Florida! Office in a variety of ways including the following:

- Professional development, modeling, demonstration and technical assistance provided in research-based instructional strategies, key areas of reading, content enhancement and differentiated instruction. Professional development in accommodations and modifications, instructional strategies, and instructional/assistive technology methods for instruction in reading, math and science are listed in the Project Activities and Project Performance Accountability forms for specific activities.
- Consistent delivery and implementation of Differentiating Reading Instruction, Explicit Instruction and Multi-sensory instruction for students with reading difficulties.
- Coordination of local Differentiating Reading Instruction online professional development module offered through the PDA program and plans to develop Differentiating Math Instruction and Differentiating Science Instruction PDA modules to be offered statewide. The Explicit Reading Instruction professional development initiative offered by each center also supports addressing instruction for all learners, with an emphasis on struggling learners.
- Coordination of professional development, technical assistance, coaching and modeling on how to utilize assistive and instructional technology to increase student achievement and reading, math and science proficiency.
- Availability of current research, trainers, and support for FDOE initiatives in the areas of reading, math and science.
- Provision of demonstration and coaching on how to effectively use accommodations related to technologies, with students in the classroom and planning for the use of these technologies during assessments.
- Support for parent information and dissemination re: the statewide parent survey and implementation of professional learning opportunities to support parent involvement, student engagement, True Colors, Building Family Friendly Schools, child development and individualized professional learning centered on parental requests.
- FDLRS also supports the dissemination of information by promoting the awareness of resources available at the Just Read Florida website, www.justreadflorida.com and at the Math/Science Initiative website www.fldoe.org/academics/standards/subject-areas/math-science/index.html.
- In addition, the FDLRS will be implementing the Technology for Student Success: Assistive Technology and the Technology Tools for Reading module of PDA. We will also continue to update the Differentiated Reading Instruction PDA online module which currently meets the requirements for Competency 4 of the Reading Endorsement.

General Education Provisions Act (GEPA)

Applicant must describe how equitable access to and participation in its program for students, teachers, and other program beneficiaries with special needs will be provided in accordance with section 427 of the GEPA, Public Law 103-382. See this requirement at the following URL:
<http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

Response: In accordance with the requirements of Section 427 of GEPA, Public Law (P.L.) 103-382, all FDLRS ACs will provide equitable access to all programs and services offered locally, regionally and statewide. This includes ensuring freedom from barriers related to the following six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, each FDLRS AC will determine whether these or other barriers prevent stakeholders from accessing or participating in FDLRS related activities.

Every effort will be made by the FDLRS ACs to address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and the approved application, FDLRS will also work in conjunction with local entities to increase awareness of the needs and abilities of individuals with disabilities in an effort to assist in eliminating barriers evident in the local service region. Specific activities supporting this claim include disability awareness activities, differentiating instruction professional development, assistive/adaptive and universal design technology demonstrations and professional development, outreach activities, websites compliant with section 508, multi-lingual resources as appropriate and other initiatives supporting access to all programs and services.

Equitable Services

In accordance with Public Law 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 educational agency service area. Use the following URLs for more information: <http://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>

Response: Per the direction of P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, FDLRS ACs make all of its programs and services available across the state to stakeholders working with students with disabilities and their families. All online and face-to-face professional development offered by the FDLRS ACs services are available free of charge to all individuals working with students with disabilities and their families. This includes public, charter, private, and home-school educational entities, agencies and families. Each local FDLRS AC works with their Coordinating Council to ensure programs and services are equitably distributed.

Baseline Data

See attached.

FDLRS/Gateway & FIN Baseline Data

LEA Profile Data for Preschool Indicators

Gateway Summary	SEA/LEA Profile 2017 /Selected State Performance Indicators for Preschool:	SEA	Columbia		Hamilton		Lafayette		Madison		Suwannee	
Indicator	2016-2017 State Level Target	DATA Target Met	LEA Data	Target Met	LEA Data	Target Met	LEA Data	Target Met	LEA Data	Target Met	LEA Data	Target Met
7. Prekindergarten Performance	68.1% of children who entered preschool below grade expectations will substantially increase their growth in positive social emotional skills by the time they exit the preschool program.	69.12 Y	80.00	Y	100.00	Y	100.00	Y	64.29	N	75.00	Y
	68.4% of children who entered preschool below grade expectations will substantially increase their growth in acquisition and use of knowledge and skills by the time they exit the preschool program.	65.02% N	72.73	Y	75.00	Y	100.00	Y	65.00	N	87.50	Y
	50.9% of children who entered preschool below grade expectations will substantially increase their growth in use of appropriate behaviors to meet their needs by the time they exit the PK program.	61.42% Y	77.78	Y	100.00	Y	100.00	Y	63.64	Y	71.43	Y
	83.9% of children were functioning within age expectations in positive social emotional skills by the time they turn 6 years of age or exit the preschool program.	81.60% N	91.67	Y	80.00	N	75.00	Y	86.11	Y	91.67	Y
	73.4% of children were functioning within age expectations in acquisition and use of knowledge and skills by the time they turn 6 years of age or exit the preschool program.	67.22% N	83.33	Y	60.00	N	100.00	Y	75.00	Y	83.33	Y
	81% of children were functioning with age expectations in use of appropriate behaviors to meet their needs by the time they turn 6 years of age or exit the preschool program.	78.42% N	91.37	Y	100.00	Y	100.00	Y	88.89	Y	91.67	Y
FAPE in the LRE	Increase % of children with disabilities ages 3-5 attending regular early childhood program and	36.73%	32.00	N	68.42	Y	37.50	N	56.98	Y	95.12	Y

Children ages 3-5	receiving the majority of special education and related services in a regular early childhood program to 43%	N										
	Decrease the percentage of children with disabilities ages 3-5 attending a separate special class, separate school, or residential facility to 47.3%	49.82% N	60.00	N	26.32	Y	62.50	N	34.8 8	Y	2.44	Y
8. Parent Involvement	83% of parents with a preschool child receiving special education services report that schools facilitate parent involvement as a means of improving services and results for children with disabilities.	73.33 N	92.86	Y	50.00	N	50.00	N	84.6 2	Y	92.00	Y
12. Part C children eligible for Part B who have IEPs developed and implemented by their third birthday	100% of children served and referred by part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthday.	100 % Y	100	Y	100	Y	100	Y	100	Y	100	Y

Overall Data from Children's Registry and Information System (CHRIS)

Activity	2017-2018	7/1/18 - 3/31/19
Number of Referrals	802	542
Number of Screenings	706	430
Number Referred for Evaluation	200	105
Number Eligible for ESE	161	123
Part C to B Transition Meetings Facilitated by FDLRS	52	59

CHRIS Data by District

Districts	Referrals 2017-18	Referrals 7/1/18 – 3/31/19	Screenings Conducted 2017-18	Screenings Conducted 7/1/18 – 3/31/19	Referred for Evaluation 2017-18	Referred for Evaluation 7/1/18 – 3/31/19	Number Eligible 2017-2018	Number Eligible 7/1/18 – 3/31/19
Columbia	308	239	259	239	94	57	82	59

Hamilton	79	57	70	57	17	4	8	3
Lafayette	41	28	38	28	13	3	9	7
Madison	141	66	134	66	35	6	29	19
Suwannee	233	152	205	152	41	35	33	35

TRAINING DATA

Training Data by Category from Project Tracking System for 7/1/18 – 3/31/19

Training Category	Number of Events	Number of Participants
Family Caregiver and Community Support	8	385
Behavior Supports	35	384
Curriculum and Instruction (Gifted – General Revenue)	1	2
Curriculum and Instruction (FDLRS)	38	567
Curriculum and Instruction (FIN)	23	267
ESE Policies and Procedures (FDLRS)	13	249
ESE Policies and Procedures (FIN)	6	32
Child Find Awareness and Outreach, Evaluation and Assessment	7	36
Technology: Assistive Technology, Instructional Technology, Universal Design for Learning and Accessible Instructional Materials	17	103
Totals	148	2025

Summary of Training Evaluation Data from Project Tracking System for 7/1/18 – 3/31/19

Discretionary Project Evaluation Questions	Never/Not At All					Greatly/Always
	1	2	3	4	5	6

Learner Outcomes						
To what extent did the training increase your knowledge?	0	6	15	79	218	697
Relevance of Professional Development						
To what extent did the training meet the course objectives?	0	2	9	30	184	779
Transfer to Students						
To what extent will you use what you learned in this training?	0	2	8	38	201	761
Implementation						
To what extent will you recommend this training to others?	0	3	11	40	173	782
Totals	0	13	43	187	776	3019
Percentage of Ratings	0%	0.003	0.010	0.046	0.192	0.747

Professional Development Alternatives (PDA) Data 7/1/18 – 3/31/19

	2016-2017	7/1/17 -6/30/18	7/1/18 – 3/31/19
Courses Hosted by FDLRS/Gateway	7	3	2
Course Completers Hosted by Center	50	12	33

FDLRS Impact Data for 7/1/18 – 3/31/19

Number of Teachers Reporting	Number of Students	Impact (Average Score Change on Scale -100 to 100)	Gain (Average Score Change as a % of Possible Change)	Effect Size (Average Individual Effect Size Range -9.99 to 9.99)
15	516	30	0.58	2.27

LEA Profile Data for Select Indicators, K-12 (other elements included in FIN Charts)

FDLRS/Gateway Summary	SEA/LEA Profile 2017 Selected State Performance Indicators for K-12	SEA	Columbia		Hamilton		Lafayette		Madison		Suwannee	
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Indicator	2016-17 State Level Target	DATA Target Met	LEA Data	Target Met	LEA Data	Target Met	LEA Data	Target Met	LEA Data	Target Met	LEA Data	Targ Met
13. Transition IEP Compliance	100% of Youth with IEPs aged 16 and above have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	94.32% N	100.00	Y	100.00	Y	100.00	Y	100.00	Y	100.00	Y
14. Postschool Outcomes*	35% of youth exiting in 2014-2015 who are no longer in secondary school, had IEPs in effect at the time they left school, were found enrolled in higher education within one year of leaving high school.	27.85% N	21.31	N	0.00	N	12.50	N	33.33	N	26.19	N
	48% of youth exiting in 2014-15 who are no longer in secondary school, had IEPs in effect at the time they left school, were found in higher education or competitively employed within one year of leaving high school.	43.85% N	45.90	N	22.22	N	50.00	Y	57.14	Y	35.71	N
	63% of youth exiting in 2014-15 who are no longer in secondary school, had IEPs in effect at the time they left school, were found enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	56.16% N	57.38	N	33.33	N	50.00	N	61.90	N	50.00	N
8. Parent Involvement	83% of parents with a child in K-12 receiving special education services report that schools facilitate parent involvement as a means of improving services and results for children with disabilities	77.74% N	84.76	Y	80.00	N	82.50	N	89.03	Y	94.03	Y

**Florida Department of Education Bureau of Exceptional Education and Student Services
2018-19 Parent Survey Results (Online and Paper Survey) as of April 1, 2019**

District	District Name	PK – Paper	PK – Web	Total PK	KG – 12 Paper	KG – 12 Web	Total KG – 12	District Totals	Group Size
12	Columbia	10	*	13	102	23	125	138	Small/Medium

24	Hamilton	-	-	-	10	-	10	10	Small
34	Lafayette	*	*	*	23	*	31	39	Small
40	Madison	-	-	-	*	*	14	14	Small
61	Suwannee	*	-	*	33	*	38	41	Small

Note: * represents a value less than 10

Note: - represents a value of 0 (zero)

The baseline below was developed for FIN but also includes data components used by FDLRS/Gateway in the development of the grant application.

FIN Baseline Data: COLUMBIA COUNTY

Based on examination and discussion of data from multiple sources, including Local Educational Agency (LEA) Profiles and the EdStats portal, within and among various stakeholder groups, and based upon State Performance Plan (SPP) Target Goals, identified areas of specific focus for this Florida Diagnostic and Learning Resources System (FDLRS) Associate Center (AC) are summarized below.

Indicator		2018 LEA Profile, 2018-19 Data and EdStats
1 Graduation Rate	The percentage of students with disabilities (SWD) graduating with a standard diploma (State Target for 2016-17 was 60.3%)	58%
2 Dropout Rate	Percent of youth with IEPs dropping out of high school. (State Target for 2016-17 was 11.7%)	6%
3 Participation and performance of children with disabilities on statewide assessments	SWD in grades 3-10 will participate in statewide assessment for reading (State Target for 2016-17 was 99%)	94.20%
	SWD in grades 3-10 will participate in statewide assessment for math (State Target for 2016-17 was 99%)	96.01%
	SWD in grades 3-10 will demonstrate proficiency in reading (State Target for 2017-18 was 61%)	17%
	SWD in grades 3-8 will demonstrate proficiency in math (State Target for 2017-18 was 61%)	28%
5 Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), children ages 6 -21	Removed from regular class placement <21% of the day. (State Target for 2018-19 was >85%)	78.5%
	Removed from regular class placement >60% of the day. (State Target for 2018-19 was ≤6%)	17.6%
	Separate setting (State Target for 2018-19 was ≤1.0)	0.4%
2017-18 School LRE Data:	Columbia County has 15 schools. Of these schools, nine have met or exceeded the 2017-18 Indicator 5a/Least Restrictive Environment (LRE) state target of 83% of students with IEPs aged 6 through 21 spend 80 percent or more of their school week minutes with nondisabled peers. Five of the schools have met or have done better than the 2017-18 Indicator 5b/LRE state target of 7% or less of the students with IEPs spend less than 40% of their school week minutes with nondisabled peers.	

District BPIE:	<p>Priorities from District BPIE completed on 10/17/18. District BPIE Priority Indicators: 5, 17, 24, 26</p> <p>5. District-level administrators allocate special education units and resources to all schools and grade levels, based on student need and flexible models of service delivery, to facilitate best practices for inclusive education in every school.</p> <p>17. District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on the Florida Standards.</p> <p>24. District provides all district and school personnel with information and resources pertaining to the use of person first language in all written and verbal communications.</p> <p>26. District provides information to families about research-based, inclusive educational practices and ways they can support their child's learning, independence and participation at home, at school and in the community</p>
Plan for Inclusive Education (PIE):	<p>The most recent PIE meeting was held on 11/8/18 and the SMART Goals and Action Steps were reviewed.</p> <p>Goal: During the 2018-19 school year, District ESE, FDLRS and FIN will collaborate to provide job-embedded, collaborative PD and TA on the integration of IEP goals and Florida standards in 100% of targeted schools to increase student with disabilities outcomes by 1% from baseline data in Math of 30% to 31% and ELA of 17.5% to 18.5%.</p>
School BPIE Data:	<p>All 15 schools (100%) in Columbia County completed School BPIEs.</p> <p>60% of schools chose: 26. All paraprofessionals receive professional development on ways to support SWDs in gen. ed.</p> <p>40% of schools chose: 9. Administrators communicate expectations for all personnel to use person first language.</p> <p>33.3% of schools chose: 14. Administrators analyze data to identify staff professional development and technical assistance needs related to inclusion. 15. Administrators facilitate job-embedded professional development on inclusive practices for all school personnel.</p> <p>26.% of schools chose the following: 24. There is a school wide approach for planning and implementing Universal Design for Learning.</p> <p>20% of the schools chose the following: 18. Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers. 20. A multi-tiered system of student supports and problem-solving process is used for all students with and without disabilities. 30. Learning opportunities and resources are provided to families of SWD.</p>

FIN Baseline Data: HAMILTON COUNTY

Based on examination and discussion of data from multiple sources, including Local Educational Agency (LEA) Profiles and the EdStats portal, within and among various stakeholder groups, and based upon State Performance Plan (SPP) Target Goals, identified areas of specific focus for this Florida Diagnostic and Learning Resources System (FDLRS) Associate Center (AC) are summarized below.

Indicator		2017 LEA Profile Data, 18-19 Data and EdStats
1 Graduation Rate	The percentage of students with disabilities (SWD) graduating with a standard diploma (State Target for 2016-17 was 60.3%)	50%
2 Dropout Rate	Percent of youth with IEPs dropping out of high school. (State Target for 2016-17 was 11.7%)	NA
3 Participation and performance of children with disabilities on statewide assessments	SWD in grades 3-10 will participate in statewide assessment for reading (State Target for 2016-17 was 99%)	88.80%
	SWD in grades 3-10 will participate in statewide assessment for math (State Target for 2016-17 was 99%)	88.80%
	SWD in grades 3-10 will demonstrate proficiency in reading (State Target for 2017-18 was 61%)	10%
	SWD in grades 3-8 will demonstrate proficiency in math (State Target for 2017-18 was 61%)	23%
5 Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), children ages 6 -21	Removed from regular class placement <21% of the day. (State Target for 2018-19 was >85%)	87.1%
	Removed from regular class placement >60% of the day. (State Target for 2018-19 was <6%)	4.9%
	Separate setting (State Target for 2017-18 was ≤1.00%)	0%
2017 - 18 School LRE Data:	<p>Hamilton County has 2 schools.</p> <p>One school, Hamilton County High School with 72.5%, has met or exceeded the 2017-18 Indicator 5a/Least Restrictive Environment (LRE) state target of 83% of students with IEPs aged 6 through 21 spend 80 percent or more of their school week minutes with nondisabled peers. Hamilton County Elementary School data reflected 89%. Neither school met 2017-18 Indicator 5b/LRE state target of 7% or less of the students with IEPs spend less than 40% of their school week minutes with nondisabled peers. Data reflects Hamilton County Elementary School at 11% and Hamilton County High School at 13%.</p>	
District BPIE:	Priorities from BPIE Completed on 04/13/2018:	

	<p>7. District has key personnel with expertise in the MTSS and positive behavior intervention plans (PBIP) who provide ongoing professional development (PD) and TA to schools to ensure that students who need them receive multi-tiered behavior supports in general education classrooms and natural contexts.</p> <p>17. District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on the Florida Standards.</p> <p>22. District provides support and resources to schools to facilitate the development of positive, interdependent relationships among all students with and without disabilities in instructional and non- instructional general education and natural contexts.</p>
Plan for Inclusive Education (PIE):	<p>The most recent PIE meeting was held on 05/8/2018 and the SMART Goals and Action Steps were reviewed. Review/status of plan was conducted at 1/11/19 Coordinating Council meeting.</p> <p>Goal: During the 2018-19 school year, FIN and FDLRS will support District in providing resources, technical assistance and professional development on MTSS and positive behavior intervention plans (PBIP) to ensure that target schools with high populations for students who need multi-tiered behavior supports have success in the general education classroom as demonstrated by an increase in regular class placement from baseline data of 81% to 84%.</p>
School BPIE Data:	<p>Both schools (100%) in Hamilton County completed School BPIEs.</p> <p>100% of schools chose:</p> <p>18. Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.</p> <p>50% of the schools chose:</p> <p>15. Administrators facilitate job-embedded professional development on inclusive practices for all school personnel.</p> <p>26. All paraprofessionals receive professional development on ways to support SWDs in general education.</p> <p>29. Family members of SWDs are contributing members of school decision-making groups.</p> <p>33. School uses a person-centered planning process for SWDs.</p>

FIN Baseline Data: LAFAYETTE COUNTY

Based on examination and discussion of data from multiple sources, including Local Educational Agency (LEA) Profiles and the EdStats portal, within and among various stakeholder groups, and based upon State Performance Plan (SPP) Target Goals, identified areas of specific focus for this Florida Diagnostic and Learning Resources System (FDLRS) Associate Center (AC) are summarized below.

Indicator		2017 LEA Profile Data, 18-19 Data and EdStats
1 Graduation Rate	The percentage of students with disabilities (SWD) graduating with a standard diploma (State Target for 2016-17 was 60.3%)	57%
2 Dropout Rate	Percent of youth with IEPs dropping out of high school. (State Target for 2016-17 was 11.7%)	50%
3 Participation and performance of children with disabilities on statewide assessments	SWD in grades 3-10 will participate in statewide assessment for reading (State Target for 2016-17 was 99%)	96.40%
	SWD in grades 3-10 will participate in statewide assessment for math (State Target for 2016-17 was 99%)	97.32%
	SWD in grades 3-10 will demonstrate proficiency in reading (State Target for 2017-18 was 61%)	15%
	SWD in grades 3-8 will demonstrate proficiency in math (State Target for 2017-18 was 61%)	37%
5 Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), children ages 6 -21	Removed from regular class placement <21% of the day. (State Target for 2018-19 was ≥85%)	82%
	Removed from regular class placement >60% of the day. (State Target for 2018-19 was <6%)	4.9%
	Separate setting (State Target for 2016-17 was ≤1.0%)	0%
2017 - 18 School LRE Data:	Lafayette County has 2 schools. One school, Lafayette County High School with 78.7%, has met or exceeded the 2017-18 Indicator 5a/Least Restrictive Environment (LRE) state target of 83% of students with IEPs aged 6 through 21 spend 80 percent or more of their school week minutes with nondisabled peers. Lafayette County Elementary School data reflected 84.9%. Both schools have met or done better than the 2017-18 Indicator 5b/LRE state target of 7% or less of the students with IEPs spend less than 40% of their school week minutes with nondisabled peers. Data reflects Lafayette County High School at 2.2% and Lafayette County Elementary School at 6.8%.	
District BPIE:	Priorities from District BPIE completed on 08/25/2017 10. District uses decision-making guidelines to ensure schools transition all SWDs from grade to grade, school-to-school and district-to-district to maintain placement in the least restrictive environment. 17. District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on the Florida Standards. 27. District provides resources to all district and school staff that include strategies for effective family communication and collaboration to increase learning achievement for all SWDs in inclusive classrooms and natural contexts.	
Plan for Inclusive Education (PIE):	The most recent PIE meeting was held on 09/28/2017 and the SMART Goals and Action Steps were reviewed. Review/status of plan was conducted at Coordinating Council meeting on 1/11/19 .	

	Goal: By August 2019, Lafayette County Schools will increase regular class placement of students with disabilities to reflect the Bureau of Exceptional Education and Student Services (BEESS) 2018-2019 Strategic Plan goal of equal to or greater than 85%.
School BPIE Data:	<p>Lafayette Elementary School BPIE Indicators:</p> <p>3. School has a key person who coordinates and monitors the implementation of inclusive education.</p> <p>27. All special education teachers are collaborative members of a gen. ed. curriculum team.</p> <p>28. General and special education teachers regularly plan instruction together.</p> <p>29. Family members of SWDs are contributing members of school decision-making groups.</p> <p>Lafayette High School BPIE Indicators:</p> <p>17. Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.</p> <p>27. All special education teachers are collaborative members of a gen. ed. curriculum team.</p> <p>28. General and special education teachers regularly plan instruction together.</p>

FIN Baseline Data: MADISON COUNTY

Based on examination and discussion of data from multiple sources, including Local Educational Agency (LEA) Profiles and the EdStats portal, within and among various stakeholder groups, and based upon State Performance Plan (SPP) Target Goals, identified areas of specific focus for this Florida Diagnostic and Learning Resources System (FDLRS) Associate Center (AC) are summarized below.

Indicator		2017 LEA Profile Data, 18-19 Data and EdStats
1 Graduation Rate	The percentage of students with disabilities (SWD) graduating with a standard diploma (State Target for 2016-17 was 60.3%)	71%
2 Dropout Rate	Percent of youth with IEPs dropping out of high school. (State Target for 2016-17 was 11.7%)	9%
3 Participation and performance of children with disabilities on statewide assessments	SWD in grades 3-10 will participate in statewide assessment for reading (State Target for 2016-17 was 99%)	97.19%
	SWD in grades 3-10 will participate in statewide assessment for math (State Target for 2016-17 was 99%)	99.16%
	SWD in grades 3-10 will demonstrate proficiency in reading (State Target for 2017-18 was 61%)	16%
	SWD in grades 3-8 will demonstrate proficiency in math (State Target for 2017-18 was 61%)	21%
5	Removed from regular class placement <21% of the day. (State Target for 2018-19 was >85%)	85.9%

Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), children ages 6 -21	Removed from regular class placement >60% of the day. (State Target for 2018-19 was ≤6%)	11.3%
	Separate setting (State Target for 2018-19 was ≤1.0%)	0%
2017 - 18 School LRE Data:	Madison County has 8 schools. Of these schools, six have met or exceeded the 2017-18 Indicator 5a/Least Restrictive Environment (LRE) state target of 83% of students with IEPs aged 6 through 21 spend 80 percent or more of their school week minutes with nondisabled peers. Five of the schools have met or have done better than the 2017-18 Indicator 5b/LRE state target of 7% or less of the students with IEPs spend less than 40% of their school week minutes with nondisabled peers.	
District BPIE:	<p>Priorities from District BPIE completed on 05/12/2017.</p> <p>3. District provides SWDs with the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.</p> <p>12. District data reflect that SWDs receive most, if not all, of their education and related services in age- and grade-appropriate general education classes, regardless of the type or severity of their disability.</p> <p>14. District provides job-embedded, collaborative PD and TA to all schools to integrate IEP goals and objectives and the general education standards in general education classes and natural contexts.</p> <p>16. District provides PD and TA to schools in the used of a variety of tools to gather and analyze data and evaluate the effectiveness of instructional and behavioral interventions for all SWDs in general education and natural contexts.</p> <p>17. District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on the Florida Standards.</p>	
Plan for Inclusive Education (PIE):	<p>The most recent PIE meeting was held on 09/28/2017 and the SMART Goals and Action Steps were reviewed. Review/status of plan was conducted 1/11/19 at Coordinating Council meeting.</p> <p>Goal: By August 2019, Madison County Schools will meet or exceed regular class placement of students with disabilities to reflect the Bureau of Exceptional Education and Student Services (BEES) 2018-2019 Strategic Plan goal of equal to or greater than 85%.</p>	
School BPIE Data:	<p>50% of Madison County schools are working towards priority:</p> <p>17. District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on the Florida Standards.</p> <p>37.5 % of Madison County schools are working towards priority:</p> <p>20. A multi-tiered system of student supports and problem-solving process is used for all students with and without disabilities.</p> <p>25% of Madison County schools are working towards priority:</p> <p>24. There is a school wide approach for planning and implementing Universal Design for Learning.</p> <p>32. Reports of progress toward implementing inclusion are disseminated to families, district personnel, and community members annually.</p>	

	<p>12.5% of Madison County schools are working towards priority:</p> <p>3. District provides SWDs with the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.</p> <p>7. Administrators communicate expectations for all personnel to share responsibility for all students.</p> <p>12. District data reflect that SWDs receive most, if not all, of their education and related services in age- and grade-appropriate general education classes, regardless of the type or severity of their disability.</p> <p>14. District provides job-embedded, collaborative PD and TA to all schools to integrate IEP goals and objectives and the general education standards in general education classes and natural contexts.</p> <p>16. District provides PD and TA to schools in the used of a variety of tools to gather and analyze data and evaluate the effectiveness of instructional and behavioral interventions for all SWDs in general education and natural contexts.</p> <p>21. Instructional and related services personnel use formative assessment to analyze and evaluate data about effective instruction and behavior interventions for SWDs.</p> <p>26. All paraprofessionals receive professional development on ways to support SWDs in gen. ed.</p> <p>28. General and special education teachers regularly plan instruction together.</p> <p>The following indicators are other indicators Madison County schools will be working towards:</p> <p>2. Short and long-term improvement efforts are included in the SIP.</p> <p>15. Administrators facilitate job-embedded professional development on inclusive practices for all school personnel.</p> <p>33. School uses a person-centered planning process for SWDs.</p>
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FIN Baseline Data: SUWANNEE COUNTY

Based on examination and discussion of data from multiple sources, including Local Educational Agency (LEA) Profiles and the EdStats portal, within and among various stakeholder groups, and based upon State Performance Plan (SPP) Target Goals, identified areas of specific focus for this Florida Diagnostic and Learning Resources System (FDLRS) Associate Center (AC) are summarized below.

Indicator		2017 LEA Profile Data, 18-19 Data and EdStats
1 Graduation Rate	The percentage of students with disabilities (SWD) graduating with a standard diploma (State Target for 2016-17 was 60.3%)	70%
2 Dropout Rate	Percent of youth with IEPs dropping out of high school. (State Target for 2016-17 was 11.7%)	2%
3 Participation and performance of children with disabilities on statewide assessments	SWD in grades 3-10 will participate in statewide assessment for reading (State Target for 2016-17 was 99%)	93.06%
	SWD in grades 3-10 will participate in statewide assessment for math (State Target for 2016-17 was 99%)	96.38%

	SWD in grades 3-10 will demonstrate proficiency in reading (State Target for 2017-18 was 61%)	15%
	SWD in grades 3-8 will demonstrate proficiency in math (State Target for 2017-18 was 61%)	18%
5 Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), children ages 6 -21	Removed from regular class placement <21% of the day. (State Target for 2018-19 was >85%)	86.1%
	Removed from regular class placement >60% of the day. (State Target for 2018-19 was <6%)	11%
	Separate setting (State Target for 2018-19 was ≤1.0%)	0.2%
2017- 18 School LRE Data:	Suwannee County has 9 schools. Of these schools, seven have met or exceeded the 2017-18 Indicator 5a/Least Restrictive Environment (LRE) state target of 83% of students with IEPs aged 6 through 21 spend 80 percent or more of their school week minutes with nondisabled peers. Two of the schools have met or have done better than the 2017-18 Indicator 5b/LRE state target of 7% or less of the students with IEPs spend less than 40% of their school week minutes with nondisabled peers.	
District BPIE:	<p>Priorities from District BPIE completed on 01/25/2018</p> <p>14. District provides job-embedded, collaborative PD and TA to all schools to integrate IEP goals and objectives and the Florida Standards in general education classes and natural contexts.</p> <p>16. District provides PD and TA to schools in the use of a variety of tools to gather and analyze data and evaluate the effectiveness of instructional <i>and</i> behavioral interventions for all SWDs in general education and natural contexts.</p> <p>26. District provides information to families about research-based, inclusive educational practices and ways they can support their child's learning, independence and participation at home, at school and in the community.</p>	
Plan for Inclusive Education (PIE):	<p>The most recent PIE meeting was held on 04/20/2018 and the SMART Goals and Action Steps were reviewed. The plan was reviewed on 9/5/18.</p> <p>GOAL 1: During the 2018-19 school year, District ESE, FDLRS and FIN will collaborate to provide job-embedded, collaborative PD and TA on the integration of IEP goals and Florida standards in 100% of targeted schools to increase student with disabilities outcomes by 2% from baseline data in ELA of 13.5% to 15.5%.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • District personnel will train school administration personnel on new reading plan. • Provide training on Dyslexia to school administration. • Provide training on Dyslexia to school teachers/staff. • FIN will schedule professional learning opportunities based on instructional strategies to support reading/ELA instruction. • FIN and FDLRS will provide professional learning opportunities on evidence based instructional strategies to support reading/ELA instruction. 	

	<p>GOAL 2: During the 2018-19 school year, the District ESE, FDLRS and FIN will collaborate to provide job-embedded, collaborative PD and TA on tools to gather and analyze data collection to all schools in order to increase the district's regular class placement from 83% to 85%.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Mental health counselor will provide support to students with challenging behaviors. • FIN will meet with target schools to provide inclusive scheduling training to district and school administrators. • FIN will meet with teachers to provide inclusive scheduling training to teachers from targeted schools. • FIN/FDLRS will provide professional learning opportunities to teachers on behavioral, academic, formative assessment and instructional supports to support students in inclusive settings.
School BPIE Data:	<p>Seven of the nine schools have completed School BPIEs. Of those nine, 42.9% chose:</p> <p>15. School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.</p> <p>20. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities</p> <p>28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students</p> <p>28.6% chose:</p> <p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications</p> <p>1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades, in general education and natural contexts.</p> <p>26. All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts</p>

ATTACHMENT B - Project Performance Accountability (Schedule of Deliverables)

2019-2020 Project Performance Accountability Form (Schedule of Deliverables)

Fiscal Agency:		Hamilton County																														
Project Number/ TAPS#:		240-2620B-0CD01; 240-90840-0S001/20C009; 20C011																														
Project Name:		Florida Diagnostic and Resource Center Associate Center/Gateway																										Performance Targets/ Deliverable Units to Be Completed				
No.	Accountability Type	Type	Title	Description	BEESS Strategic Plan	Indicators																		Source Documentation Maintained by the Project to Support the Deliverable	Funding Source (Federal or State General Revenue)	Total Budget for Deliverable	Performance Requirements: Grant Year Total Deliverable Units	Cost Per Unit	Performance Targets/ Deliverable Units to Be Completed			
						1	2	3	4	5	6	7	8	9	10	11	12	13	14	Restraint/S exclusion	N/A	Quarter 1	Quarter 2						Quarter 3	Quarter 4		
1	Product	Informational	FDLRS New Products Developed and/or Disseminated	FDLRS/Gateway will develop new products during the grant year to include the center annual report, 2 electronic newsletters and five preschool mass screening flyers for dissemination to stakeholders in the service area. Total of 8.	Access Best Practices for Standards-Based Instructional Support N/A - This deliverable is not addressed in the BEESS Strategic Plan.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Screen Print Logs, Log of Updates, Survey Data, Flyers	Federal	21,000.00	8	2,625.00	2	0	6	0			
1A	Product	Informational	FDLRS New Products Developed and/or Disseminated (General Revenue)	FDLRS/Gateway will create a flyer for dissemination to promote the annual Florida Association of Gifted Conference and FDLRS sponsorship to attend. Total of 1.	Access Best Practices for Standards-Based Instructional Support N/A - This deliverable is not addressed in the BEESS Strategic Plan.	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Flyer	State	150.00	1	150.00	1	0	0	0				
2	Product	Informational	FDLRS Updating and Dissemination of Current Products	Florida Diagnostic and Learning Systems (FDLRS)/Gateway will update products to support the FDLRS priorities including content on the center website and facebook account, professional development flyers, individual flyers for PDA courses, center registration database, annual satisfaction survey and the FDLRS Facebook page. Total of 80 updates.	Access Best Practices for Standards-Based Instructional Support	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	Yes	Yes	Yes	Annual Report, Electronic Newsletters	Federal	8,750.00	80	109.38	30	18	18	14			
3	Product	Informational	FIN New Products Developed and/or Initial Dissemination	Florida Inclusion Network (FIN) will develop and/or disseminate new printed and/or electronic FIN developed materials to educators, families, and community members. Total of 4. FIN will update and/or disseminate current printed or electronic FIN-developed materials to educators, families and community members. Total of 16.	Best Practices for Inclusion	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	Dissemination Log, Sample of Material	Federal	2,000.00	4	500.00	1	1	1	1			
4	Product	Informational	FIN Current Products Updated and/or Disseminated	FIN Current Products Updated and/or Disseminated	Best Practices for Inclusion	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	Dissemination Log, Sample of Material	Federal	4,000.00	16	250.00	4	4	4	4			
Product Total																							35,900.00	109								
5	Training	Provision of Training	FDLRS Behavior Supports	FDLRS/Gateway will provide professional development/coaching activities on effective proactive positive behavioral strategies in the classroom. Problem-solving sessions will be conducted with grade level and/or department level teams to address behavioral issues as a result of the professional development or classroom coaching. Total of 34.	Best Practices for Positive Behavior/Student Engagement ELA Best Practices for Standards-Based Instructional Support	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	Yes	No	Sign-In Sheets, Agenda's Coaching Logs, Invoices	Federal	83,000.00	34	2,441.18	12	10	10	2			
6	Training	Provision of Training	FDLRS Curriculum and Instructional Practices	FDLRS/Gateway will provide research-based professional development activities in the area of Curriculum and Instruction. Total of 21. Curriculum and Instruction (FDLRS - General Revenue)	Instructional Support	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	Sign-In Sheets, Agenda's, Job-Embedded Training Log, Staff Calendars	Federal	132,576.00	21	6,313.14	7	6	6	2			
7	Training	Provision of Training	FDLRS Curriculum and Instructional Practices - General Revenue	FDLRS/Gateway will conduct a professional development activity in the area of Curriculum and Instruction with General Revenue funds. Total of 1.	N/A - This deliverable is not addressed in the BEESS Strategic Plan.	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Sign-In Sheets/Logs, Agenda	State	4,500.00	1	4,500.00	0	0	0	1			
7	Training	Provision of Training	FIN Curriculum and Instructional Practices	FIN will provide professional development opportunities in the area of curriculum and instruction to district and school-based personnel to facilitate the inclusion and performance of students with disabilities. Total of 20.	Best Practices for Inclusion	Yes	No	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No	Sign-In Sheets, Agenda's, Job-Embedded Training Log, Staff Calendars	Federal	48,000.00	20	2,400.00	6	6	5	3			

**2019-2020 Project Performance Accountability Form
(Schedule of Deliverables)**

No.	Accountability Type	Type	Title	Description	BEESS Strategic Plan	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Restraint/Seclusion	N/A	Source Documentation Maintained by the Project to Support the Deliverable	Funding Source (Federal or State General Revenue)	Total Budget for Deliverable	Performance Requirements: Grant Year Total Deliverable Units	Cost Per Unit	Quarter 1	Quarter 2	Quarter 3	Quarter 4																			
8	Training	Provision of Training	FDLRS Education Policies, Procedures and Practices	FDLRS/Gateway will provide professional development activities in the area of ESE policies and procedures to assist districts with the implementation of the Individuals with Disabilities Education Act. Total of 10.	Dispute Resolution and Monitoring	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	Sign-In Sheets, Agenda's, Job-Embedded Training Log, Staff Calendars	Federal	12,500.00	10	1,250.00	3	3	3	1																			
9	Training	Provision of Training	FIN Education, Policies, Procedures and Practices	FIN will provide professional development in Best Practices for Inclusive Education Assessment Administrator Training, data analysis to include the Least Restrictive Environment calculation and Awareness training of inclusive scheduling/Peers as Partners in Learning supports, and effective implementation of inclusive service delivery models. Total of 5.	Best Practices for Inclusion	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	Sign-In Sheets, Agenda's, Job-Embedded Training Log, Staff Calendars	Federal	8,000.00	5	1,600.00	1	2	1	1																			
10	Training	Provision of Training	FDLRS Family, Caregiver and Community Support	FDLRS/Gateway will provide professional development sessions for parents and/or family members to promote positive parent engagement and increase outcomes for students. Total of 8.	Parent Involvement and Engagement Appropriate Evaluation and Identification of Students with Disabilities	Yes	No	Yes	No	Yes	Yes	No	Yes	No	No	No	Yes	Yes	Yes	No	No	Sign-In Sheets, Agenda's, Staff Calendars	Federal	9,200.00	8	1,150.00	2	2	2	2																			
11	Training	Provision of Training	FDLRS Part C to B Transition, CF Awareness and Outreach, Evaluation/Assessment	FDLRS/Gateway will conduct professional development in the area of assessment. Total of 6.	Access Best Practices for Standards-Based Instructional Support	No	No	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	No	No	Sign-In Sheets, Agenda's. Staff Calendars	Federal	11,200.00	6	1,866.67	1	2	2	1																			
12	Training	Provision of Training	FDLRS Technology: AT/IT/UDL/AIM	FDLRS/Gateway will provide professional development activities in the area of technology. Total of 12.	Instructional Support	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No	No	No	No	Yes	No	No	Sign-In Sheets, Agenda's. Staff Calendars	Federal	54,224.00	12	4,518.67 #DIV/0! #DIV/0!	4	3	3	2																			
Training Total																								363,200.00	117																								
13	Service	Indirect (teacher, school, family)	FDLRS Center Operations/ Grants Management/DOE, State, Regional and Local Meetings, Event Exhibits	FDLRS/Gateway participate in state and regional conferences/meetings and sponsor travel for service area participants to participate in train-the-trainer activities, statewide professional development activities and conduct site visits to exemplary schools. Total of 67.	Teachers and Leaders Access Best Practices for Standards-Based Instructional Support	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Staff Calendars, Temporary Duty and Travel Forms, Meeting Agenda's, Financial Records	Federal	89,641.00	67	1,337.93	18	18	18	13																			
14	Service	Indirect (teacher, school, family)	FDLRS Technical Assistance and Collaboration Opportunities with Districts and Schools, Exhibits	FDLRS/Gateway will provide specific technical assistance and services to meet the needs of stakeholders. Total of 28.	Instructional Support	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	No	Staff Calendars, Technical Assistance Logs, Documentation of Event Exhibits	Federal	36,000.00	28	1,285.71	7	7	7	7																			
15	Service	Indirect (teacher, school, family)	FIN Technical Assistance and Collaboration Opportunities with Districts and Schools; Event Exhibits	FIN will provide targeted technical assistance and services identified through the needs assessment process. Total of 16.	Best Practices for Inclusion	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	Meeting Agenda's, Logs, Minutes, Staff Calendars, Inclusive Scheduling Graphics, Email Correspondence	Federal	39,194.00	16	2,449.63	5	3	4	4																			
16	Service	Indirect (teacher, school, family)	FIN State, Regional and Local Meetings: Leadership	FIN will participate participate in state and regional conferences/meetings and sponsor travel for service area participants to participate in train-the-trainer activities, statewide professional development activities and conduct site visits to exemplary schools. Total of 12.	Best Practices for Inclusion	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	Meeting Agenda's and Minutes, Updated District Plans for Inclusive Education, Temporary Duty Forms, Sign-In Sheets	Federal	35,114.00	12	2,926.17	3	3	3	3																			
17	Service	Direct (children, students, adults with disabilities)	FDLRS Child Find Screenings, Referrals, and Case Management	(FDLRS)/Gateway Child Find will accept referrals, conduct developmental screenings and provide case management for children using the Children's Information and Registry System (CHRIS). Total of 20.	Prekindergarten	No	No	No	No	No	Yes	Yes	No	No	No	No	No	No	No	No	No	Children's Information and Registry System (CHRIS) Reports; I-Team Meeting Schedule/Logs	Federal	107,750.00	20	5,387.50	5	5	5	5																			

**2019-2020 Project Performance Accountability Form
(Schedule of Deliverables)**

No.	Accountability Type	Type	Title	Description	BEESS Strategic Plan	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Restraint/S eclusion	N/A	Source Documentation Maintained by the Project to Support the Deliverable	Funding Source (Federal or State General Revenue)	Total Budget for Deliverable	Performance Requirements: Grant Year Total Deliverable Units	Cost Per Unit	Quarter 1	Quarter 2	Quarter 3	Quarter 4																						
18	Service	Indirect (teacher, school, family)	FDLRS Child Find Interagency Collaboration, C to B Transition Meetings and Supports	FDLRS/Gateway staff will participate in interagency meetings including serving as the Liaison between Early Steps and districts for transitioning children. Total of 70. FIN will facilitate needs assessment for inclusive educational practices to include school and district-level BPIE, school and district Plan for Inclusive Education (PIE) and annual updates of PIE goals, surveys as well as school-level needs assessments developed collaboratively with school leadership, faculty, and/or staff. Total of 8.	Prekindergarten	No	No	No	No	No	Yes	Yes	No	No	No	Yes	No	No	No	No	No	Information Dissemination Logs, Meeting Agenda's and Minutes, Interdisciplinary Team Case Management Logs/Meeting Schedule, Financial Records	Federal	62,018.00	70	885.97	16	16	20	18																						
19	Service	Indirect (teacher, school, family)	FIN SchoolDistrict Needs Assessment	FDLRS will disseminate information to families via email, regular mail, telephone and direct contact. Funding support will be provided for families to attend conferences which will assist them in meeting the needs of their child with a disability. Total of 75.	Best Practices for Inclusion	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	Completed Surveys, PIE Sign In Sheets, Updated PIE's, Meeting Notes/Plans for Needs Assessment/Problem-Solving activities.	Federal	22,400.00	8	2,800.00	5	1	1	1																						
20	Service	Indirect (teacher, school, family)	FDLRS Technical Assistance to Families	FIN will provide technical assistance, information and resources to families to facilitate inclusion of students with disabilities. Total of 11. FDLRS/Gateway will coordinate access and fund participation in and/or provide online modules for gifted endorsement courses and support teachers in participating in professional development. Total of 8.	Parent Involvement and Engagement	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	Information Dissemination Logs, Financial Records, Sign-in Sheets	Federal	12,000.00	75	160.00	20	15	20	20																						
21	Service	Indirect (teacher, school, family)	FIN Technical Assistance to Families	FDLRS/Gateway will provide funding for and support a system of Regional Local Assistive Technology Specialist services and assistive technology support activities. Total of 24.	Parent Involvement and Engagement N/A - This deliverable is not addressed in the BEESS Strategic Plan. Access Best Practices for Standards-Based Instructional Support	No	No	No	No	Yes	No	No	Yes	No	No	No	No	No	No	No	No	Information Dissemination Logs, Sign-In Sheets, Email correspondence, Contact Log	Federal	3,000.00	11	272.73	3	2	3	3																						
22	Service	Indirect (teacher, school, family)	FDLRS Support for Gifted			No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Course Completer Lists, Invoices/Travel Voucher Payments,	State	16,421.00	8	2,052.63	2	2	2	2																						
23	Service	Direct (children, students, adults with disabilities)	Support for Regional Local Assistive Technology Specialist (RLATS)			Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	Database Report	Federal	91,500.00	24	3,812.50	6	6	6	6																						
Service Total																								515,038.00	339																											
Total Budget																								914,138.00	565																											

Funds Allocated:
 FDLRS Budget: \$639, 859.00
 FIN Budget: \$161,708.00
 RLATS Budget: \$91, 500.00
 State Budget: \$21, 071.00
 Total Budget: \$914,138.00

ATTACHMENT C - DOE 101 Budget Narrative Forms

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: Florida Diagnostic and Learning Resources System Associate Center 5683 US Highway 129 S, Suite 1 Jasper, Florida 32052 TAPS NUMBER: 20C009	DOE USE ONLY Date Received Project Number (DOE Assigned)								
B) Name and Address of Eligible Applicant: Hamilton County District School Board 5683 US Highway 129 S, Suite 1 Jasper, Florida 32052										
C) Total Funds Requested: \$ 893,067.00 <hr style="width: 200px; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Carol D. Milton</td> <td>Telephone Numbers: 386.792.2877 Ext 100</td> </tr> <tr> <td>Fiscal Contact Name: Michael Vinson</td> <td>386.792.7818</td> </tr> <tr> <td>Mailing Address: 5683 US Highway 129 S, Suite 1 Jasper, Florida 32052</td> <td>E-mail Addresses: Carol.milton@fdlrsgateway.com Michael.vinson@hamiltonfl.com</td> </tr> <tr> <td>Physical/Facility Address:</td> <td>DUNS number: 121892491 FEIN number: F5960000629013</td> </tr> </table>		Contact Name: Carol D. Milton	Telephone Numbers: 386.792.2877 Ext 100	Fiscal Contact Name: Michael Vinson	386.792.7818	Mailing Address: 5683 US Highway 129 S, Suite 1 Jasper, Florida 32052	E-mail Addresses: Carol.milton@fdlrsgateway.com Michael.vinson@hamiltonfl.com	Physical/Facility Address:	DUNS number: 121892491 FEIN number: F5960000629013
Contact Name: Carol D. Milton	Telephone Numbers: 386.792.2877 Ext 100									
Fiscal Contact Name: Michael Vinson	386.792.7818									
Mailing Address: 5683 US Highway 129 S, Suite 1 Jasper, Florida 32052	E-mail Addresses: Carol.milton@fdlrsgateway.com Michael.vinson@hamiltonfl.com									
Physical/Facility Address:	DUNS number: 121892491 FEIN number: F5960000629013									

CERTIFICATION

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

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

E) 

Signature of Agency Head

Superintendent

Title

4/22/19

Date

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Florida Diagnostic and Resources System/Gateway/Hamilton

B) DOE Assigned Project Number: 240-2620B-0CD01

C) TAPS Number: 20C009

(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
6150	330	<u>Travel:</u> Funds will be used to reimburse mileage expenses for contracted personnel to carry out center activities related to parent services. Estimate of 130 miles for travel in service area x .58 per mile.		\$ 75.00	100%			
6150	330	<u>Travel:</u> Conference: Funds will be used to reimburse parents to attend the Center for Autism and Related Disabilities Annual Conference. Participant Support Cost for first family member includes hotel (\$300), mileage (\$209), meals (\$72.00), tolls (\$6.00). Second family member support costs includes meals (\$72.00). Estimate of three families. Total of 6 participants.		\$ 1,977.00	100%			
6150	330	<u>Travel:</u> Conference: Funds will be used to reimburse parents to attend the Family Café Annual Conference. Participant Support Cost for first family member includes hotel (\$258), mileage (\$209), meals (\$72.00), tolls (\$10.00). Second family member support costs includes meals (\$72.00). Estimate of three families. Total of 6 participants.		\$ 1,863.00	100%			

6150	390	<u>Other Purchased Services:</u> Funds will be used to contract with individuals to assist in carrying out parent services activities identified in the grant application. Funds will also be used to print materials to share informational resources with families and to pay for contracted providers for professional development specifically for families.		\$ 3,000.00	100%			
6150	510	<u>Supplies:</u> Funds will be used to purchase materials and supplies for professional development for parents and family members. Materials and supplies will assist families to work with their child at home to promote literacy, behavioral interventions, instructional strategies and developmentally appropriate practices.		\$ 1,200.00	100%			
6190	120	<u>Salary:</u> Funds will be used to pay fiscal district teachers to assist with child find screening activities for children that are bilingual during spring mass screening times. Estimated 2 teachers for 8 hours each.		\$ 400.00	100%			
6190	150	<u>Salary:</u> Funds will be used to pay fiscal district non-instructional personnel that work with the bilingual population to assist with interpreting for children/families that are bilingual during spring mass screening times. Estimated 2 non-instructional personnel for 8 hours each.		\$ 208.00	100%			
6190	130	<u>Other Certified Instructional Personnel:</u> Funds will be used for salary for 2 Child Find Specialists.	2	\$ 100,756.00	100%			
6190	210	<u>Retirement:</u> Funds will be used for retirement benefits for 2 Child Find Specialists.		\$ 8,323.00	100%			
6190	220	<u>Social Security:</u> Funds will be used for social security/medicare benefits for 2 Child Find Specialists.		\$ 7,707.00	100%			
6190	230	<u>Group Insurance:</u> Funds will be used for group insurance benefits for 2 Child Find Specialists(\$4404 each).		\$ 8,808.00	100%			
6190	240	<u>Workers Compensation:</u> Funds will be used for worker's compensation benefits for 2 Child Find Specialists.		\$ 2,015.00	100%			

6190	330	<u>Travel:</u> Funds will be used to reimburse travel expenses for Child Find Specialists to participate in local/regional/state meetings, professional development activities and for conducting child find services. Funds will also be used to reimburse mileage for personnel assisting with mass screening activities.		\$ 4,000.00	100%			
6190	350	<u>Repairs and Maintenance:</u> Funds will be used for annual calibration of audiometers used for conducting hearing screenings.		\$ 320.00	100%			
6190	390	<u>Other Purchased Services:</u> Funds will be used to pay individuals to assist with conducting mass screening Child Find activities and to print materials to promote child find screening activities.		\$ 5,500.00	100%			
6190	510	<u>Supplies:</u> Funds will be used to purchase updated screening instruments, protocols, referral forms, child find awareness materials and general office supplies (folders, labels, printer ink, copy paper, pens, pencils, staplers, gem clips, highlighters, name tags, batteries, stickers, post-it notes, calendars) for the Child Find department. Funds will also be used to purchase preschool age books and materials for developing literacy, motor and cognition skills.		\$ 3,000.00	100%			
6190	644	<u>Non-cap Computer Hardware:</u> Replace 2 out-dated computer laptops for child find staff to use in the field for data entry and for the provision or child find presentations. (\$2500)		\$ 5,000.00	100%			
6190	692	<u>Non-capitalized Software:</u> Purchase 2 Microsoft Office licenses for laptops.		\$ 300.00	100%			
6300	110	<u>Administrators:</u> Funds will be used to pay 75% of the salary for the Project Coordinator. Position is partially funded through General Revenue (5%) and district (20%)..	0.75	\$ 65,321.00	75%			
6300	130	<u>Other Certified Instructional Personnel:</u> Funds will be used for one Human Resource Development Specialist.	1	\$ 53,459.00	100%			
6300	130	<u>Other Certified Instructional Personnel:</u> Funds will be used for salary for one Inclusion Facilitator.	1	\$ 53,459.00	100%			

6300	130	<u>Other Certified Instructional Personnel:</u> Funds will be used for one Technology Specialist.	1	\$ 59,289.00	100%			
6300	160	<u>Other Support Personnel:</u> Funds will be used for 95% of the salary for the Administrative Secretary. The remaining 5% is charged to general revenue.	0.95	\$ 32,200.00	95%			
6300	210	<u>Retirement:</u> Funds will be used for the retirement benefits for the Project Coordinator		\$ 5,395.00	75%			
6300	210	<u>Retirement:</u> Funds will be used for the retirement benefits for the HRD Specialist (\$4416), Inclusion Facilitator (\$4416) and the Technology Specialist (\$4897).		\$ 13,729.00	100%			
6300	210	<u>Retirement:</u> Funds will be used for the retirement benefits for the Administrative Secretary.		\$ 2,660.00	95%			
6300	220	<u>Social Security:</u> Funds will be used for social security/medicare benefits for the Project Coordinator.		\$ 4,997.00	75%			
6300	220	<u>Social Security:</u> Funds will be used for social security/medicare benefits for the HRD Specialist (\$4090), Inclusion Facilitator (\$4090) and the Technology Specialist (\$4536).		\$ 12,716.00	100%			
6300	230	<u>Group Insurance:</u> Funds will be used to pay for health insurance benefits for the Project Coordinator.		\$ 3,523.00	75%			
6300	230	<u>Group Insurance:</u> Funds will be used to pay for health insurance benefits for the HRD Specialist, Inclusion Facilitator and the Technology Specialist (\$4404 each).		\$ 13,212.00	100%			
6300	230	<u>Group Insurance:</u> Funds will be used to pay for health insurance benefits for the Administrative Secretary.		\$ 4,184.00	95%			
6300	230	<u>Workers Compensation:</u> Funds will be used to pay for worker's compensation for the FDLRS Project Coordinator.		\$ 1,306.00	75%			
6300	230	<u>Workers Compensation:</u> Funds will be used to pay for worker's compensation for the Administrative Secretary.		\$ 644.00	95%			

6300	240	<u>Workers Compensation:</u> Funds will be used to pay for worker's compensation for the HRD Specialist (\$1069), Inclusion Facilitator (\$1069) and Technology Specialist (\$1186). Expenses calculated at 2% of salary percentage cost.		\$ 3,324.00	100%				
6300	312	<u>Subagreements greater than \$25,000:</u> Funds will be used to contract with the Columbia County School District as a subrecipient of this grant to house the Regional Local Assistive Technology Specialist (RLATS) and ensure that the program expectations are carried out as required.		\$ 91,500.00	100%				
6300	330	<u>Travel:</u> Funds will be used for FDLRS Staff to participate in and provide professional development sessions and attend local, regional, and statewide meetings.		\$ 15,000.00	100%				
6300	643	<u>Computer Hardware Capitalized:</u> Funds will be used to replace laptop for FIN Inclusion Facilitator. Previous Inclusion Facilitator transferred to FDLRS HRD position and equipment transferred at that time. Funds will be allocated from FDLRS portion of budget for replacement.		\$ 2,500.00	100%				
6300	644	<u>Computer Hardware Non-Capitalized:</u> Funds will be used to purchase an additional computer monitor for Inclusion Facilitator, HRD and Manager to connect to in office (\$250 each)..		\$ 750.00	100%				
6300	692	<u>Non-Capitalized Software:</u> Purchase 1 Microsoft Office license for Inclusion Facilitator laptop.		\$ 150.00	100%				
6400	120	<u>Salary:</u> Funds will be used to pay 30 days of stipend expenses for teachers/staff in Hamilton County to participate in professional development, professional learning communities/book study sessions beyond their contracted time related to FDLRS and Florida Inclusion Network activities. Funds will also be used to pay fiscal district employees for leading school site book studies in conjunction with FDLRS/FIN and for facilitating online professional development modules for FDLRS.		\$ 12,950.00	100%				

6400	210	<u>Retirement:</u> Funds will be used to pay retirement benefits for fiscal district employees that are leading school site book studies in conjunction with FDLRS/FIN and for facilitating online modules for FDLRS.	\$	719.00	100%			
6400	220	<u>Social Security:</u> Funds will be used to pay for social security/stipend benefit expenses for teachers in Hamilton County to participate in professional development, professional learning communities/book study sessions beyond their contracted time related to FDLRS and Florida Inclusion Network activities.	\$	991.00	100%			
6400	310	<u>Professional and Technical Services:</u> Funds will be used to contract with consultants to provide specialized professional development sessions in the areas of curriculum and instruction, behavior, and ESE legal issues.	\$	72,000.00	100%			
6400	330	<u>Travel:</u> Funds will be used to reimburse travel expenses to teachers, paraprofessionals, therapists, staffing specialists, and instructional coaches/teachers-on-special assignment to participate in professional development. Funds will also be used to reimburse consultants for travel expenses associated with the provision of professional development, technical assistance and ongoing coaching. Funds will be used for renewal certification fees and travel for Crisis Prevention Intervention trainers within the districts and to support travel costs for teachers and staff of students with disabilities to visit exemplary schools as a follow up to training.	\$	24,363.00	100%			
6400	360	<u>Rental:</u> Funds will be used to pay for rental fee/copier count and for rental of facilities for training and screening. Funds will also be used for purchasing and renewing software licenses, monthly subscriptions for virtual meeting rooms, website software/ hosting fees and Constant Contact licensing fees for information dissemination.	\$	7,000.00	100%			

6400	390	<u>Other Purchased Services:</u> Funds will be used to pay individuals to provide professional development at rates specified by each district. Funds will also be used to pay non-district employees for facilitation costs for FDLRS online professional development courses.	\$	35,000.00				
6400	391	<u>Subagreements up to \$25,000:</u> Funds will be used to reimburse districts of Columbia, Lafayette, Madison, and Suwannee counties for stipend/benefit expenses for teacher/staff participation in professional development, professional learning communities/book study sessions beyond their contracted time related to FDLRS and FIN activities. Estimate 208 teachers x 6 hours per day x \$20.	\$	24,960.00	100%			
6400	510	<u>Supplies:</u> Funds will be used to purchase materials for staff development activities, office supplies to include copy and writing paper, pencils, ink cartridges, pocket folders, expanding and regular file folders, view binders, markers, post-it notes, hi-lighters, labels, card stock, flash drives, batteries, laminating film, poster printer paper, poster/printer ink, manila envelopes, books, manuals and resource directories that support development activities.	\$	30,000.00	100%			
6400	641	<u>Furniture, Fixtures and Equipment Capitalized :</u> Funds will be used to purchase a 27 inch roll laminating machine which provides the capability for thicker laminating film to create classroom visual supports for implementation of the Multi-sensory Early Language Development initiative and other professional development offerings.	\$	2,500.00	100%			

6400	642	<u>Non-capitalized furniture, fixtures and equipment:</u> Funds will be used to purchase 2 LCD projectors (\$800) for staff to use for the provision of training, 2 screens for the FDLRS computer lab (\$200), and one 3D printer (\$386) to support professional development for visual supports, science, and math for increasing access to the general curriculum and performance of students with disabilities. Replace three office chairs in poor condition. (\$900).		\$ 2,286.00	100%			
6400	730	<u>Dues and Fees:</u> Funds will be used for dues and fees for online professional development and annual renewal fees for CPI trainers.		\$ 1,000.00	100%			
6400	750	<u>Other Personal Services:</u> Funds will be used to reimburse districts for substitute expenses for educators participating in professional development and job-embedded coaching.		\$ 8,000.00	100%			
7200	370	<u>Communications:</u> Funds will be used for postage for the center correspondence, to pay for telephone communications and monthly hot spot data plans for staff to access the internet when providing professional development or conducting case management for Child Find while in the service area.		\$ 5,500.00	100%			
7200	450	<u>Gasoline:</u> Funds will be used for gas expenditures for the FDLRS vehicles used in the service area.		\$ 600.00	100%			
7200	540	<u>Oil and Grease:</u> Funds will be used for replacing oil and grease for FDLRS vehicles used in the service area.		\$ 110.00	100%			
7200	560	<u>Tires and Tubes:</u> Funds will be used to replace tires/tubes for FDLRS vehicles used in the service area.		\$ 120.00	100%			
7200	790	<u>Miscellaneous Expenses:</u> Funds will be used to pay indirect cost fees to the district. Approved rate: (9.07%). Note: Calculations include indirect cost on the first 25% of subagreement amount to Columbia County per guidelines.		\$ 68,198.00	100%			

		<u>Travel:</u> Funds will be used to reimburse travel for principals/assistant principals for participation in professional development activities/meetings and site visits to exemplary schools as aligned with the FDLRS/FIN grant activities and in support of the inclusion and achievement of students with disabilities. All activities within the state of Florida.						
7300	330			\$ 3,000.00	100%			
D) TOTAL				\$ 893,067.00				

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 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

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:

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: Florida Diagnostic and Learning Resources System Associate Center 5683 US Highway 129 S, Suite 1 Jasper, Florida 32052 TAPS NUMBER: 20C011	DOE USE ONLY Date Received								
B) Name and Address of Eligible Applicant: Hamilton County District School Board 5683 US Highway 129 S, Suite 1 Jasper, Florida 32052		Project Number (DOE Assigned)								
C) Total Funds Requested: \$ 21,071.00 <hr style="width: 50%; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Carol D. Milton</td> <td>Telephone Numbers: 386.792.2877 Ext 100</td> </tr> <tr> <td>Fiscal Contact Name: Michael Vinson</td> <td>386.792.7818</td> </tr> <tr> <td>Mailing Address: 5683 US Highway 129 S, Suite 1 Jasper, Florida 32052</td> <td>E-mail Addresses: Carol.milton@fdlrsgateway.com Michael.vinson@hamiltonfl.com</td> </tr> <tr> <td>Physical/Facility Address:</td> <td>DUNS number: 121892491 FEIN number: F5960000629013</td> </tr> </table>		Contact Name: Carol D. Milton	Telephone Numbers: 386.792.2877 Ext 100	Fiscal Contact Name: Michael Vinson	386.792.7818	Mailing Address: 5683 US Highway 129 S, Suite 1 Jasper, Florida 32052	E-mail Addresses: Carol.milton@fdlrsgateway.com Michael.vinson@hamiltonfl.com	Physical/Facility Address:	DUNS number: 121892491 FEIN number: F5960000629013
Contact Name: Carol D. Milton	Telephone Numbers: 386.792.2877 Ext 100									
Fiscal Contact Name: Michael Vinson	386.792.7818									
Mailing Address: 5683 US Highway 129 S, Suite 1 Jasper, Florida 32052	E-mail Addresses: Carol.milton@fdlrsgateway.com Michael.vinson@hamiltonfl.com									
Physical/Facility Address:	DUNS number: 121892491 FEIN number: F5960000629013									
CERTIFICATION <p>I, <u>Rex L. Mitchell</u>, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</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> <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 45%;"> <p>E) <u></u></p> <p>Signature of Agency Head</p> </div> <div style="width: 30%;"> <p>_____ Title</p> </div> <div style="width: 20%; text-align: right;"> <p><u>4/22/19</u> Date</p> </div> </div>										

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM**

A) Name of Eligible Recipient/Fiscal Agent: Florida Diagnostic and Learning Resources System/Gateway/Hamilton

B) DOE Assigned Project Number: 240-90840-0S001

C) TAPS Number: 20C011

(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	100	<u>Administrator:</u> Funds will be used for 5% of the salary for the Project Coordinator. This position is responsible for the coordination and overall implementation of the project activities and center budget.	0.05	\$ 4,083.00	5%			
6300	160	<u>Other Support Personnel:</u> Funds will be used for 5% of the salary for the Administrative Secretary. This position maintains the budget, processes purchases/payroll, and provides clerical support for the office	0.05	\$ 1,695.00	5%			
6300	210	<u>Retirement:</u> Funds will be used to pay retirement benefits calculated at 8.26% for Project Coordinator (\$337) and Administrative Secretary (\$140).		\$ 481.00	5%			
6300	220	<u>Social Security:</u> Funds will be used to pay social security/medicare benefits for the Project Coordinator (\$312) and the Administrative Secretary (\$130).		\$ 442.00	5%			
6300	230	<u>Group Insurance:</u> Funds will be used to pay health insurance benefits for the Project Coordinator (\$220) and the Administrative Secretary (\$220).		\$ 440.00	5%			
6300	240	<u>Workers Compensation:</u> Funds will be used to pay worker's compensation benefits for the Project Coordinator (\$82) and the Administrative Secretary (\$34).		\$ 116.00	5%			

6300	330	<u>Travel:</u> Funds will be used for the Project Coordinator to participate in state meetings to support the grant and/or activities specific to gifted.		\$ 750.00	100%			
6400	120	<u>Classroom Teachers</u> Funds will be used to pay one day of stipend expenses for the Hamilton gifted teacher to participate in the Florida Association of Gifted Conference (FLAG) or/other professional development activity.		\$ 124.00	100%			
6400	220	<u>Social Security</u> Funds will be used to pay one day of stipend benefits (social security and medicare) for the Hamilton gifted teacher to participate in the Florida Association of Gifted Conference or/other professional development activity.		\$ 10.00	100%			
6400	330	<u>Travel:</u> Funds will be used to reimburse travel expenses for teachers for participation in local, regional, and state professional development activities. Funds will also be used to support teachers of the gifted in the service area to attend FLAG conference and/or other offerings specific to meet the needs of the educator serving the gifted population.		\$ 5,000.00	100%			
6400	391	<u>Subagreements up to \$25,000:</u> Funds will be used to reimburse districts of Columbia, Lafayette, Madison and Suwannee for stipend/benefit expenses for teachers to participate in professional development and/or attend the FLAG conference. Estimate of 10.		\$ 1,077.00	100%			
6400	510	<u>Supplies:</u> Funds will be used to purchase materials and supplies for professional development in the area of curriculum and instruction and to enhance gifted instruction in the service area.		\$ 4,153.00	100%			
6400	730	<u>Dues and Fees:</u> Funds will be used to pay course tuition fees for teachers in the service area to access online gifted modules and/or teachers/staff to participate in online professional development.		\$ 1,200.00	100%			

6400	750	<u>Other Personal Services:</u> Funds will be used to reimburse districts for substitute expenses for teachers to participate in professional development and for gifted teachers to participate in the annual FLAG Conference. Estimate of 10 substitutes.		\$ 1,000.00	100%			
7200	370	<u>Communications:</u> Funds will be used to assist in payment of phone lines for the center.		\$ 500.00	100%			
D) TOTAL				\$ 21,071.00				

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 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

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:

**ATTACHMENT D – Coordinating Council Attestation – Additional Assurances for FDLRS ACs,
Consolidated Application Certification - FDLRS AC and ESE Director Assurances –
Certification of Duties and Responsibilities**

Additional Assurances – FDLRS AC and FIN

Submission of this application hereby ensures that the applicant and all participating school districts will implement the discretionary project consistent with the requirements of Section 1006.03, F.S., and with the prescribed project priority areas to provide support services to enable school districts to meet the full educational opportunities goal for students with disabilities. Certification of this application by the superintendents of a multi-district service area ensures the existence of a cooperative agreement for the operation of the project in accordance with the prescribed joint resolution. Consistent with this certification, the applicant and all participants also make the following assurances.

The center will function under the auspices of an administrative structure that operates as follows:

- The center will operate in accordance with the **Center-Required Operating Procedures** provided by BEESS, which addresses the administrative structure, including members and procedures for the coordinating council, and provision of services for each priority function area.
- The coordinating council, in collaboration with the fiscal agent school district and in accordance with the **Center-Required Operating Procedures**, shall select one full-time FDLRS employee as center manager through a competitive hiring process with a minimum of **75 percent of time allocated to project management duties**. In circumstances when the FDLRS manager assumes duties for the fiscal agent school district, no more than 25 percent of time may be allocated to activities that are not directly related to FDLRS project management duties and responsibilities. All costs associated with time allocated to non-FDLRS project management duties must be borne by the fiscal agent school district. Time and effort logs must be maintained regardless of the funding source that is supporting costs associated with non-FDLRS project management duties.
- The FDLRS project manager will ensure there is a job description and staff assignment for each FDLRS function and for each FIN facilitator.
- IDEA, Part B, Preschool grant funds will be used to support services related to programs for children with disabilities ages 3 through 5, or for collaborating with programs for children with disabilities ages birth through 2. Funds may not be used to provide any direct services to students except evaluation services for children with potential disabilities, ages 3 through 5, and at age 2 for entry into a program at age 3. Such services are provided for the purpose of identifying children with disabilities in a timely manner in order to plan appropriate educational programs.
- IDEA, Part B, Preschool grant allocation is intended to assist districts in ensuring all children with disabilities ages 3 through 5 are located, identified, and appropriately served in a timely manner. These funds are specifically allocated for child-find activities and evaluations, as well as for family-centered transition activities, specifically transition services from IDEA, Part C to IDEA, Part B.
- Personnel paid 100 percent from IDEA, Part B, Preschool grant funds will not provide services to populations other than children with disabilities ages 3 through 5, although collaboration and transition activities from IDEA, Part C, to IDEA, Part B, for children with disabilities ages birth through 2 may also be provided.
- IDEA, Part B, funds will be used to support students with disabilities **ONLY**, with no direct services provided to students. IDEA, Part B, funds cannot be used to support the gifted program. Therefore, any staff members who are involved with the gifted program will be paid from general revenue funds consistent with the percentage of time allocated to the gifted program.
- The fiscal agent will make the sub-grants to participating school districts consistent with policies and procedures provided in State Board of Education Florida Administrative Code under Finance and Accounting, Rule 6A-1.099, Cooperative Projects and Activities, <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1051594&type=1&file=6A-1.099.doc>.
- Procurement of assistive technology equipment and software are permitted **ONLY** when used for the purposes of preview, trial use, awareness training and skill-building activities within the service area. Discretionary projects are prohibited from purchasing assistive technology for an individual student's use.
- All FDLRS staff shall be permitted to travel to all school districts within the center service area to perform project activities. FIN personnel will be permitted to travel to all school districts within their regions.
- Minutes of all coordinating council and, as applicable, advisory committee meetings will be kept on file at the FDLRS ACs, available for review and considered part of the monitoring process.

- All personnel are employed through the fiscal agent district using a competitive hiring process based on current FDLRS job descriptions, unless an approved written waiver has been obtained from BEESS.
- Services in all functions will be made available on a 12-month basis to all personnel involved in the education of students with exceptionalities, including basic and exceptional student education teachers, administrators, supervisors, resource staff and support personnel; parents; agency and organization personnel; and private school personnel.
- All project staff will be allowed to travel to participate in regional and, as applicable, statewide activities, including function meetings, that are necessary for the implementation of project or network activities, and to improve or develop competencies needed to provide quality training or other services to consumers, notwithstanding restrictions within the fiscal agent or participating districts.
- Services will be based on assessed program needs relating to project outcomes and may not supplant existing facilities, resources or services.
- FDLRS ACs will collaborate with the FDLRS Administration and FIN Administration project to ensure seamless delivery of services at the local, regional and state levels.
- Hire, support travel, and provide work space and office equipment for a full-time RLATS to support district LATS, and other district and school staff in the region in conducting assistive and instructional technology assessments for ESE students and supporting the use of assistive technology in the classroom. PS/Rtl project staff will be consulted on the development of the local RLATS job description, and included, as appropriate, in the selection process for any new RLATS.
- Ensure that the RLATS is approved to travel to all service districts and is able to use RLATS funds to ensure equitable services are provided in support of assistive technology to students with disabilities in all service districts.

NOTE: Failure to adhere to these assurances will result in notification to the fiscal agent district that the discretionary project is non-compliant and that continued funding is endangered.

Our coordinating council has reviewed and agrees to the assurances required of the FDLRS Associate Center projects.

Lori Newman
Signature of Coordinating Council Chairperson

3-29-19
Date

ESE Director Assurances – Certification of Duties and Responsibilities

The ESE Directors for each school district in the FDLRS Associate Center service area have been informed that a percentage of the FDLRS Associate Center Manager's time, not to exceed 25%, will be allocated to perform responsibilities on behalf of the fiscal agent school district that are beyond the scope of management responsibilities and duties for the FDLRS Associate Center. Information has been provided to ensure the ESE Directors that this assignment will not negatively impact the receipt of FDLRS services and supports by school districts in the service area. It is the understanding of the ESE Directors that the fiscal agent school district will assume all costs related to activities that are beyond the scope of management responsibilities and duties for the FDLRS Associate Center.

Lynn Jamison
Columbia


ESE Director's Signature

Betty Linton
Hamilton


ESE Director's Signature

Alissa Hingson
Lafayette


ESE Director's Signature

Lori Newman
Madison


ESE Director's Signature

Kelly Waters
Suwannee

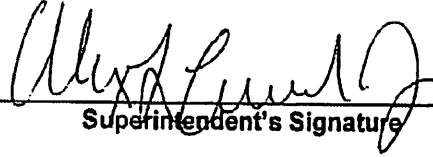

ESE Director's Signature

Consolidated Application Certification - FDLRS AC and FIN

The filing of this application has been authorized by each district school board listed below.

Columbia

District Name

A handwritten signature in cursive script, appearing to read "Alex L. Smith", is written over a horizontal line.

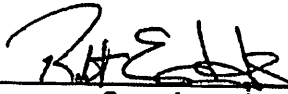
Superintendent's Signature

Consolidated Application Certification - FDLRS AC and FIN

The filing of this application has been authorized by each district school board listed below.

Lafayette

District Name



Superintendent's Signature

Consolidated Application Certification - FDLRS AC and FIN

The filing of this application has been authorized by each district school board listed below.

Madison

District Name

A. Karen A. Pelt

Superintendent's Signature

Consolidated Application Certification - FDLRS AC and FIN

The filing of this application has been authorized by each district school board listed below.

Suwannee

District Name

A handwritten signature in cursive script, appearing to read "Chris Rowland", is written over a horizontal line.

Superintendent's Signature